

**AN ASSESSMENT OF MANAGEMENT PRACTICES IN INCLUSIVE
CLSSROOMS: A STUDY OF SELECTED PRIMARY SCHOOLS IN KAZUNGULA
AND LIVINGSTONE DISTRICTS OF SOUTHERN PROVINCE IN ZAMBIA**

BY

DUBEKA MOONO MWENDALUBI

**A Dissertation Submitted in Partial Fulfilment of the Requirements for the Reward of the
Degree of Master in Education of Special Education of the University of Zambia**

The University of Zambia

Lusaka

2019

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form or by any means, electronic, recording, mechanical, photocopying or otherwise without prior permission in writing from the author or the University of Zambia.

© Dubeka Moono Mwendalubi

DECLARATION

I, **Dubeka Moono Mwendalubi**, do hereby declare that this dissertation is my original work and has not been presented for a degree anywhere. This work has not been published at any other university. Works drawn from other sources have been acknowledged.

Signature of author:

Date:

APPROVAL

This dissertation of **Dubeka Moono Mwendalubi** has been approved as fulfilling the partial requirements for the award of the degree of Master of Education in Special Education at the University of Zambia.

Examiner 1:	Signature:	Date:
.....

Examiner 2:	Signature:	Date:
.....

Examiner 3:	Signature:	Date:
.....

Chairperson of Board of Examiners:	Signature:	Date:
.....

Supervisor:	Signature	Date
.....

ABSTRACT

The purpose of the study was to assess the management of inclusive classroom practices in selected schools of Kazungula and Livingstone districts of Southern Province in Zambia. The objectives of the study were: to assess facilitators in the management of inclusive classroom practices; to establish management practices employed by facilitators in inclusive classrooms; and barriers to effective management of inclusive classroom practices. The target population was District Education Standard Officers, Special Education Standard Officers, members of Staff from Community Based Rehabilitation, members of the multi-disciplinary team, head teachers, class teachers and parents of learners with learning barriers in the study districts. A case study research design supported by qualitative data collection techniques was used in the study. The sample comprised of 18 participants, consisting of: two District Standard Education Officers, two Education Standard Officers-Special Education, two members of staff from Community Based Rehabilitation Project, two head teachers, two members of the multidisciplinary team, two parents of learners with disabilities and six inclusive classroom teachers. Purposive sampling procedure was used to select all the participants. Thematic analysis was used to analyze data which involved organizing data through use of open, axial and selective coding of the data before presenting the emerging themes. Primary data was collected through focus group discussions and interview guides as well as observation checklist. Secondary data was collected through use of documentary analysis. The findings revealed that teachers in inclusive classes were using variety of management strategies to manage learners. These ranged from use of multi-tasking, preparatory approaches to meet the demands of learners, use of attention drawing to tolerance and patience building approaches. The study further revealed that involvement of parents, teachers, multi-disciplinary teams, administrators, community and regular monitoring and supervision by Ministry of General Education officials, and availability of basic inclusive materials through the Community Based Rehabilitation (CBR) project, contributed significantly to effective management of learners and practice in inclusive classes. The study equally revealed that there were barriers to effective management of inclusive classroom practices which needed to be addressed such as over-enrolment, unfriendly curriculum, the rigid learning environment, inadequate financial resources, limited human capital, and attitudinal barriers beside social factors like poverty, high divorce rates and chronic illness which negatively affected the management of inclusive practices in the study

schools. The study recommended the strengthening of pre- and in-service training of teachers with particular attention to teachers acquiring sufficient knowledge and skills in inclusive classroom management practices. In addition, inclusive classes should be made much smaller to allow teachers to effectively apply a wide range of management approaches in handling learners in inclusive class settings. More finances with the support of the government, cooperating partners and local communities should be secured to improve the learning environment in order to ease the current management stress surrounding inclusive practices in schools.

Key words: *Inclusion, Classroom practices, Classroom Management, Teachers, Learning, Barriers and Factors.*

DEDICATION

This dissertation is dedicated to my late father, Grey Sibajene Munsanje Dubeka who charged his children never to fail to prosper as he was dying, and my beloved mother, Ellah Juliet Muleya Dubeka, who has been there for me offering all-around support throughout my life. I have been able to obtain my goals and dreams because of her continued motivation and encouragement.

She would always tell me “*kalyauzumanana*”, implying good things come to those who do not give up on the way. I say thank you Mum.

ACKNOWLEDGEMENTS

I am extremely and forever grateful to God, whose mercies endure forever for enabling me to undertake this study.

To my supervisor Dr. Joseph Mandyata, I cannot thank him enough for all encouraging comments and diplomacy; he gave me confidence even when I felt like I did not know what I was doing. His expertise and interest in his area of study positively contributed to my submitting of this dissertation and for that I am truly grateful. May the good Lord continue blessing you. I cannot fail to mention Dr. Beatrice Matafwali and Dr. Daniel Ndhlovu for their invaluable advice, encouragement and support.

I would like to thank all those people who have contributed both directly and indirectly to my work, especially all my respondents from my study sites who were there to be interviewed despite their busy schedules notwithstanding.

I am grateful to my husband, Christopher Munsanje, for his immense support during the study period. He endured my unending disruptions of family life. To my children Lumuno Ndimuyande and Lukondo Malele, I thank them for their support and tolerance especially as I directed resources towards my education in addition to theirs.

To my sister, Bumba Muntanga Dubeka, Ferdinand Chindolo Mainza and Welcome Luyando Hamainza, thank you for reading and critiquing my manuscript and providing necessary academic feedback on it.

Finally, special thanks go to my brothers and sisters for the financial, moral and spiritual support during my studies. God bless you all.

TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
APPROVAL	iii
ABSTRACT	iv
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
LIST OF APPENDICES	xii
ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Overview	1
1.2 Background	1
1.3 Statement of the problem	6
1.4 Purpose of the study	6
1.5 Research Objectives	7
1.6 Research questions	7
1.7 Significance.....	7
1.8 Delimitation	7
1.9 Limitation.....	8
1.10 Theoretical Framework.....	8
1.11 Definitions of Key Terms	9
1.12 Summary	10
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Overview	11
2.2 Management practices employed by educators to facilitate teaching in inclusive classrooms	11
2.3 Facilitators in the management of inclusive classroom practices	14
2.4 Barriers to effective inclusive classroom management practices	16
2.4.1 Socio-economic barriers	17

2.4.2 Rigid curriculum	18
2.4.3 Language and communication	19
2.4.4 Non- Involvement of Parents	20
2.4.5 Inaccessibility and unsafe built environment.....	20
2.5 Summary	21
CHAPTER THREE: METHODOLOGY	22
3.1 Overview	22
3.2 Research design.....	22
3.3 Target population of the study	23
3.4 Sample size	23
3.5 Characteristics of the participants	24
3.5.1 Head Teachers.....	24
3.5.2 Members of Staff from CBR.....	24
3.5.3 ESO (Special Education)	24
3.5.4 DESO	25
3.5.5 Class Teachers.....	25
3.5.6. Parents of Learners with Disabilities	25
3.5.7 Members of the Multi-disciplinary Committee	26
3.6 Sampling procedure	26
3.7 Research Instruments	26
3.7.1 Semi-structured Interview Guide	27
3.7.2 Observation Checklist	27
3.7.3 Focus Group Discussion Schedule.....	27
3.7.4 Document Analysis Guide	28
3.8. Trustworthiness of Data	29
3.9 Data Collection Procedures.....	29
3.10 Data Analysis	30
3.10.1 Coding of Participants.....	30
3.11 Ethical Consideration	30
3.12 Summary	31

CHAPTER FOUR: PRESENTATION OF FINDINGS	32
4.1 Overview	32
4.2 To establish the management practices employed by educators to facilitate teaching and learning in inclusive classrooms.....	32
4.2.1 Training of Educators.....	32
4.2.2 Multi-Tasking Strategies	33
4.2.3 Communication Strategies	34
4.2.4 The strategy of preparing work to meet the demands of all learners	35
4.2.5 Strategy of bringing back attention of a child.....	35
4.2.6 Tolerance skill.....	36
4.2.7 Making the curriculum user-friendly	37
4.2.8 Making the classrooms inclusive	38
4.3 To examine the facilitators of current management practices in inclusive classrooms in the schools where the study was conducted	39
4.3.1 Involvement of Parents	39
4.3.2 Use of Multi-Disciplinary Team in the Management of Learners.....	40
4.3.3 Increased Community Participation.....	41
4.3.4 Supportive Government through the Ministry of General Education.....	41
4.3.5 Positive Attitude among teachers.....	42
4.3.6 Supportive School Administrators	43
4.4 To assess barriers to effective management practices in inclusive classroom.....	44
4.4.1 Over-enrolment in Classes	45
4.4.2 Unfriendly Curriculum.....	46
4.4.3 Unfriendly Physical Environment.....	47
4.4.4 Insufficient Financial Resources	48
4.4.5 Human Resources to Support Management Practice	49
4.4.6 Attitudinal Barriers	50
4.4.7 Disability.....	50
4.4.8 Socio-economic Barriers.....	51
4.5 Summary	54

CHAPTER FIVE: DISCUSSION OF FINDINGS	55
5.1 Overview	55
5.1 Management practices employed by educators in inclusive classrooms	55
5.1.1 Training of Regular Teachers on Management skills	56
5.1.2 Make the Curriculum User-friendly.....	61
5.1.3 Making Classrooms Inclusive	62
5.2 Facilitators of the current Management Practices of inclusive Classroom	62
5.2.1 Active Involvement of Parents.....	63
5.2.2 Multi-disciplinary Team	64
5.2.3 Community Involvement	65
5.2.4 Involvement of Government through the Ministry of General Education.....	66
5.2.5 Knowledgeable Class Teachers	67
5.3 Barriers to Effective Inclusive Classroom Management Practices	67
5.3 Over –enrolment	68
5.3.2 Presence of Unfriendly Curriculum	68
5.3.3 Unfriendly Physical Environment.....	69
5.3.4 Insufficient Financial Resources	70
5.3.5 Inadequate Human Resources	70
5.3.6 Attitudinal Barriers Inclusive Class Management	71
5.3.7 Nature of Disablement	72
5.3.8 Socio- economic Barriers.....	73
5.5. Summary	76
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	77
6.1 Overview	77
6.2 Conclusion	77
6.3 Recommendations	78
6.4 Areas for Further Research	79
REFERENCES	80
APPENDICES.....	83

LIST OF APPENDICES

Appendix A: Introductory Letter	83
Appendix B: Consent form for participants	84
Appendix C: Focus Group Interview	86
Appendix D: Interview Schedule	89

ACRONYMS

CBR	Community Based Rehabilitation
DEBS	District Education Board Secretary
DESO	District Education Standard Officer
EFA	Education for All
ESO	Education Standards Officer
HOD	Head of Department
IEP	Individualized Education Programme
INSPRO	Inclusive Schooling Programme for Children with Special Learning needs
MoE	Ministry Of Education
MoGE	Ministry of General Education
NCESS	National Committee on Education Support Services
OVC	Orphans and Vulnerable Children
SEN	Special Education Needs
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNZA	University of Zambia
WHO	World Health Organization

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, the research objectives and questions. The chapter then gives the significance of the study, the theoretical framework, delimitation and limitation of the study before providing operational definitions and a chapter summary.

1.2 Background

There has been a growing agreement world over that all children have the right to be educated together. About 1500 delegates from 155 countries and representatives of governmental, nongovernmental and inter-governmental organizations met at the World Conference on Education for All (EFA) in Jomtien, Thailand. The outcome of the conference was a declaration of Education for All; thereby reaffirming the notion of education as a Fundamental Human Right. The conference delegates also came up with a framework of action which stated that every child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs (UNESCO, 1994).

Following the growing need of providing education for all, 92 countries and 25 international organizations met at a World Conference on Special Needs Education in June 1994 in Salamanca, Spain. The Conference delegates came up with a framework for action which reaffirmed their commitment to Education for All and recognized the necessity and urgency of providing education for all children, youth and adults with special educational needs within the regular education system (UNESCO, 1994). The Salamanca Statement and Framework for

Action further proclaims that ‘every child has unique characteristics, interests, abilities and learning needs’ (UNESCO, 1994: 2). Therefore, the children with special needs must be allowed access to regular schools that should accommodate them within a child-centered framework capable of meeting their needs. In addition, education systems and programs should be designed and implemented while taking into account the diversity of the learners’ characteristics and needs (UNESCO, 1994).

The merit of such systems is not only that they are capable of providing quality education to all children, but their establishment is also a crucial stepping stone towards changing discriminatory attitudes thereby creating welcoming communities, building an inclusive society and achieving the goal of Education for All. Furthermore, such systems provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 2009). The more recent UNESCO guidelines for Inclusion reiterate the idea that inclusive education can be more cost effective than separate provision (UNESCO, 2005). According to this document, inclusion is underpinned not solely by the notion of rights or by ensuring that the needs of all children are met, but by further viewing it as an effective way of achieving the Millennium Development Goals. The document further widens the definition of inclusion to address issues of exclusion and marginalization for learners with special educational needs.

In Southern Africa, many countries are still glued to the medical model of offering education for persons with disabilities. However, there are countries that have made good strides and are now offering special education using the social model. A survey carried by UNESCO (2000) reveals that in countries where inclusive education is prominent, it is because there is a law requiring it, countries like South Africa, Namibia and Botswana. According to the Department of Education (2001) inclusive, education was introduced in South Africa by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS).

The NCSNET and NCESS were appointed by the Department of National Education in 1996 to investigate and make recommendations on all aspects of 'special needs and support services' in education and training in South Africa. The main focus was on identifying barriers to accessing quality education for all learners and developing an education system that is responsive to the diverse needs of the different learner populations. As for Namibia, the government has committed itself to provide equity and quality education to all its citizens through inclusive education. Achieving equity is a shared responsibility by all stakeholders, and establishing an equitable and inclusive system requires commitment from all education stakeholders (MoE, 2009). The initiative calls for all stakeholders to be committed, accountable and willing to support the provision of inclusive education. Even when a country like Namibia learnt a lot from the Zambian policy on

issues of children with special educational needs, the researcher feels Namibia has gone way ahead of Zambia hence the importance of this research

In Zambia, inclusion is seen as a process of increasing access, participation and achievement for all learners in general education settings with emphasis on those at risk of marginalization and exclusion. (Simui et al; 1990). The 1977 Educational Reform document, Focus on Learning (1992) and Educating our Future (1996) are all policy documents that favor educating handicapped children. They allude to the fact that ‘All handicapped children, like any other children are entitled to education’ (Kalabula, 2007). The 1992 Focus on Learning policy document was a response from the world conference on Education for All in Jomtien, Thailand. The conference put an emphasis on education as a fundamental human right and as such the Ministry of Education in its policy statement recognized that there was need to increase access to education. As access to primary education becomes more universal, the number of handicapped children in schools would increase.

Then article 23 of 2011 section 6 of educational act in Zambia made mention that a learner with special education needs shall, to the greatest extent possible, be integrated into mainstream educational institutions. Therefore, the document saw it desirable on educational and social grounds to integrate such children into normal schools and classes wherever possible. In this way, children with special educational needs will be better prepared for integration into various aspects of society when they become adults while the non-handicapped children in whose company they are learning will come to accept them and their disabilities in a non-judgmental manner (Kalabula, 2007). Focus on Learning (1996) states that the Ministry of Education will ensure that pupils with special educational needs have equal opportunities to education and provide education of particularly good quality (Ministry of Education, 1996).

In a bid to increase access to education for all, the government of Zambia in 2004 introduced the Inclusive Schooling Programme for children with special learning needs (INSPRO) to ensure their access to the mainstream educational system (Ministry of Education, 2004). It is in this regard that the Ministry of Education in its Policy document, Educating our Future (1996), made positive pronouncements concerning inclusive education. The document points out that the Ministry will improve and strengthen the supervision and management of special education. According to Mandyata (2015) citing from MoGe (2013) Zambia had 107,271 children with special educational needs at the primary level who were included in regular schools and 878 at secondary level. In 2014,

there was a reduction in the number at primary level to 89,135 of the said learners while the number at secondary level increased to 7,471. While the Zambian government has made these strides, there are some obstacles. For many years, education authorities in Zambia implemented a policy of separate systems of education. Recently the appropriateness of having such separate education systems has been challenged both from a human rights perspective and from the view of effectiveness (Ainscow, Farrell and Tweddle, 2000). The practice shows discrimination of those who have special educational needs and has built into cultural ethnicity, gender, class and religion aspects thereby limiting the potential of the disabled to contribute to national development.

The Alma-Ata Declaration of 1978 by the World Health Organization (WHO) led to the introduction and initiation of the Community-Based Rehabilitation (CBR). Its objective was to supplement on the quality of education for children with disabilities and their families; meeting their basic needs; and ensuring their inclusion and participation. It was primarily a service delivery initiative, making best possible use of primary health care and community resources. It aimed at bringing primary health care and rehabilitation services closer to people with disabilities, especially in low-income countries. The goal and role of the CBR were to integrate people with disability into political decision making. Such people were to be placed at the centre of developing policies and programmes that concerned them.

Research done by, WHO (2010) shows that on the international or global scene countries like the Islamic Republic of Iran, Mongolia, South Africa, and Vietnam are documented as among the first to have started Community Based Rehabilitation programmes. During those early days the programmes mainly focused on primary health care providing physiotherapy, assistive devices, and medical or surgical interventions. Others also introduced education activities and livelihood opportunities through skills-training for income-generating programmes. In 1989, the World Health Organization published the first manual training in the community for people with disabilities to provide guidance and support for Community Based Rehabilitation programmes. Stakeholders included people with disabilities, family members, school teachers, local supervisors and community rehabilitation committee members. The manual was translated in over fifty (50) languages and still remained an important CBR document used in many low income countries to date. To supplement efforts of CBR Disabled village children: a guide for community health

workers, rehabilitation workers and families made a significant contribution in developing programmes, especially in low-income countries.

WHO (2010) reveals that during the 1990s, with the growth in the number of CBR programmes, there were changes in the way CBR was conceptualized. Why? Because other United Nations agencies, such as the International Labor Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Development Programme (UNDP), and United Nations International Children's Fund (UNICEF) became involved, recognizing the need for a multi-sectoral approach. Thereafter, in 1994, the first Community Based Rehabilitation (CBR) Joint Position Paper was published by ILO, UNESCO and WHO. In 2003, an international consultation to review community-based rehabilitation was held in Helsinki. At this meeting a number of key recommendations were made such as the repositioning of CBR in a joint International Labor Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and WHO position paper, as a strategy within general community development for the rehabilitation, equalization of opportunities, poverty reduction and social inclusion of people with disabilities.

In 2004, the ILO, UNESCO and WHO updated the first CBR Joint Position Paper to accommodate the Helsinki recommendations. The updated paper reflects the evolution of the CBR approach from services delivery to community development (WHO, 2010). CBR was redefined as “a strategy within general community development for the rehabilitation, poverty reduction, equalization of opportunities and social inclusion of all people with disabilities” and promoted the implementation of CBR programmes through the combined efforts of people with disabilities themselves, their families, organizations and communities, and the relevant governmental and non-governmental health, education, vocational, social and other services. In 2005, the World Health Assembly adopted a resolution on disability prevention and rehabilitation, urging Member States to promote and strengthen community-based rehabilitation programmes. They called for action against poverty, and for government support. This led to the development of national policies.

In Zambia, the implementation of CBR is more recent than in other African countries such as Uganda, and it is not yet a comprehensive, country-wide strategy adopted by government. However, there is no institutionalized training of CBR personnel and volunteers in Zambia, implying that there is no nationally recognized CBID/CBR training. However, in the country, CBR

activities date back to the early 1990s. Among the first implementers of the program were the Catholic Church, implementing CBR programmes focused on rehabilitation of persons with disabilities mainly through its different dioceses, with the most known programme at the Catholic Diocese of Ndola from the early 1990s to early 2000; the Sight Savers CBR program which focused on eye surgery and care; the Cheshire Homes Association of Zambia with rehabilitation homes in Ndola, Lusaka and Livingstone; the Chipata CBR Association funded by Finnish Disabled People's International Development Association (FIDIDA) from 2004 to 2011. The 8 year collaboration on CBR between the Nordkapp Municipality of Norway, the District Health boards of Kazungula and Livingstone in southern Zambia, Christian Blind Mission of Germany has supported rehabilitation services and infrastructure development in various health institutions of Zambia for a long time and the Norwegian-funded and government-led CBR programme being piloted in 3 districts of Kazungula, Zimba and Livingstone.

It is against this background that this study sought to assess the management practices in inclusive classrooms in Kazungula and Livingstone districts of Southern Province Zambia.

1.3 Statement of the problem

Studies on inclusive education in Zambia have been conducted such as: Kalabula, 2007; Mandyata 2002, 2015; Manda, 2013 with a focus on attainability of inclusive practices, perceptions of teachers; community and teacher's partnership and teacher education. Although these studies were informative on policy related issues on inclusive education, they appear to be silent on management practices in an inclusive classroom. Despite the available literature, there still remains a gap to be filled by this study. The study therefore sought to assess the management practices used in inclusive classrooms in selected primary schools of Kazungula and Livingstone districts in Southern Province, Zambia.

1.4 Purpose of the study

The purpose of this study was to assess the management practices used by educators in inclusive classrooms in selected primary schools of Kazungula and Livingstone districts of Southern Province of Zambia.

1.5 Research Objectives

1. To establish the management practices employed by educators to facilitate teaching and learning in inclusive classrooms.
2. To examine the facilitators of current management practices in inclusive classrooms in the schools where the study was conducted.
3. To assess barriers to effective management practices in inclusive classrooms.

1.6 Research questions

1. What management practices are educators using in inclusive classrooms?
2. What might have facilitated the current classroom management practices in the study schools?
3. What might have been the barriers to effective management practices in inclusive classrooms in the study schools where the study was carried out?

1.7 Significance

Going by the move of educating children with special educational needs from medical model (special education) to a social model (inclusive education) (UNESCO, 1994), it is hoped that the results of this study would help to enhance the management classroom practices in inclusive schools and those that are yet to adopt the model. Further, it is hoped that teachers, head teachers, education managers and cooperating partners in the districts where the current research was done would find the information more beneficial and contribute towards an effective management of inclusive classroom in their respective districts.

1.8 Delimitation

The study was confined to selected primary schools of Kazungula and Livingstone districts because there is a running project on inclusive schooling sponsored by Community Based Rehabilitation (CBR) Zambia in conjunction with the Ministry of General Education. The researcher believed that various stakeholders had sufficient experience to contribute significantly to the present study.

1.9 Limitation

The study was limited to the District Standards Officers, Special Education Standard Officers, parents of learners with learning barriers, Members of the multi-disciplinary team in study districts, the members of staff from Community Based Rehabilitation, the head teachers and class teachers in schools practicing inclusive schooling in study districts, yet there were other stakeholders in the management of inclusive classroom practices. Hence the study ought to be generalised with caution.

1.10 Theoretical Framework

Theories serve to justify practices which, in turn inform particular studies (MacFarlane, 2007).

Usually a functioning theory could enhance a practitioner's ability to work with others and also generate a range of ethical and educational explanation towards research problems (Macfarlane, 2007). Macfarlane (2007) argues that discourses of inclusion interpret that if appropriate classroom practices could be provided through an informed management approach, every child has equal potentialities to learn. Macfarlane (2007) links the disability discourses to those of pedagogical inclusive discourses which establish the rights of learners with special needs in a classroom and society at large to access social services, including education through well managed learning environments. It is in this regard that the study is underpinned by theoretical framework of normalization which states that persons with disabilities must be exposed to tasks and activities based on the social norms of the culture. (Carl et al 2006).

The emphasis of the normalization theory is to render equal opportunities in life that others have. In the context of this study, for management of inclusive classroom practices to be achieved, the teacher has to be equipped with competences and use strategies that will not be biased towards non-disabled learners. Also, the other stakeholders must be fair enough to provide resources which will not disadvantage the other group of learners and the barriers that are embedding the successful delivery of inclusive schooling to be worked on. It is in this regard that a person with disabilities is not the one being forced to be normal, but that the environment is changed to give him or her chance to experience what is considered "normal." Carl et al (2006) postulates that normalization theory does not focus attention on the things that individuals do to operationalize new or modified modes of practice as they interact with dynamic elements of their environments. Instead, it defines

the modification of the environment which has to be done to suit the particular individual with a particular disability. The dynamics of implementation processes are complex, but the Normalization Process Theory facilitates understanding by focusing attention on the mechanisms through which participants invest and contribute to them.

1.11 Definitions of Key Terms

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

Inclusion

Farrell and Ainscow (2002) describe inclusion as a process in which schools, communities, local authorities and government strive to reduce barriers to participation and learning for all its citizens.

Inclusive education

Inclusive education means that all students in a school regardless of their strengths, weaknesses or disabilities in any area, become part of the school community. (Carreiro, 2003).

Barriers to learning

According to Visser (2002), a barrier to learning is something that prevents the learner from benefiting from education.

Classroom management

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused and attentive, to tasks, and help them to be academically productive in the classroom. (Lewis, 2010).

Teachers

Wethmar and Van der Bank (2000) refer to a teacher as any person who teaches, educates, or trains other people or a person who provides professional educational services, including professional therapy and education and psychological services at any public school.

Learner

A learner is any pupil or a student at any school, further education and training institution or adult learning centre (Lewis 2010).

Classroom practices

The concept of classroom practices' refers to the means by which teachers demonstrate the rights and responsibilities of members of a school community, particularly those who are in conflict, be it student or teacher and student (Lewis, 2010).

1.12 Summary

This chapter gave a background of the study, it went on to state the statement of the problem, outlined the purpose of the study, objectives of the study and questions of the study. The chapter further outlined the delimitations and limitations of the study, the theoretical framework and then the key terms. The next chapter will review the literature related to the current study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter reviews literature on the management practices employed by educators in inclusive classrooms, as well as facilitators of the management of inclusive classroom practices. The chapter then reviews literature on the barriers to the effective management of inclusive classroom practices before providing a summary.

2.2 Management practices employed by educators to facilitate teaching in inclusive classrooms

In his study, Swart (2002) brought out overwhelming evidence that teachers are the key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support, play a crucial role in transforming inclusive classrooms or, without support they can bring no change at all. According to Hall (2000), for inclusive practices to be employed in a classroom, there is need for restructuring the environment to a more accommodative place to meet the learners' needs and in-service training is vital. It is also very important to give teachers a sense of ownership; they need to own the change through direct involvement, where their views and concerns are taken into consideration (Nghipondoka, 2001). As key features in the successful implementation and management of inclusive classroom practices, policy and teacher competencies in this field are of utmost importance.

Furthermore, in the article "Teacher preparedness for inclusive education", Thompson as cited by Hay, Smit and Paulsen (2001) emphasizes that the effective implementation of inclusive education depends on the high quality of professional preparation of teachers at pre- and in-service levels to equip them for and update their knowledge in meeting the needs of a diverse classroom population. Bothma, Gravett and Swart (2000) contend that originally teachers had a negative attitude towards inclusion due to the fact that they were not trained to cope with learners who experienced barriers to learning, and that their schools did not have the facilities or equipment that learners needed. This study shows out how teacher training has greatly improved on their negative attitude of teaching in an inclusive classroom .The study has also shown how teacher training serves as one

of the tools used to overcome barriers experienced in the delivery of effective management practices in study schools.

Many people who are trained as professional special education teachers experience a contradiction between their academic preparation and what is expected of them in the field. In the past, early definitions of best practices included community-based functional skills programs, individualized education programs (IEPs) that emphasized therapeutic interventions, and segregated classrooms (special units). Today, best practices for learners with special educational needs in an inclusive classroom arrangement demand that teachers acquire a different set of skills during their initial and continuing professional education; Skills such as strategies of teaching all students in an inclusive classroom, strategies of socializing around the school communities and facilitating authentic friendships, embedding service learning into the curriculum for all learners, being accountable for every learner's achievement, and promoting inclusion in general education (Jorgensen, 2003). The study was able to bring out how inclusive interventions, through the ongoing trainings being done by CBR benefited all the stakeholders to be better facilitators in the management of inclusive classroom practices in study schools.

The author believes that it rests upon teachers to act as change agents, and to be prepared to take initiatives in the process of managing inclusive practices in a classroom. Hence Ministry of Education (2002) points out that those teachers who are willing to pursue their skills development need to be trained in a range of issues so that their contribution could be of value. It also recommends that teachers, among others, should be competent in communication skills and multidisciplinary work, and should have some essential knowledge of common disabilities, behaviour management, multilingual issues, the effects of poverty and social deprivation and the skills to identify all the above by means of assessment processes. Engelbrecht, Swart and Eloff (2001) warn that even though inclusive education has become a prominent item on the international educational agenda and has provided a framework for recognizing diversity and providing quality education for all learners within an inclusive education system, it has also fallen prey to a lot of criticism. They argue that teachers are under a lot of stress because they are not acquainted with the principles and management of inclusion. From the above discussion, one may conclude that teachers' lack of competency in managing their inclusive classrooms is a serious problem as it makes them feel stressed and less confident. What was not known in the Zambian situation was

whether training of facilitators responsible for managing inclusive classroom practices must be ongoing or not.

Van Zyl (2002) highlighted the fact that it is not practically possible to make specialists in all diverse needs for them to completely overcome barriers to learning, but there may be a way of assisting all learners to benefit from inclusive classes, that is, by empowering teachers in the following basic skills so that they may become competent inclusive educators: orientation on inclusive education and the paradigm shift from the medical model to social model of learners with special educational needs; training on learner-centered education; management training in inclusive education for head teachers, deputy head teachers and heads of departments, training on how to develop a school-based support service for special educational needs; methods and models of inclusive practice, orientation of teachers to become reflective learners, conducting ongoing research to diagnose areas of need, training in collaborative teaching, Teachers should be trained to work as collaborative partners with other staff members. Emphasis should be placed on collaborative decision making, group processing, conflict resolution and management of differentiation in the classroom. What was not known before this study was whether teachers in Zambia are well versed in the management of inclusive classrooms.

Van Zyl (2002) lists the competences that teachers need to possess in an inclusive classroom: Training on how to adapt the curriculum to the individual learner's need, flexible evaluation methods based on the learner's pace, development of a resource-based learning environment. Materials should apply to learners' life situations in their communities. Teachers should be trained as a resource rather than the sole source of knowledge in the classroom. They should have skills on how to involve the parents of learners with special educational needs in an inclusive classroom. Development on how to create a positive learning climate in the classroom by having high expectations from all learners, positive teacher attitudes, rewards and incentives, order and discipline, frequent and appropriate assessment of work and feedback on learners' work are important in classroom management. What was not known prior to the current study was whether teachers in Zambia who were handling inclusive classes were given the necessary training and whether they were competent enough to successfully manage such classes.

In his study, (Khumalo 2000) maintains that good and effective teaching relies mostly on the teacher perceiving problems experienced by the learners as real and providing resources to

overcome them. In addition UNESCO, (2005) established that in order for management of inclusive classroom practices to be successful, the facilitators must employ the following: initiatives aimed at providing for learners who have been excluded from the system by both state and nongovernmental organization; innovative practices for recognizing and accommodating diversity; training programmes which equip educators to deal with these diverse needs; and organization and development of teaching and learning environments.

2.3 Facilitators in the management of inclusive classroom practices

Stainback and Stainback (1996), Vandercook and York (1990), Thousand and Villa (2000), Weiner (2002) agree that a major key to the success of management of inclusive practices in a classroom is the involvement of learners, teachers, specialists, administrators, parents, community members and policy makers, all working together in collaboration. Villa and

Thousand (2000), Paolucci-Whitcomb, and Nevin (1990) all affirm that “the very process of engaging in collaborative teamwork can facilitate the invention of a new paradigm of collaboration. The process of collaboration requires continuous adaptation in order to make room for multiple perspectives”. The teaming process which must exist within schools through a variety of formal structures such as site-based management and decision-making teams, reflective practice groups or study circles, curriculum committees, grade-level teams combining special and general educators, and learner-specific teams. Also, individuals with diverse knowledge, skills, and backgrounds come together to develop common policies, norms of classroom practice, and learner-specific solutions.

According to Thousand and Villa (2000), strong relationships between schools, families, and the larger community offer opportunities for greater connectedness; an expanded understanding of resources available to support learners, families, and schools; and an increased likelihood for successful transitions between school and home and ultimately to adult life. Relationships of mutual support are critical across organizations in community life and, according to Michael

Peterson, co-founder of the Whole Schooling Consortium, he states “*Our challenge is to create and support community the common bond holding us together, which, in turn, is supported and maintained by our relationships*” (1996). Because schools and families are essential to the fabric of community life, they must forge a partnership that consists of a shared understanding of what

constitutes successful outcomes for all learners and shared resources necessary to achieve those outcomes. It is not known if in Zambia strong relationship ties are built.

Lourie, Katz-Levy, and Stroul (1996) described an approach called unconditional care that results in policies that seek to create an inclusive entrance into services and prevent discharge or exclusion from what is naturally available to learners without disabilities. This approach also requires that learners with disabilities receive access to specialized support and services to meet their unique concerns. Paolucci-Whitcomb and Nevin (1990) say that although comprehensive systems of care, also known as the wrap around approach, were initiated to respond to the needs of children and youth with emotional and behavioral disabilities, there is widespread agreement that this process benefits all children and their families with complex needs, regardless of their disability label. The wrap-around systems of care approach acknowledges that there are many service providers in the lives of some families, and thus all service providers need to work collaboratively to address the family's needs within their home, neighborhood school, and local community.

In his document, Mandyata (2015) says that as a result of the paradigm shift in the education of children with and without disabilities arising from the 1996 inclusive education policy, parents, teachers and other stakeholders have found themselves as partners in an attempt to meet the learning needs of children in schools. Within the framework of inclusive education, parents and teacher's collaborative relationship has been perceived as a more meaningful method of providing educational interventions to children. Kalabula (2000) emphasizes the importance of involvement of all parties in the management of inclusive classroom practice by adding that, family involvement in children's learning is one way of connecting important social and ecological contexts surrounding children aimed at strengthening their learning and development. While (Katwishi in Mandyata, 2015) advocated for a positive family and school relationship in the education of children with disabilities. She, in fact, describes family and school relationships as a safety net in fighting negative attitudes and prejudices towards the education of children with disabilities as well as a means of promoting school success of children in the regular schools. It is not known as to whether parents of learners with learning barriers are fully involved in the management of inclusive classroom practices in Zambia, hence this study.

Ryndak et al (2001) state that inclusion facilitators must have demonstrated competence in general education, special education, and a variety of facilitation skills such as consulting, mediation,

coaching for them to be successful in their roles. In agreeing that a teacher is one of the facilitators in the delivery of inclusive classroom practices, Armstrong (2000) says that inclusion facilitators must connect the knowledge and skills needed to coordinate and implement a variety of learner support programs. One has to learn about collaboration and teaming skills, technology, and augmentative and alternative communication. Kelly: in Mandyata, 2015 argued that increased involvement of parents, families and communities in the education of children had the potential of improving the physical learning environment, school attendance, retention, and performance and graduation rates of children including those with disabilities placed in the regular school system.

In the document MoE 2003-2007 the government of Zambia, through the Ministry of Education, acknowledges the strengthening of inclusive schooling through the introduction of education standards officers for special education who would render their services in the management of inclusion. This research sought to identify who must be regarded as a facilitator in the management of inclusive classroom practices. By way of assessing the ongoing project, what is known of who this facilitator is in an inclusive classroom and how prepared they are will be brought to light, hence the need of this research.

2.4 Barriers to effective inclusive classroom management practices

Visser (2002) defines barriers to learning as those things that prevent the learner from benefiting from education. These can be within the learner, within the centre of learning (for example a school and library) within the education system, or they can be barriers in the broader social, economic or political context. UNESCO (2005) describes them as those factors that lead to the inability of the system to accommodate diversity, which leads to learning breakdown or which prevents learners from accessing education.

Prinsloo (2001) indicated that there are learners whose education requires additional planning and modifications in order to assist them to learn, and these are described as those learners who experience barriers to learning. It is, however, the responsibility of a teacher to use his or her competency to identify and be able to teach and support these learners to unfold their potential. The medical model which the Zambian government is gradually graduating from exerts pressure to educate the learners with special education needs separately which is in contrast with the social model. As alluded to by Bothma *et al.* (2000), learning is being viewed as originating only from

deficits within the learner, yet according to their research it also originates from deficits within the system. This clearly indicates that the problems that these learners encounter in learning may be caused by a system that is unable to meet or adapt to the needs of specific learners. This study ascertained some facts as to whether educating learners with learning barriers together with those without is being implemented in Zambia.

Hence the endorsement of MoE (Act 23 of 2011) that Zambia is gradually moving from the learner's having to adjust to the demands of the system, to a system that needs to be flexible enough to accommodate the diverse needs of all the learners as inclusively as possible. If the system fails to meet the different needs of a wide range of learners, or if a problem arises for example, among the learners or in the education system, those learners or the system may be prevented from being able to engage in or sustain an ideal process of learning. It becomes evident that for teachers to be successful in their classroom management, they need to understand that there are factors that act as barriers to learning and development. Though policy was well formulated, the missing gap is whether it is reality on the ground. Moran and Abbot (2002) outline some of these factors that act as barriers to learning and development in the management of inclusive classroom practices.

2.4.1 Socio-economic barriers

Moran and Abbot (2002:67) maintain that there is a relationship between education and socioeconomic conditions in every society. "Poverty, malnutrition, inadequate medical facilities, prenatal infections and infections during early childhood are mentioned as some of the factors that increase the incidence of disability among children in developing countries" (Bouwer and Du Toit, 2000). WHO (2004) warns that people should recognize that there are some conditions, which may arise within the social, economic and political environment in which the learner lives. These may affect him or her in a negative way. A physically, emotionally or sexually abused learner may present a problem of lack of concentration in the classroom due to his/her state. Hence the comments by Forest (2001) that for effective learning to take place, an adverse social and emotional state of the learner would be a risk for learning breakdown.

Divorce may also negatively affect a learner negatively and cause him/her stress. Natural disasters and some epidemics also have an impact on learners. Ministry of Health (2002) points out that Zambia is one of the countries in Africa which has the fastest-growing HIV/AIDS epidemic in the

world, with a higher percentage of people infected than in any country in central Africa. HIV/AIDS has affected all groups of people, young and old, black and white, literate and illiterate. It is however, impossible to deny the fact that people who were infected with HIV/AIDS were at first treated like outcasts by the society due to the stigma it attached to the illness itself. Children of infected parents felt ashamed and were mocked by their peers, which of course could put them at risk as they might drop out of school. Some may drop out due to poverty, became heads of families because they were orphaned and others had to supplement family income and help look after those who were ill. However, it is not certain if the socio- economic barriers in question do exist in the management of inclusive classroom practices. The study therefore will bring out what really is happening in an inclusive classroom.

2.4.2 Rigid curriculum

The curriculum is viewed as one of the factors that act as a barrier to learning and development in the classroom. Msimango (2002) emphasizes that curriculum is at the heart of the education and framing system. It reflects the values and principles of our democratic society. It may thus be seen as the engine that should drive the values and principles espoused by our society. It is, however, important that the curriculum should be flexible enough to accommodate all learners in the classroom; otherwise it could lead to learning breakdown. The Ministry of General Education took it upon its shoulders to review the curriculum that was used in the past to a more accommodative one now. The curriculum then was teacher-centered, content-based and more emphasis was on academic achievement, forsaking the vocational pathway. It has since been changed to the one that is learner-centered and aiming at meeting the diverse range of needs. It is not known if the revealed curriculum has benefited the learners in an inclusive classroom. The research sought to reveal how management of inclusive classroom practices has been made possible through the use of the learner-centered curriculum.

As a researcher, this author regards the current curriculum as a life saver because its main goal, as Schoeman and Manyane (2002) put it, is to allow each learner to function fully in his or her own area of strength, understanding, skills, values and attitudes so that they may become successful individuals in their society. In addition to that, Barnard, Chamberlain, Ditlhoiso and Murtough (2005) summarized some practical guidelines for developing inclusive classrooms which they set

out as follows; have a true understanding of each learner's background, strengths, unique abilities, needs and barriers, and then use this information to inform planning and give a clearer focus.

Gordon (2005) asserts that for effective management of inclusive practices to occur, an inclusive classroom should also have a clear understanding of the outcomes and expectations, Keep the content and materials as relevant as possible. There is need to remember and accommodate the fact that learners learn at different paces. Teachers should plan for and use deep learning approaches (understanding, interpreting and meaning-making), rather than just surface learning approaches (facts only, memorizing). They must provide additional instructional support in the context of the regular curriculum, not a different curriculum, to help all learners understand the concepts of time for them to, go back to different tasks to discuss and learn from their own and other's experiences and learning methods. Promotion of self-management skills and responsibility through group roles is vital. The scenario is not known in Zambia. This research sought to bring out facts on how relevant the revised curriculum is in an inclusive classroom.

In an instance where the curriculum is not flexible it can cause problems for learners because it will not meet their diverse needs. A flexible curriculum requires a flexible inclusive teacher who can use different methods of teaching so that he or she can allow the involvement of learners with different abilities. The nature of the curriculum involves different components, which are viewed as all-important in facilitating or undermining effective learning. These component include style and tempo of teaching and learning, what is taught, the way the classroom is managed and organized, materials and equipment used which are used in the learning and teaching process. Oakes and Sauders (2002) stressed that inflexible curriculum is detrimental to the learning and development of students. The scenario of the Zambian context is known in terms of how flexible curriculum is in an inclusive class. The research sought to find out how flexible the curriculum is to both the learners with disabilities and learners without disabilities as an aspect of inclusive classroom management.

2.4.3 Language and communication

For most learners, English is not their mother tongue though it is fundamental to learning and development. As English is their second language, they experience linguistic difficulties and somehow feel that they are not competent enough to be able to understand some of their learning

materials. In addition to that, Fisher et al (1999) state that second language learners are often subjected to low expectations, discrimination, and lack of cultural peers, as compared to their peers who are more conversant with the language than they are. Deaf learners somehow experience more problems because their first language is sign language and this causes barriers to learning. It is not clear as to how communication is done in an inclusive classroom in Zambia hence the need for this research.

2.4.4 Non- Involvement of Parents

Mandyata (2015) asserts that managing an inclusive classroom without parental involvement and support is virtually impossible as parents are the learners' primary caregivers. When parents take a back seat in the education of their children, effective learning is threatened and hindered. Nayoo (2000) rightly predicted that if parents are not encouraged to be involved in their children's education and not empowered and enlightened as to what is expected of them, they will definitely lack interest in supporting educators to achieve their goals. On the other hand, parental involvement can be viewed from a different angle where parental involvement is often related to social issues, for instance, parents who are illiterate, have HIV/AIDS, abuse alcohol, are poor and unemployed and are ashamed of their children with disabilities. It is without doubt that all these matters can cause barriers to learning and development even in the current study area.

In her study, Matafwali (2007) endorses the fact that the new policies support the optimal involvement of parents in the education of their children and these policies emphasize that parents must be involved in the process of identifying barriers and means to overcome them. Furthermore, Matafwali (2007) maintains that parents can play a major role in providing an extra hand where teachers need additional support in the school or classroom. Parents are also responsible for developing local school policy and governing the school, as it would suit their communities. If parents and the community at large could be well informed about their importance in this course of action, they would become involved and take full responsibility in supporting their children. The scenario is not known in the suggested area of research hence great need for this study.

2.4.5 Inaccessibility and unsafe built environment

Most of the Zambian learning centers are physically not accessible to all because they were not built to accommodate the physically disabled learners. There are some learners who use

wheelchairs and other mobility devices which specifically need ramps instead of stairs. This indicates that these learners will be unable to have access to those places without ramps, which is a form of discrimination. An inclusive classroom should guard against these discriminatory factors. It should consider the sizes of desks to be used and have enough space to cater for all learners who use crutches or wheelchairs and those who use computers as their learning aids. Some buildings are dilapidated due to lack of funds. This may even be a threat to the children's lives (Nayoo, 2000).

If the education system is to promote effective learning and prevent learning breakdown, it is imperative that mechanisms be structured into the system to break down existing barriers. Such mechanisms should develop the capacity of the system to overcome barriers which may arise, prevent barriers from occurring, and promote the development of an effective learning and teaching environment.

2.5 Summary

This chapter focused on what facilitates management practices in an inclusive classroom; the competencies teachers need in order to manage their inclusive classes and the barriers encountered in learning and how they may be prevented. Despite available literature, there still remain a gap to be filled by this study. The following chapter gives an overview of methods and procedures which were employed in an attempt to answer the research questions, whose focus was on managing inclusive classroom practices.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter presents the methodology the researcher employed for the study. It includes; the description of the research design that was employed, target population, sample size, sampling procedures and research instruments. The chapter also describes the data collection procedures and how this data was analyzed in order to answer the research questions. Further, the chapter cites ethical considerations before ending with a summary.

3.2 Research design

Kumar (2011) defines research design as a procedural plan that is adapted by the researcher to answer questions validly, objectively, accurately and economically. Orodho (2003) defines it as the scheme; outline or plan used to generate answers to research problems, and constitutes the blueprint for the collection, measurement and analysis of data. The two definitions make it clear that a research design is important in research as it highly determines the success of any research project. The study used a case study design. Ghosh (2003) defines a case study as a method of collecting information about an individual, a family, an institution or a group of persons that can know precisely the factors and causes of a practical phenomenon.

This research employed a case study design over other designs to allow an in-depth study of managing inclusive classroom practices in their natural setting and this was based on one province. The design helped to understand, in detail, continuous professional development of regular teachers in the area special educational needs. The study used qualitative methods to generate the required data on management of inclusive education in the classroom. Qualitative inquiry, according to Mudau (2004), gives a researcher the opportunity to enter into a person's experience, and by so doing one gets a different response regarding particular aspects of concern in a study. The ideas, motives and feelings of the respondents in the present study yielded useful descriptive data to support the findings. Keeping the above in mind, is the reason why the researcher opted for the qualitative methods in the collection of data.

3.3 Target population of the study

A population is generally a large collection or a well-defined collection of objects or individuals that have similar characteristics or traits (Kombo and Tromp, 2006). Macmillan et al (2006) defined it as a group of elements comprising of individuals, objects or events that conform to specific criteria that are intended to provide a suitable base for a research. Bowling (2002) defined the term population as all elements, individuals or units that meet the selection criteria for a group to be studied, and from which a representative sample is taken for detailed examination. Mugenda and Mugenda (2004) define population as a complete set of individuals, cases or objects with some observable characteristics. The study population consisted of Special Education Standards Officers, District Education Standards Officers, members of staff from CBR, parents of children with learning barriers, members of the multi-disciplinary team from the districts where the study was done, head teachers, and class teachers in all the districts of Southern Province practicing inclusive schooling. This population was carefully and purposefully chosen in that they are directly in the implementation of the ongoing project on inclusive schooling been piloted in southern province of Zambia in the respective districts that Kazungula, Zimba and Livingstone.

3.4 Sample size

A sample size is a smaller group with the relevant characteristics derived from the target population as a representative of the whole population from which the data is obtained for the study (Best et al, 2005). This simply means a sample should be large enough to be representative of the population which the researcher wishes to generalise but small enough to be selected economically. Kothari (2011), states that sample size refers to the number of items to be selected from the universe. The study sample comprised of eighteen (18) participants: two (2) ESO's-Special, two (2) DESO's, two (2) parents, two (2) members from CBR, six (6) class teachers, two (2) members from the multi-disciplinary team and (2) head teachers from schools where the research was conducted in Livingstone and Kazungula districts, Southern Province. The participants were considered necessary to the study as they were the ones who were closely involved in the delivery and management of inclusive classroom practices.

3.5 Characteristics of the participants

3.5.1 Head Teachers

Two male head teachers were interviewed. Both were being sensitized by CBR on inclusive education in general. They had covered five modules in inclusive schooling. Both were trainers of trainers in the management of inclusive school practices. HT1 had a master's degree in educational psychology as his highest qualification. He had a background of special education as he held a certificate in special education from the Zambia Institute of Special Education. He also had a secondary diploma in History and Religious Education from Kwame Nkrumah University. He was 47 years old at the time when the study was being done and had been in service for 21 years. He spent most of the years teaching as a class teacher, and it was his fifth year in the current position. HT2 has a degree in secondary teaching, single major in History. He had not received any kind of training in inclusive education apart from the ongoing awareness workshops by CBR on inclusive school practices. He was 43 years of age. He has served as a teacher for the past 19 years. He was 7 years in the current position.

3.5.2 Members of Staff from CBR

As per sample size indicated, two were participants in this research, that is, a male and a female.

Both have bachelor's degrees as highest qualifications, CBR-R1 in criminal law while CBR-R2 in development studies. CBR-R2 had been on the programme for only 7 months while CBR-R1 had been there for the past five years. Both had no teaching or medical background commonly associated with members of the CBR teams across the country. They had been sensitized on inclusive schooling, which was ongoing. The CBR-R2 was 32 years old while CBR-R1 was 47 years old. CBR-R2 was the administrative programme manager while CBR-R1 was assistant administrative manager for the programme.

3.5.3 ESO (Special Education)

SP-A1 had a primary teacher's certificate, a diploma in special education and a bachelor's degree in special education. SP-B1 was a holder of a secondary diploma and the highest qualification was a Bachelor's degree in adult education. Both were male. SP-B2 was 40 years of age while SP-A1 was 51 at the time of research. SP-B1 had been involved more on the monitoring aspect in the

whole process while SP-A1 a trainer of trainers as well besides being an education standards officer. Both were being sensitized by CBR on inclusive schooling and roles as monitors and managers in the management of inclusive practices in the schools where the study was carried out.

3.5.4 DESO

The target was (2) DESOs but only one could be reached. Efforts to interview the other proved futile it however; data was obtained from the SP-B1 who was acting at the time of data collection. His biographic data has already been given. DS- A1 who was interviewed, was a 47 year old male, and had a bachelor's degree in geography at the same time. He had been in the current position for five (5) years. Before taking on administrative roles, he served as a class teacher for 7 years. In the program, he was carrying a monitoring role.

3.5.5 Class Teachers

There were six teachers who participated in the focus group discussion, three from each school. SA provided teachers for grades two (2) to four (4), while SB provided some for grades five (5) to seven (7). GT- B3 had a bachelor's degree in special education, GT-B1 had a diploma in special education, GT-A2 had a bachelor's degree in primary education, GT-A1 had a diploma in primary education, GT-A3 had a diploma in secondary education and GT-B2 is a holder of a diploma in primary education. All the class teachers had been in service for more than 10 years and were in the range of 35 to 45 years old. They are all handling inclusive classes.

3.5.6. Parents of Learners with Disabilities

Two parents of learners with learning disabilities were interviewed. PS-A1 was a man. He was a farmer. His highest education was grade 7. He was married with 7 children, 5 of whom were in school. One was disabled. The learning barrier of the son was learning disability (LD). PS-A1 was aged 41. He had been sensitized by CBR on inclusive schooling and the roles parents and the home environment can play in the education of the learner. PS-B1 was a female. She was a widow and a mother of 5 children. She was 59 years. Out of the 5 children only, one had managed to reach up to grade 9. The first two girls were married. One child is hearing impaired. She had never imagined the daughter could be accorded a chance to learn with the so-called normal children or even get education of some kind until when she came into contact with CBR, and members of staff

at SB-2 shared the need to have her child enrolled within the regular school near her place of residence.

3.5.7 Members of the Multi-disciplinary Committee

One member, from among medical personnel (MP), who was 40 years old had diploma in psychiatry. At the time of the study, he was the HoD of the Livingstone psychiatric department. He had received basics in inclusive schooling by CBR mostly to do with his roles in the same programme. He was one of the psychotherapists engaged on the programme to offer his expertise at any time when he was called upon.

3.6 Sampling procedure

Given that the objective of this research was to explore the management practices educators employ in an inclusive classroom, it was necessary to select a sample of respondents who had experienced this phenomenon. Makhado (2002) stresses the fact that it is important to select information-rich cases, as this will help a researcher to address the purpose of a research project. McMillan and Schumacher (2001) further recommend purposive sampling in a case where participants should be and informative about the phenomena the researcher is investigating. In this regard, purposive sampling was employed when sampling DESO, ESO Special, head teachers, parents, CBR members of staff, members of the multi-disciplinary team and class teachers because the researcher was able to get hands-on information from those who had been assessing the management of inclusive classroom practices and those involved in the actual delivery in a classroom. This method was chosen to enable the researcher to study a relatively small proportion of the population, and it was also appropriate because the population of the study was similar in character. The researcher had to choose the sample purposively in order, to maximize the depth of data elicited.

3.7 Research Instruments

Macmillan (2006) defined data collection (research) instrument as a tool for measuring, observing or documenting quantitative or qualitative data. The data collection instruments are used to collect both primary and secondary information. Primary data is the data collected during research from the field and for the first time, and thus is original in nature while secondary data, on the other

hand, is that which has already been collected by someone else and has already passed through the statistical or thematic process (Kothari, 2004). Four research instruments were used to collect qualitative data for this study: interview schedule, observations checklist, document analysis and focus group discussion guide.

3.7.1 Semi-structured Interview Guide

One way of learning about things we cannot observe is by asking people who have or are experiencing such situations to provide information. In this study, a semi-structured interview guide was used to collect in-depth qualitative data from, two DESO, two ESO Special two head teachers, two CBR members of staff, two members of the multi-disciplinary team, and two parents of learners with learning barriers. As Creswell (2009), correctly argues the advantage of a semi-structured interview schedule is that it allows for new questions to be brought up during the interview as a result of what the interviewee saw. Through this instrument, the researcher was able to collect useful information related to the study. This instrument was chosen by the researcher as it allowed unstructured questions to be raised which, in turn, left no question unanswered.

3.7.2 Observation Checklist

Observations were undertaken using an observation checklist in order to get answers to certain research questions. The researcher observed teachers in action as they taught their learners. Leedy and Omrod (2005) point out that observation in a qualitative study which is intentionally unstructured and free flowing, allow the researcher to be flexible, shifting his or her focus from one thing to another as some new events or important objects present themselves in the situation. The researcher was interested in the following: methods of teaching that teachers used; the classroom factors that serve as barriers to the success of inclusive education; and the factors that may promote the efforts for the application of inclusive teaching approaches.

3.7.3 Focus Group Discussion Schedule

A focus group discussion schedule was one of the chosen methods used in this study to collect data. It is a strategy for obtaining a better understanding of a problem or an assessment of a problem concerning a new product, programme or idea by interviewing a purposefully sampled group of people rather than interviewing each person individually (McMillan and Schumacher 2001).

Krueger (in Van Zyl, 2002) recommends that a focus group should consist of between 3 to 10 participants in order to get as many different opinions as possible. Hence 3 teachers from each research site were chosen to participate in the study.

As teachers at S1 and S2 combined schools had experience in managing inclusive education in their classrooms, the researcher purposefully selected them in order to clarify, extend, qualify or even contest the findings of the literature study. Gasant (2002) emphasized that in focus group interviews participants share feelings, experiences, facts, opinions, perceptions and their motives around a certain topic. According to Van Zyl (2002) focus group interviews are utilized to obtain data from a small group of participants and these participants must have common interests that are linked to the subject that is being researched. It is for this reason that the researcher chose teachers S1 and S2 who were practicing inclusive teaching. It is interesting to note that the research group provided a lot of information on some issues which the researcher was not aware of, and was of great value. The above issue is qualified by the fact that the interview questions were open-ended and less structured. Open-ended questions allow participants to answer the questions in a unique way. Participants were free to make comments or ask questions which would allow for probing, making follow-up questions and leading to the stimulation of in-depth discussion of the subjects. Their impact brought out new ideas on how to manage inclusive classroom practices and these have been of great benefit to the study. The advantage of a focus group interview, according to Van Zyl (2002), is that it can be compiled at a very low cost and within a short period of time.

3.7.4 Document Analysis Guide

Documentary review is a major type of social research that has been widely used in the history of sociology and other social sciences. It has been the principal method indeed, sometimes the only one for leading sociologists. It involves the use of texts and documents as source materials: government publications, newspapers, certificates, census publications, novels, film and video, personal photographs, diaries and innumerable other written, visual and pictorial sources in paper, electronic, or other 'hard copy' forms (Scott, 2006). In this study, documentary review was the major source of secondary data. This method was used to get background information and literature reviews. The researcher sourced and read the existing documents such as inclusive policy, Zambia Education Curriculum Framework and the Annual Reports, dissertations and theses

related to the research being carried out and many other necessary publications pointing to the management of inclusive classroom practices.

3.8. Trustworthiness of Data

In qualitative research, a member check, also known as informant feedback or respondent validation, is a technique used by researchers to help improve the accuracy, credibility, validity, and transferability of data. (Mugenda and Mugenda: 1999) It is also known as applicability, internal validity, fittingness or trustworthiness of a study. There are many subcategories of member checks, including narrative accuracy checks, interpretive validity, descriptive validity, theoretical validity, and evaluative validity. In many member checks, the interpretation and report or a portion of it is given to members of the sample (informants) in order to check the authenticity of the work. Their comments serve as a check on the viability of the interpretation.

An expert review in research methods is where an expert in the topic under study uses his or her knowledge and experience of testing the findings of the study. The expert will spot problems and recommend changes to improve on the presentation of the findings.

3.9 Data Collection Procedures

Before subjecting respondents to the data collection procedures, informed consent was considered by explaining the aim of the research and seeking permission from all the relevant officers. When it came to data collection, a three-step general procedure was applied. In selecting all respondents, purposive sampling procedure was used because these people were expected to have adequate knowledge on the subject matter. Introductory letters were obtained from the Directorate of Research and Graduate Studies of the University of Zambia. The letters were then presented to the relevant officers for permission to be granted to the researcher to carry out the research. Interviews were conducted with DESO's, ESO's - Special, school head teachers, parents, CBR members of staff, and members of the multi-disciplinary committee. A focus group discussion was carried out for the selected three (3) class teachers in each respective school. Observations checklist were used to observe the strategies and competencies that teacher employ in class to establish the self-esteem of the learners with barriers in the classroom. Although this technique was time-consuming, it was

in the researcher's view that it would be effective in that it would help to obtain in-depth descriptive information.

3.10 Data Analysis

Merriam in Engelbrecht et al (2003) clearly indicates that data analysis is the process of making sense out of the data. Making sense out of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read. It is said to be the process of making meaning to the collected information on a particular area or study in this case. Data analysis was done using qualitative methods. Thematic analysis was used to analyze data qualitatively. Responses to open-ended questions were recorded and then grouped into categories or themes that emerged. The purpose of transcribing the interviews was to analyze the collected data and to find common themes. However, before beginning analyzing the data, coding of the information was done. The coding required the researcher to read over the transcribed script several times, focusing on recurring and consistent ideas that were found within participants' responses. Using different colored highlighters, each common idea was highlighted in one color, which is called open coding. Then the researcher axial-coded the data collected by grouping it into themes. Sequential coding was applied by grouping the themes according to objectives and presented descriptively.

3.10.1 Coding of Participants

For easy identification of participating schools, participants and their contributions to the study, codes were assigned to all schools and participants as follows: School A (SA), School B (SB), CBR participant 1 (CBR-R1), CBR participant 2 (CBR-R2), head teacher for school A (HT1), head teacher for school B (HT2), focus group for grade teachers for school A (GT- A1), (GTA2), (GT-A3) and focus group for grade teachers for school B (GT- B1, (GT-B2), (GT-B3), parents for school community A (PS-A1), parents for school community B (PS-B1). Others were ESO (special education) for district A, (SP-A1), and for district B, (SP-B1), DESO for district A (DS-A1), and DESO for district B (DS-B2).

3.11 Ethical Consideration

The study took into account all possible and potential ethical issues. Respondents were assured of high levels of confidentiality. In addition, the respondents were informed that the information

gathered would be purely for academic purposes and no names would be revealed elsewhere. As rightly pointed out by Wimmer and Dominick (1994), the principle of confidentiality and respect is the most important ethical issue requiring compliance on the part of a researcher. The basic ethical requirements demand that a researcher respects the rights, values and decisions of participants. During this research, participants' responses were neither interfered with nor contested by the researcher. Informed consent was obtained from both the participants and the people in charge of the places where the research was carried out. All participants received equal treatment.

3.12 Summary

This chapter presented the methodology that was used in the study. A qualitative research design was employed to describe how inclusive classroom practices are managed. Eighteen (18) participants participated in the study. Instruments for data collection included interview schedules and observation checklist. Data was analyzed qualitatively using themes. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

In this chapter the researcher presents the findings of the study. The chapter starts with a presentation of the characteristics of the participants before bringing out the findings on the set research questions on the study of management practices in inclusive classrooms in Livingstone and Kazungula districts in Southern Province of Zambia. The findings are presented under the following research Objectives:

- i. To establish the management practices employed by educators to facilitate teaching and learning in inclusive classrooms.
- ii. To examine the facilitators of current management practices in inclusive classrooms in the schools where the study was conducted.
- iii. To assess barriers to effective management practices in inclusive classrooms.

4.2 To establish the management practices employed by educators to facilitate teaching and learning in inclusive classrooms

This section presents the views of DESO's, ESO's-Special, head teachers, CBR staff, parents, medical personnel and class teachers on management practices employed by facilitators in an inclusive classroom. The practices that participants brought out are; training of regular teachers in various skills and strategies such as multi-tasking strategies, communication skills, strategy of preparing work to meet the demands of all learners, strategy of bringing back a child's attention and tolerance skills. Other skills were making the curriculum user friendly and making the classroom inclusive so as no learner is left without the needs been met. Below are the responses given by all the categories of participants and presented as excerpts.

4.2.1 Training of Educators

When asked how best educators can be assisted in the management of inclusive classroom practices, eight (8) participants out of nine (9) said educators were first supposed to be trained in the management of inclusive schooling for them to be able to be competent to manage learners in an inclusive classroom. In line with this view, CBR-R2 had this to say:

The support which we first give to a school is training on managing pupils because a trained teacher will be able to manage class and deliver, of which, without training, it is very difficult to handle an inclusive class. At inception of the programme most teachers were in doubt on how they be able manage to manage children in an inclusive classroom. Training on management is critical in inclusive education.

In the same vein, another participant, DS-A1, said:

The teacher is supposed to be equipped enough to be able to use interactive methodologies to help manage the class during the teaching process and to have no learner who is left behind. Since inclusive education encompasses everybody regardless of their status. A teacher must be well versed in management of classes to carry everyone on board.

This view was supported by a male participant (H1), who had this to say:

Learning is dynamic, meaning that learners are sometimes grouped according to their levels of performance, that is, high performers, medium performers and low performers on their own. This implies that a teacher must be well acquainted with how to manage the class without leaving any learner behind. Because of such a need, training in class management practices becomes necessary for the teacher.

Teachers are said to be the ones playing a pivotal role in the management of inclusive classroom practices. This therefore calls for a teacher to be able to effectively deliver in class. He or she is supposed to be well versed in the correct strategies and skills which would not leave any child unattended to despite one's learning difficulties.

4.2.2 Multi-Tasking Strategies

During the focus group discussion with class teachers, they collectively affirmed that it takes one to have special skills and competences to be able to manage inclusive practices in a classroom.

In support of this new view, one female participant GT-A3 noted that:

We have been equipped with skills such as multi-tasking when teaching in an inclusive classroom. For example, as a teacher during a lesson I will be able to use different learning aids for me to be able to have all learners aboard. As I am giving work to those without learning barriers, I must be able to have work for the different included learners with barriers to suit their level. This is a skill which was hard at first, but with time I have seen that it is possible to combat all learners in one class regardless of the learning barriers at hand.

Skills and competencies in the management of inclusive classes were necessary, as GT-B1 said:

I had difficulties at first to sign for the deaf in class and talk nicely to make the hearing learners understand, which often landed me into class management problems. But now I have learnt the skill of multitasking and I find class management interesting supposed.

It was evident from the findings of the study that teachers were to be well versed in multitasking, among others, for them to be able to be effective in the management of an inclusive classroom.

4.2.3 Communication Strategies

Communication skill is a vital tool in management of inclusive practices that each educator needed to possess as evidenced by one female participant, GT-B2, who said:

At first it was difficult for me to sign and talk at the same time which affected management of learners in class. Now I am okay with teaching the hearing impaired and the so-called normal learners in one class. In fact it has become very interesting because the other learners who able to talk can now even communicate with other learners.

Contributing to the same discussion, a male participant, GT-A1, observed that:

This is a skill a teacher has to develop with time for learning to be interactive. When a teacher is competent in communicating well with all learners, teaching becomes easy.

On the whole, it was clear from the findings that effective classroom communication was used by educators as a management strategy in an inclusive classroom.

4.2.4 The strategy of preparing work to meet the demands of all learners

Concerning other strategies that educators must possess for them to be competent in handling learners in an inclusive class, five of the participants acknowledged that one has to be strategic in preparing the work to be taught. This was to enable them to meet the demands of all the learners.

A male participant, GT-A3, said:

The use of the IEP in lesson preparation makes inclusive teaching manageable. I have come to find out that if I decide to just go in class and teach without taking time to prepare, I tend not to meet all the demands of all learners. But when I prepare the work taking into account the learners with barriers in class, my delivery will be made simple, hence meeting the demands of each individual learner.

It was evident from the findings that educators saw effective preparation for teaching as a strategy for actually managing the inclusive classes in the schools where the present research was done.

4.2.5 Strategy of bringing back attention of a child

Still on the strategies that an educator needs to possess in the quest of effective management of classroom practices, a female participant, GT-B2, said:

When a child has lost concentration during a lesson you give them toys to go and play as part of the class management process. And you don't have to give them toys every day. Sometimes you take the child to the garden and say, let's go you make a bed, we go and plant something. As a teacher you go back and continue teaching.

One male participant, GT-A2, added his voice on strengthening attention of the child whose attention span was short:

As you teach, when there is a child disrupting the other learners, through the continuous sensitization by CBR, I have learnt to give some time out to such a child to allow the flow of the class to continue.

I will later find time to make the child realize that what he is doing is wrong, then make the child do the work.

Because the class is an inclusive one, it can never be easy to have the attention of all the learners at the same time. An educator needs to employ certain strategies to capture each learner's attention.

4.2.6 Tolerance skill

During the focus group discussion, the question was asked concerning other strategies skills did participants felt educators must poses for management of inclusive classroom practices to be effective fully stop. Teachers revealed that they had learned to be more accommodative with the learners. GT-A3 acknowledged:

There is this learner in my class who used to come late for class on almost a daily basis. The child is a slow learner and at first I used to punish her child. After being taught that we have to visit children so that we know exactly what is causing certain behaviors, I decided to visit this child at her home. I almost cried when I went there. I came to discover that she was staying with her elder sister, who was bedridden. The environment around left much to be desired. It is from there that I learned to be more tolerant with this girl, offer assistance where I can and give her extra work to help her catch up.

Making a contribution on the same, GT-A1 had this to say:

We have learnt not to rush these children with barriers. Like in my class, I have one child with a learning disability. I allow him to do work at his own pace. For example, if it is literacy hour, the friends will finish the activities within the stipulated time. For him, some extra time is needed

for him to catch up. Some days he will not even complete the assigned task. As a teacher I tolerate him and at the same time do encourage him to do his work by giving him rewards sometimes. This is how I manage the child in the class.

Each child is unique and, as such, educators were made to be tolerant in their management of the classes in the schools where this study was conducted. Educators therefore must be patient and accommodative giving room to all learners to come on board.

4.2.7 Making the curriculum user-friendly

During the interaction of a focus group, in answering to the question of what other management practices can be put in place in an inclusive classroom, one participant, GT-B2, indicated that:

We thank the government for offering policy of inclusive schooling. However, the policy alone is not enough. Let the government complete the good work it started by making the curriculum user friendly to all learners. Of course I do not dispute the fact that the current curriculum has two pathways, that is, academic and vocational. This is more pronounced at secondary school and somewhat leaving out the primary section. Also, some day-to-day skills for a child with learning disabilities or multiple disabilities are not included, for example teaching toileting skills to a child whose bladder is loose.

This was in line with the contribution made by a male participant, GT-B3, who had this to say:

I feel that if the curriculum can be less rigid, it will do a class teacher who is a sole facilitator of the management of inclusive classroom practices more good than harm. As it is, the class teacher has a lot of work.

The participants felt that even when the current curriculum has been revised, it is still not user friendly. This came out more pronounced from the class teachers handling inclusive classes. They felt that more components could be modified in the curriculum to make it more inclusive.

4.2.8 Making the classrooms inclusive

Answering the question of what management practices should be employed in an inclusive classroom, school administrator HT1 said:

After having been taken through the five modules this far of inclusive schooling, as a school we discovered that there was need to turn some of our classrooms into inclusive classrooms. You will see for yourself as you tour the school surroundings how we made the classrooms. Since infrastructure is an issue, for now the two classrooms will be used for grades 1 and 2. Comparing to the other classrooms, we have seen that there is a great change in helping the teacher implement inclusive schooling, hence making learning more easy than in the other classrooms. The rooms are friendly to learners with barriers.

In support of this view, a male participant, CBR-R2, also indicated that:

We are happy with all piloting schools this far because we have seen how progressive they have being through the token that is been made available to them quarterly. For example, a named school decided to use part of the funds to renovate some classrooms, turning them into modern inclusive classes. If we are to make a comparison between non-inclusive classrooms and those that have been turned into inclusive classrooms, there is a huge difference. One noticeable difference is that there are fewer struggles in delivery on a teacher's side as everything is at his or her disposal as it is not the case with a normal class. Also, a wheelchair user learner does not have to be lifted by the friends but can make free movements in the class as it has been made more spacious.

Arising from the above observation, it was evident that making the classroom user-friendly to all learners was priority in an inclusive classroom. Since learners with different learning barriers had been included in the class, some modification of some kind had to be made in a class to suit the various needs of each individual learner.

From the findings, it was clear that in an instance where an educator possesses all the named skills and competences, the effective management of inclusive classroom practice is a reality. The researcher observed that, the educators who employed various skills in managing the classes, delivery of the expected results was possible.

4.3 To examine the facilitators of current management practices in inclusive classrooms in the schools where the study was conducted

On the question of what might have facilitated effective management of inclusive classes, it was clear that participants felt that all stakeholders were facilitators in the management of inclusive classroom practices. The study cited some of the facilitators as; involvement of parents, use of the multi-disciplinary team, increased community participation, supportive government, positive attitude among teachers and supportive administrator. Below are the responses given by the participants?

4.3.1 Involvement of Parents

Participants said parents were involved in the management of inclusive classroom practices as evidenced by one participant, GT- B1's statement:

Parents always participate in helping learners with homework when given guidelines, which was an aspect of pupil management in inclusive schools. Also, when a child with learning barriers does not feel like coming to school, some parents would volunteer to sit and learn with the child or sit outside waiting for the child for home time.

GT-A3 said:

Some parents volunteer to go round sensitizing fellow parents with learners with disabilities to allow their children to be enrolled together with the so-called normal learners. These have seen the benefits of education among their children.

From these findings, parents were the ones who came into contact with these learners before anyone else, implying that they were key in the learning and teaching process of the learners with special education needs. They acted as a guiding tool in the learning process as they could advise

on matters that they might observe in their children from birth to help alleviate the teaching and learning barriers.

4.3.2 Use of Multi-Disciplinary Team in the Management of Learners

CBR-R2 acknowledged that without the incorporation of the multi-disciplinary team, good management practices in an inclusive classroom cannot be achieved. One female participant, CBR-R1, mentioned that:

Working in collaboration with other stakeholders is what has assisted CBR to deal with areas that are considered difficult. CBR alone cannot manage to meet all the demands of the implementation of inclusive education but working in collaboration with others makes the work a lot easier.

Adding a voice to the same, a school administrator, HT2, had this to say:

The child is the centre of the inclusive schooling. Therefore, whatever is to be done to ensure that this child benefits, let it be done. If it means bringing as many stakeholders as possible, let it be done. There is an African saying “An African child is everyone’s child”, meaning that everybody has to be involved even in the education of this child.

MP added his voice on the involvement of the multi-disciplinary team:

As medical people we want to be involved in the learning and teaching process so that we also see the progress the learners are making rather than just coming into contact with them when they are brought to our clinics when they need out attention.

The education of children with special needs cannot be left to one individual as there is a lot to be put in place to achieve the intended goal. The multi-disciplinary team will ensure to offer services as required by them so that the end result of the children with special educational needs acquiring their education is achieved.

4.3.3 Increased Community Participation

This study found that increased involvement of the community in the initial or later stage can enhance the management of inclusive classroom practices. This was evidenced by one male administrator, HT2, who said:

The process of fetching for these learners with learning barriers was not going to be an easy task for us as a school and CBR if we had decided not to involve the community. We were being guided by the community where to go and find these learners.

A female participant, CBR-R1, contributed on the same and observed that:

There are many sub committees that have been formed to make sure that no stone is left unturned in the achievement of inclusive schooling. One of such committees is that of the community. The community acts as a link between the school and the parents, between parents and children, government and CBR. The community helps to give feedback at every stage.

From the findings, it is clear that the communities are part of the said multidiscipline team involved in the learning and teaching of the learners with special educational needs

4.3.4 Supportive Government through the Ministry of General Education

It was found the government of Zambia had mandated the Ministry of General Education to work hand in hand with other stakeholders to ensure that quality education for all the learners, including those with learning barriers, were met within inclusive settings through practical inclusive policy on education. This was done through the provision of teacher personnel, learning and teaching materials. This view was supported by one male participant, DS1, who said:

The government has provided human resource in the implementation of inclusive schooling. These human resources are teachers themselves who are in class to teach, administrators who are overseeing the entire programme and the education standards officers who are offering checks and balances if the government policy is being practiced rightly.

CBR-R2 acknowledged that the government was the sole facilitator of inclusive schooling practice as evidenced by the following statement:

I thank the government for offering the policy and guidelines of inclusive schooling. Without the government granting permission that inclusive schooling must be practiced in schools, CBR would have done anything. As the sole facilitator of the management of inclusive classroom practices, the government has provided monitors from top- down to oversee the programme. Also, the capable administrators and teachers have been made available.

Contributing to the discussion, HT2 had this to say:

In a small way the government has continued to make available a percentage of financial resources which go towards the education of the marginalized learners. Also, books have been available to meet the required needs of all learners. However, a class teacher has to do a bit of modification here and there to be able to cater for all learners.

The government has laid a good foundation to see to it that effective management of inclusive classroom practices is in place. Being the custodians of the policy on inclusive education, it showed that the government was in full support of inclusive schooling, thereby contributing to effective management practices in the study schools.

4.3.5 Positive Attitude among teachers

Fifteen (15) agreed that class teachers play a pivotal role in the management of inclusive classroom practices. During a focus group discussion, when asked who plays a pivotal facilitation role in the management of inclusive classroom practices, one participant, T-A3, said:

The class teachers are the ones who are in direct contact with the learners; hence they play a facilitation role in the management of inclusive classroom practices.

When asked for any other contribution concerning those who play a facilitation role in the management of inclusive classroom practices a participant, SP-A1, said:

The government must give a motivation of some kind to class teachers who are practicing inclusive teaching as there is a lot of work to be done. The class teacher, being the sole implementer of inclusion, is supposed to be encouraged for the good work they are doing. Remember, as I have already said, we are putting these children with barriers in the mainstream system where a class teacher has an overload, then you also added learners with disabilities. And the enrolment in these schools has no time limit. You enrol from January to December, meaning that the teacher will have to make adjustments to accommodate the enrolled learner at any given time, which is an added workload, hence the need for motivation.

Class teachers are said to be sole implementers of inclusive classroom practices as they are in direct contact with the learners.

4.3.6 Supportive School Administrators

Twelve of the participants attested to the fact that school administrators too are facilitators in the management of inclusive classroom practices. It was observed that because of the support they render to teachers, the management of inclusive classroom practices is made possible. In agreeing to the above, SP-B1 had this to say:

Then from there we can talk of administrators at all levels, be it at school level, district, provincial, even headquarters. All these now must understand and appreciate different abilities of learners or individuals.

HT2 added his voice on the same and said:

So what we have done is that we have taken a principle that what is for us is for all. As administrators we make sure that all what is needed in the implementation of inclusive classroom practices is made available. We have involved all in decision-making starting from pupils

concerning what they need for learning and teaching to take place smoothly. For example, we facilitate the finances to purchase learning and teaching aids needed in a classroom.

Contributing on the same, HT1 said:

We as administration have brought up expertise to bring in pedagogical knowledge to the teachers to help them have a better understanding. For example, before our school was chosen to be one of the pilot schools, in preparation to that as we were anticipating that we would be considered to pilot inclusive schooling in our district, through the school insert coordinator, we organized in-house workshops where different expertise were brought in to lay a foundation to our teachers. This facilitated the coming of the whole programme.

The school administration has a role to play in ensuring all what is needed in an inclusive classroom is provided. Moral support too must be present for the class teachers to know that they are being supported. The school administration acts as advisors, a link between school and ministry, community and any other stakeholders.

From the findings, it entails that through the collaboration of all stakeholders, the achievement of effective management of classroom practices can be realised. Also, each stakeholder has a specific role to play such that the absence of one will create a gap, hence being unable to achieve the smooth management of inclusive classroom practices.

4.4 To assess barriers to effective management practices in inclusive classroom

During the interviews and focus group discussion, the following emerged from participants as barriers to effective management practices in an inclusive classroom; over-enrolment in classes, unfriendly curriculum, unfriendly physical environment, insufficient financial resources, insufficient human resources as well as attitudinal barriers.

4.4.1 Over-enrolment in Classes

Adding a voice to the barriers to effective management practices in inclusive classroom, GT-B3 had this to say:

It is very challenging for a teacher teaching a lot of learners to be effective in teaching and managing a class in an inclusive scenario. For example, I have 65 learners in my class, of whom 7 of them are hearing impaired. It is not easy for me to plead very well before lessons, that is, during preparation stage, during lesson delivery and afterwards when learners are doing individual work. It is very hectic for me. Usually I am exhausted at the end of the day. Its not easy at all.

One female participant, CBR-R1, contributing on the same, said:

There is need for a teacher assistant in these inclusive classrooms to render help to a teacher for one to be more effective in the management of the class. The times that we have gone to monitor these teachers, we have seen some struggle in a teacher in trying to strike a balance. Even when you see a teacher managing at the end of the lesson, it becomes an overload on their part as there is over enrolment in these schools due to demand.

HT-2 agrees with CBR-R1 says:

One of the ways the government can continue to help in the effective implementation of the management of inclusive classroom practices is in terms of human resource. We must bear in mind that these classes are already full with the learners without learning barriers, then you make an addition of the learners with barriers, it becomes a full house.

There is great need to consider having two teachers in one class.

As the interaction was going on during the focus group, GT-A3 brought out the issue of over enrolment. He was concerned because it posed a challenge to effective management practices in an inclusive classroom:

As teachers we are more than willing to practise inclusive schooling, but over-enrolment may act as a barrier to us being effective. If it were possible, let the classes be small in size so that we can fully function.

4.4.2 Unfriendly Curriculum

The issue of the unfriendly curriculum came out so prominently during the focus group discussion as one of the factors negatively affecting the management practices in inclusive classes. Supporting this view, GT-B3 had this to say:

The other matter that acts as a barrier to effective management of inclusive classroom practices is the unfriendly curriculum. It has not been easy for us to modify work for those with learning disabilities.

Some of these learners just require survival skills.

This position was also affirmed by one participant, GT-A2, who said:

It can be easy for us regular teachers to implement inclusive schooling when the curriculum is user-friendly. We face challenges from the initial stage of preparing the work for all the learners in class. The syllabus itself is not modified, the textbook are not friendly and, worse still the time frame given to achieve the set goals only favours the learners without barriers

Even when the government of Zambia has currently revised its curriculum from that of being teacher-centered to one that is learner-centered, there was still an outcry that it was not friendly, especially to the learners with learning disabilities, hearing impaired and the visually impaired.

4.4.3 Unfriendly Physical Environment

The physical environment was repeatedly cited as one of the major barriers to effective management practices in the study schools. This was evidenced, for example, by one CBR-R2, who stated that:

One of the hindrances to effective management of inclusive classroom practices is the physical environment not being accessible to all learners. Imagine these classrooms, at the time they were built, there was no consideration of, let's say, wheelchair bound-persons. That is why as CBR, through our donors, we are giving each piloting school a small token to help improve classrooms and any other physical environment making it more accessible to all.

HT1 affirmed:

For us to alleviate some of the barriers that have been identified in the implementation of inclusive schooling, we have managed to build ramps on all entries and we have built toilets which are use- friendly for all. We have put blinders in classrooms where sunlight was too direct, affecting other learners with either visual or hearing impairment.

DS-1 added his view on the same:

Some of the changes we have seen from the time inclusive schooling commenced in these pilot schools is the improved environment. As a government we are thankful to CBR for all the input. On our own we could not have managed. As you may be aware, at the time these schools were built, there was no thought that one day inclusive schooling would be practiced in the said schools.

The feeling of most participants was that making the physical environment accessible to all learners was one of the cardinal measures to be taken in fighting the barriers to effective management of classroom practices.

4.4.4 Insufficient Financial Resources

Lack of adequate resources emerged as one of the barriers to effective management of inclusive classroom practices.

One male participant, HT2, had this to say:

Even if I don't like talking about it, one of the challenges we have is financial resources. There is a lot to be done, madam. We are however grateful to the government of Zambia through the Ministry of General Education for financial resources that are being rendered. We are grateful too to the parents and, of course, CBR the owners of the project.

In answering to the question of what the barriers to effective management of inclusive classroom practices are, CBR-R1 said:

I guess finances are never enough. Looking at how far we have gone, there is still a great need of finances. If other stakeholders can respond to the call the better.

On, the barriers to effective management of inclusive classroom practices, P-B1 said:

Being one of the vast districts in the province, we have had a lot of pressure when it comes to mobility. We would appreciate more funding which can be channelled towards our transportation to ease our movements. This can help us to monitor the project so well, and even when other schools will come on board, we will be able to reach them easily.

Even if the programme receives funding from CBR, there has been a deficit in terms of financial resources. There is not enough money to ensure smooth running of inclusive classroom practices. The participants appealed for more financial resources to be channelled towards the schools practising inclusive schooling.

4.4.5 Human Resources to Support Management Practice

There was great concern from a number of participants with respect to the issue of having enough human resource required to man inclusive classrooms and also professionals who should take p roles of resource personnel.

When asked to mention any other barriers to effective management in inclusive classroom practices, GT-A3 had this to say:

One of the challenges that we have is that as a school we have no one who is a special education-oriented teacher. As such, this has been difficult for us when we encounter challenges affecting learners with certain barriers which might require a specialist teacher, for example one who is hard of hearing or visually impaired. The school has ended up limiting the admission of learners because of this challenge.

On the same matter, one female participant, P-A1, said:

It would be good if other stakeholders can come on board and sponsor teacher assistants in these classrooms as the load is too heavy on the class teacher. For example, those teachers who are awaiting deployment can be brought on board to offer an extra hand to the class teacher, making the work a lot easier.

Participant, PS-A1, said:

Sometimes I see as if the teacher has too much to do. Can't the government allow two teachers in each class? The few times I have visited my child's class, I have noticed the teacher being overwhelmed with work. I would even wish I knew what to do so that I can help.

It was a concern of participants that the teachers were overwhelmed with the numbers of learners in an inclusive classroom, hence the need to have an alternative to help reduce the stress on the teacher. Suggestions of downsizing the classes or having teacher assistance were brought out by the participants.

4.4.6 Attitudinal Barriers

Attitude is one powerful tool one needs to possess to achieve anything. In the effective management of inclusive classroom practices, it was clear that positive attitude was missing among some stakeholders. Answering to the question of barriers to effective management of inclusive classroom practices, CBR-R1 said:

What we have noticed as CBR is that the most limiting factor for effective management of inclusive classroom practices are the attitudinal barriers. There is nothing one can fail to achieve when you have the right mind set. We take the example of the head teacher for S2, he is not a specialist head teacher in special education as compared to some of the pilot schools. But when we look back, his school has made tremendous progress, leaving behind all the other schools in the province that are piloting inclusive schooling. Every time a grant is made available to them, his school has continued to top the list in terms of usage of the same and the lined-up activities. This goes without saying that one with the right attitude can achieve anything.

Affirming CBR-R1's opinion, HT1 said:

One of the challenges that we are facing as a school is attitudinal issues on the part of the community; some parents, some learners and teachers. In as much as there is great headway in this area, I still feel that there are some grey areas which are spoiling the whole green garden. Sensitization must continue going on to fully achieve the intended goal.

The right attitude is vital in the achievement of good management of inclusive schooling at large. One may not necessarily have the know-how in special education or inclusive, education but just having a positive attitude is enough to turn tables around.

4.4.7 Disability

Being a disabled person alone can hinder one from being included in the classroom to learn with other learners who are considered able-bodied. A lot of adjustments have to be made by a disabled

person to accept to be included in mainstream education as self-stigma tends to hinder most disabled persons from being taught in the same classroom with the able-bodied.

As an interview, PS-B1 had this to say:

Being a mother of a disabled child, I am happy that my hearing impaired daughter is learning together with other learners, which is a dream come true. But sometimes I have great fear that my child might not be able to do any kind of work because the others or the disability is limiting her.

Explaining how disability can be a possible barrier to effective management of inclusive classroom practices, participant GT-B2, said:

Because we are not special education-oriented teachers, we are limited in terms of learners to be admitted in these classes. The other marginalized learners we can handle quite well but the great challenge lies with those with moderate disabilities, which I can say are beyond us.

Mentioning some of the hindrances to achieving good management of inclusive classroom practices, P-A1 adds:

The other challenge is that inclusive schooling does not favour those learners with moderate to severe disabilities. It is only for the mild ones. This has continued making the other learners taught in special schools or units discriminated against.

The participants' concern was that not all learners can be handled in an inclusive setup because some conditions require specialized teachers. Also, there was fear the nature of disabilities, which may prevent some learners from carrying out certain duties, and this can lead to frustration.

4.4.8 Socio-economic Barriers

There are some Socio-economic challenges that have led to poor management of inclusive classroom practices. These participants raised are:

4.4.8.1 Poverty negatively affects Management of learners

During an interview, when answering to the question of whether there were any other factors that might act as a hindrance to achieving effective management of inclusive classroom practices, DS-A1 said:

Inclusive schooling has brought a lot of excitement in many homes. It is amazing to see a child who had dropped out of school because of lack of finances being included in the system regardless of one's age.

Making a contribution during the focus group discussion, GT-B3 said:

Some children come from poverty-stricken homes, hence there is need the government and other donors to reintroduce the feeding programme in schools. That soya porridge that the learners were being given could go a long way for some children who cannot afford decent meals

Some learners have lagged behind in their education because they come from poor homes. This had led to some of them being slow learners.

4.4.8.2 Divorce affects academic work

Divorce, among other factors, was identified as a barrier to effective management of inclusive classroom practices. Explaining how divorce can hinder a learner's progress in class, GT-A2 said:

Divorce is a catastrophe that has affected the performance of most learners. In class as a teacher when you probe further as to why certain learners, are not performing well, it has been because of divorce. It is unfortunate especially for women who, in most cases, are left with a disabled child.

Most learners who are coming from broken homes turn to struggle in class. The home environment is said to be the first classroom for a child to start learning.

4.4.8.3 Chronic illness

A child who is suffering from chronic illness can have difficulties catching up with the pace of the other learners in class. Some illnesses require that a learner stays out of school for a certain period

of time. Also, it might be a teacher or guardian with a chronic disease, which will still affect the performance of a learner.

GT-A3 put it this way:

I remember giving an example of a child earlier who was ever coming late to school in my class and this child is a slow learner. At first I used to punish her but when I discovered why she used to come late and why she was a slow learner, I understood her plight. Actually she was nursing her elder sister, who was bed-ridden.

During a focus group discussion, GT-B2 added:

The other contributing factor could be that some children spend most of their school days in the hospital because of their conditions. This becomes a challenge as usually there is no follow-up work that is sent to the child while in hospital, which makes him or her lose out.

Contributing on social-economic factors as barriers to effective management of inclusive classroom practices, GT-A3 said:

This can also be as a result of some teachers who have to be absent to nurse their beloved. Right now we have one of the grade 5 teachers whose mother suffered a partial stroke and she is the one nursing her. This is quite a challenge because the school has no floating teachers, meaning that these learners are only taught at a time when another teacher is free. And they have changed teachers in the past month. I think the effectiveness of the management of inclusive classroom practices has shaken in that class.

Some learners are said to develop learning disabilities due to chronic diseases or they have been mishandled. It is evident from the findings that there are still that deter the full realization of effective management practices in inclusive classes.

4.5 Summary

This chapter has presented the findings of the study on assessing the management of practices used in inclusive classrooms using themes derived from the objectives of the study. Teachers handling inclusive classes must be well versed in strategies and skills needed in teaching children with learning barriers and those without disabilities been taught in one classroom. Skills and strategies such as communication skills, the strategy of preparing work for all learners the individual differences notwithstanding, the strategy of bringing back a child's attention, and been tolerant. The study has identified the parents, teachers, multidisciplinary team, school administrators, financial and material resources, the community at large, the government, and all other stakeholders as facilitators of management of inclusive classroom practices. Further, the study has brought out the barriers to effective management of inclusive schooling. These challenges include the rigid curriculum, over enrolment, and socio-economic barriers such as poverty, divorce, and the state of being disabled. The means of dealing with the identified barriers were outlined as follows: making the environment accessible, making the classroom inclusive, and that the multidisciplinary team should be more proactive. The feelings of participants were brought out through direct quotations. The next chapter discusses the findings presented in this chapter.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings. The subheadings under which the discussion has been derived from the research objectives stated in chapter one. For the sake of clarity, these are the objectives that have guided the discussion in this chapter:

- i. To establish management practices employed by facilitators in inclusive classrooms in schools where the study was conducted in Kazungula and Livingstone.
- ii. To assess who facilitates the management of inclusive classroom practices.
- iii. To determine barriers to effective inclusive classroom management.

5.1 Management practices employed by educators in inclusive classrooms

This study is linked to that of UNESCO (2005) which suggests that in order to overcome barriers to learning, there should for example, be the following: initiatives aimed at providing for learners who have been excluded from the system by both state and non, governmental organizations; innovative practices for recognizing and accommodating diversity; training programmes which equip educators to deal with these diverse needs and organization and development of teaching and learning environments. Going by the findings of the study, there are numerous mechanisms that can be employed to achieve effective management of inclusive classroom practices.

During the focus group discussions with teachers, observation of the classes, and the in-depth interviews with head teachers, CBR members of staff, members of the multi-disciplinary team, ESO-special DESO and parents, all participants talked about management practices to be used by facilitators in an inclusive classroom. The current study identified the following mechanisms to be employed to ensure effective management of inclusive classroom practices: Training of regular teachers on management skills such as; multi-tasking, classroom communication, strategy of preparing work to meet the demands of individual learners, strategy of bringing back attention child's attention and tolerance skills. Also, making the curriculum user friendly and making the classrooms inclusive to meet the demands of all learners.

5.1.1 Training of Regular Teachers on Management skills

The study revealed that before a teacher was allowed to practise inclusive schooling, he or she was supposed to be educated on what takes place in an inclusive class through training on management of such classes. They should undergo a training as what takes place in a regular class is not the same as what goes on in an inclusive class. These findings are in line with those of Hay, Smit and Paulsen (2001) who said that "... the effective implementation of inclusive education practices depends on the high quality of professional preparation of teachers at pre- and in-service levels. The preparation of teachers must significantly invest in equipping them with classroom management skills and update their knowledge in meeting the needs of a diverse classroom population. In support of this view, Jorgensen (2003) cited best practices for learners with special educational needs in an inclusive classroom arrangement which demand that teachers acquire a different set of skills during their initial and continuing professional education. They need to employ workable strategies for teaching all students literacy skills, creating socially just school communities, facilitating authentic friendships, and embedding service learning into the curriculum for all learners. Also, being accountable for every learner's achievement, and promoting inclusion in general education.

This is all an indication that for a teacher to fully be able to manage the practices in an inclusive classroom there is great need to be equipped with different skills. The teacher for example, is supposed to be equipped enough to be able to use interactive methodologies during the teaching process so that no learner is left behind. Such an action also helps him or her effectively manage learners in classroom. Since inclusive education practice encompasses everybody, regardless of their status, a teacher must be well versed in managing the class and carrying everyone on board, which indeed was seen to be the practice in the schools where this research was done. The teacher after being trained is expected to possess the following strategies and skills:

5.1.1.1 Multi-tasking Management Skill

The study has pointed out that multi-tasking management was one skill that a teacher handling an inclusive class possessed and led to effective management of such classes as well as performance of other classroom duties. It has been revealed that this skill enables the teacher to be able to carry out more than one task at an appointed time, thereby being able to meet the demands of all learners. As stated by the Ministry of Education (2002), those teachers who are willing to pursue their skills-

development need to be trained in a range of issues so that their contribution could be of value. The findings in this study support the position and view of the Ministry of Education. Teachers in the schools where the research was conducted, having undergone training in the use of multi-tasking skills in management and teaching of their classes effectively handled their learners.

A participant confirmed that, they had been equipped with skills such as multi-tasking when teaching in an inclusive classroom. They were able to use different learning aids for them to have all learners aboard. “As I am giving work to those without learning barriers, I must be able to have work for the included learners with barriers to suit their level. This is a skill which was hard at first but with time I have seen that it is possible to teach all learners in one class regardless of the learning barriers at hand,” He said.

5.1.1.2 Classroom Communication as a management skill

On the issues of classroom communication as a tool in the management practices of a class, the findings revealed that, among many other competent skills a teacher must be equipped with in an inclusive classroom, was communication a management skill. It was evident from the findings that teachers had sufficient communication skills which helped them to manage their inclusive classes well. The findings were in agreement with the works done by Jorgensen (2003; Manda, 2013) which observed that teachers, among other management skills, needed to be competent in classroom communication in an inclusive academic environment. It was observed that teachers needed to have essential knowledge on common disabilities, behaviour management, multilingual issues, effects of poverty and social deprivation to informatively communicate in a diverse classroom setting. This makes it possible for the teacher to have smooth communication with all the learners.

The study further, revealed that it is interesting and more interactive in a class where the teacher is able to communicate with all the learners without necessarily being offensive to them. It was however, evident that communication as a skill in class management must be developed with time through learning and interactive class practices. The study showed that teachers were competent in communicating with all learners and management became easier in an inclusive class. From classroom observations it was clear that some teachers were still struggling on how to use communication as a management strategy in managing learners with and without barriers in classrooms. It was observed that some learners with barriers were left unattended in the process

for a long period of time. This showed that although communication was a necessary management practice in inclusive classes, there was still more learning to be done on how to use such a tool by teachers in inclusive classroom practices in the schools where the study was done.

5.1.1.3 Strategy of Preparing Work to Meet Demands of All Learners

The current study revealed that teachers were aware that in an inclusive classroom, one could not just walk in and start teaching. The learners had diverse learning needs, and to meet such needs, quality time must be spent to prepare the work to be presented in the classroom. It was also evident from the responses of the participants that when preparing the work, a class teacher must take into consideration the learning needs of each individual learner, paying special attention to learners with barriers who were most likely going to be a bit different depending on one's disability. Teachers were using adequate preparation for their classes as a management strategy for them to manage inclusive classes.

The findings of this study were positively linked to the study by Jorgensen (2003) who noted that the best practices for learners with special educational needs in an inclusive classroom arrangement demand that teachers acquire a different set of skills during their initial and continuing professional education. Among such skills was the preparation of the Individualized Educational Programme (IEP), which did not place emphasis on calming needs of the learners but offering a lasting solution to their learning and easing the management challenges instead. During the observation of the lesson demonstration, it was very evident that a teacher who possesses this skill would get to deliver very well. Not only were the lessons well prepared, but the quality of the lesson was evident in the manner the delivery was done. Each individual learner was engaged during the lesson and the teachers took time to involve the learners with special educational needs (Mandyata, 2002, 2011). As confirmed by one teacher during the focus group discussion, it was clear from the outcome of the study that the use of the IEP in lesson preparation made inclusive teaching manageable in most of the study schools. It was further observed that when a teacher decided to go to class and teach without preparation, teachers failed to meet all demands of all learners. However, when they prepared the work taking into account the learners with barriers in class, their lesson delivery, management of the class tended to be good.

5.1.1.4 Strategy of Bringing Back Attention of the Child

On the aspect of bringing back attention of the learners in an inclusive class as an important factor in management, the findings were that anything was possible at any given moment, hence a teacher needed to be alert all the time. As it was for every learner, there were days when one would just feel like not learning. Therefore, a teacher requires skills on how to bring such learners into a learning mood. As for the able-bodied, it was found that it was very easy for them to pretend to pay attention and get along with the teacher during the lesson. This was not the case with those with learning barriers who most of the time needed the assistance of a teacher to remain attentive. Hence the teacher remained ready to control the situation. The teachers were therefore very tactical in bringing back the attention of the learner because, if not well handled it would lead to disruption of the entire lesson.

The literature reviewed did not deal with aspect of drawing attention of all learners as one of the strategies a teacher can engage in an inclusive class. However, this came out so strongly especially during the focus group. The participants argued that the needs of each learner are different and, as such, the way each learner responds to the call of the teacher is different as well. This calls for a teacher to be skilful enough to be able to bond all learners into one unit.

The study revealed that a teacher who was able to bring back attention of the learner with barriers when they stray during lessons has to be skilful by lining up more attractive activities which at the end of the day would not only offer therapy to the learner but offer a lasting solution. This was seen when observing a lesson. A teacher was teaching pupils the months of the year. One hyperactive LD child started singing a song which had nothing to do with the lesson. The teacher then got the learner and helped him to sit on a mat where there were toys, games, puzzles and the like. One puzzle was showing pictures of the different seasons Zambia experience in a year. The learner was asked to make the seasons of Zambia starting with the country experiences in January. While doing that, the other learners were doing another activity of filling in the blank spaces.

After observing lessons in inclusive classes, the researcher totally agreed with the participants who said that there was need for one to be skilful in drawing attention of the learners. Some struggle was observed among some teachers who ended up ignoring some learners who were absent minded. Those teachers who were strategic in drawing attention of each learner put into consideration the needs of each learner.

In as much as the study revealed that this technique was being applied in an inclusive classroom to assist in the management of inclusive practices. Some teacher evidently struggled in that area hence the need to be more knowledgeable in dealing with learners with barriers. Also, the findings included information such as teacher spends a lot of time with the learner who disrupted the lesson, abandoning the entire class causing them to stray even more.

5.1.1.5 Tolerance Skill

A teacher teaching in an inclusive classroom has to exercise a lot of patience knowing well that it are learners with diverse educational needs. This study established that for a teacher to be able to manage inclusive practices, tolerance was one of the vital skills they needed to possess. Knowing so well that the learners were differently abled, the teacher had to take time to know each learner, placing emphasis on the strength and not magnifying their weaknesses, especially those with learning barriers. The study revealed that for one to teach in an inclusive class, one must exercise a lot of patience for the set objectives to be achieved. This was in agreement with the literature reviewed as Van Zyl (2002) lists the competences teachers' needs to possess in an inclusive classroom: Training on how to adapt the curriculum to the individual learners' needs and flexible evaluation methods based on the learner's pace. This can only be done by one who is tolerant and accommodative.

It was discovered that a lot of regular teachers actually thought that they were patient not until they were exposed to an inclusive classroom setting. The kind of tolerance one needs to exercise in an inclusive class was way beyond that of a regular class because the learner there goes to extremes. The differences are so much noticeable in that to meet the needs of the learners, teachers have to be tolerant. The study revealed that once a teacher is tolerant, the learners too would not be mindful of their barriers and be able to participate fully in class. Also it was established that tolerance of the learners with barriers goes beyond a classroom as some experiences learners go through are in their performance in class.

It is through patience that learners were to gain courage even to allow the teacher to come to know and talk about their weaker points and to have confidence that solutions would be reached at. As one class teacher mentioned during the focus group discussion, a learner used to go late for class on almost daily basis. The child was said to be a slow learner and at first the teacher used to punish her. During one of the sensitization workshops conducted by CBR, the class teacher learnt of the

need to undertake follow-up visits to learners whose performance is not impressive so that the issue causing certain behaviors can be established. After the visit, the class teacher was almost in tears at the revelation of the matter. The learner in question was actually taking care of a bedridden elder sister. It is from there that the class teacher learned to be more tolerant with this girl, offer assistance where possible and give her extra work to help her catch up.

Even when it was established through the current study that the tolerance skill was being employed by teachers in an inclusive classroom to assist in the effective management of inclusive classroom practices, there was a minority of them who were still stigmatizing some of these learners. The project in the schools where the study was done has been in existence for three years now but other teachers after interactions, still feel that the issue of including learners with disabilities was a very bad idea or must be left to the special teachers as they are the ones trained and passionate about these learner.

5.1.2 Make the Curriculum User-friendly

The study revealed that the curriculum was at the heart of inclusive schooling and framing system which reflects the values and principles of society. It may thus be seen as the engine that should drive the values and principles advocated by society. It is, however, important that the curriculum should be flexible enough to accommodate all learners in an inclusive classroom otherwise it could lead to learning breakdown. When the curriculum was friendly, achieving effective management of inclusive classroom practices was a walk-over for it was user-friendly. The syllabus, books to be used and the timetable are all dependent on the way the curriculum is structured.

The study established that efforts have been made by the *Zambian* government to make the curriculum more accessible to all learners. Before then, the approach to learning and teaching was teacher-centred which, is not the case now. Today emphasis has been placed on a learner-centred approach which would ensure that the teacher is not seen as the custodian of all knowledge but the one just facilitating the flow of learning and teaching. Also, currently *Zambia* is offering two pathways, that of academic and that of vocational. This gives an advantage to the learners who are not able to excel academically to acquire vocational skills which will help them earn a living in an event of dropping out of school. Most of the learners with learners with barriers are likely to fall under the vocational pathway as that is where their strength lies.

5.1.3 Making Classrooms Inclusive

The study established that the orderly setting in an inclusive classroom speaks volumes. The way the classroom is arranged can tell it all as to whether the implementation of inclusive classroom is effective or not. The findings were that making the classroom inclusive was what started the ball rolling to inclusiveness. The learners with barriers would sense the acceptance in a classroom just the way it is set. The classroom must allow very good interactions among learners. This Mean that learners must be made to sit in cluster formation and not rolls for easy communication among them. Teamwork must be encouraged; walls must reflect what is happening in the classroom, posters should basic sign language, room allow easy movement for wheelchair, bound learners, desks should not distract the visually impaired, the class not supposed to allow too much light.

This study was positively linked to that of Alban-Metcalf (2001) who stated that there is need to establish an environment that is conducive to learning and preventing behavioral problems. The classroom should be arranged in such a way that learners are able to move freely without disturbing the classroom layout. Among other important facilities, there should be a library or a quiet reading centre with books and magazines to help learners' access information. Since learners work on projects that need to be displayed for assessment purposes, there should be work stations even in corridors to allow flexibility. A participant revealed that after being taken through the five modules of inclusive schooling, as a school they discovered that there was need to turn some of the classrooms into inclusive. Since infrastructure is an issue, for now the two classrooms would be used for grades 1 and 2. Compared to the other classrooms, we have seen that there is a great change in helping the teacher implement inclusive schooling, hence making learning more easy than in the other classrooms," he said. The rooms were friendly to learners with barriers.

5.2 Facilitators of the current Management Practices of inclusive Classroom

It was evident from the current study that all stakeholders are the facilitators in the management of inclusive classroom practices. Cited are some of those expected to participate in manning inclusive classroom practices as outlined below.

5.2.1 Active Involvement of Parents

The study revealed that the involvement of parents in the management of inclusive classroom yields positive results. Parents are said to be first teachers of the learner as they are the ones who come into contact with him or her before any other people. When the parents are involved it gives the learners confidence knowing so well that they have their backing. Not only are the parents there to take up parental roles, but they facilitate the learning as well as management of the learners, especially in an inclusive classroom.

These findings were in line with the study of Mandyata (2015), who advocated a positive family and school relationship in the education of children with disabilities. He, in fact, describes family and school relationships as a safety net in fighting negative attitudes and prejudices towards the education of children with disabilities, as well as a means of promoting school success among children in the regular schools. Kalabula (2000) agrees that the involvement of all parties in the management of inclusive classroom practice practices is vital. In particular, family involvement in children's learning has been seen as a way of connecting important social and ecological contexts surrounding children aimed at strengthening their learning and development.

The study also revealed that when parents are involved in the facilitation of inclusive management practices in an inclusive class, it gives them a sense of ownership. They become more aware that they too are co-facilitators in the learning process of their child as they pay more attention in wanting to see to it that the child attains education. The study established that some parents would volunteer to go round sensitize fellow parents with learners with disabilities to allow their children to be enrolled together with the able-bodied. They would cite themselves as an example of how they have seen the benefits of including their disabled learners in regular classes.

It was established by this study that in as much as parents play facilitation role in the management of inclusive classroom practices, there was still some resistance among some to allow the learners with disabilities to learn in the same classroom as those who were able-bodied. The feeling is that the most beneficiary are the so-called normal as compared with the disabled. Also, during those times when parents were allowed in the classrooms to see what goes on, it was clear that some teachers struggled among to strike a balance to engage all the learners. Some parents still feel that educating the learners in separate environments gives better opportunity for the SEN learners to perform to their best because when they were on their own there was no stigmatization, hence they

were free to express themselves. There was an expectation of a token from CBR for the role that the parents were playing in facilitating the management of inclusive classroom practices. This indicates that sustainability of the project was being threatened. Parents felt more time was spent on taking care of disabled children hence; they were unable to fully engage in socio-economic activities. As such, there is an expectation that CBR should be giving the parents something.

5.2.2 Multi-disciplinary Team

The current study established that it was not possible to leave the management of inclusive classroom practices to the educators alone, as learners had diverse needs which could not be addressed exclusively by teachers. Therefore, making the incorporation of Ministries such as Ministry of health, Ministry of Community Development and Social Welfare, Ministry of gender, Ministry of Sports is very vital. This study is positively linked to that of Villa and Thousand (2000) and Paolucci-Whitcomb, and Nevin (1990) who proposed that the very process of engaging in collaborative teamwork can facilitate the invention of a new paradigm of collaboration. The process of collaboration requires continuous adaptation in order to make room for multiple perspectives. The study revealed that the teachers alone were not be able to manage what takes place in an inclusive classroom, and that they need the support of other stakeholders to do so.

It was found for example, that it required the involvement of a multi-disciplinary team to see the success of the implementation of inclusive education. The learners with disabilities have diverse needs which a class teacher alone cannot handle. There were times when the learners would need medical attention, implying that medical personnel have to be brought on board. The social workers too have to offer their expertise to ensure that what takes place in a classroom is not disrupted. Mandyata (2015) agrees with the above thought and says that communities in the education of children have the potential of improving the physical learning environment, school attendance, retention, and performance and graduation rates of children including those with disabilities placed in the regular school system.

The study established that some learners may need to be taught certain survival skills like poultry farming, crop farming, fishing and basket making among others which would require the involvement of Ministries of agriculture to offer. As acknowledged by one of the participants that without incorporation of a multi-disciplinary team, good management practices in an inclusive

classroom cannot be achieved. The findings were that working in collaboration with other stakeholders was what had assisted CBR to achieve the different tasks in all the projects they undertake, including this one. It was revealed that CBR alone cannot manage to meet all the demands of the implementation of inclusive education but working in collaboration with others has made the work a lot easier.

Even when other ministries were seen to be brought on board in the management of inclusive classroom practices, their full functioning lives much to be desired as these ministries were not available at the time of need. During sensitization workshops their attendance and contribution is not questioned but at a time, for them to offer their expertise before a problem arises is what is worrisome. One participant said it was unfortunate that they come into contact with most of these learners when they are not in a normal state. This means that there is never follow-up to check on the progression of these learners afterwards.

According to Kalabula (2000) the involvement of all parties in the management of inclusive classroom practice has been seen as a way of connecting important social and ecological contexts surrounding children aimed at strengthening their learning and development. It was established that there was still need to enhance the coming on board of other ministries especially to see the actualization of good management of inclusive classroom practices.

5.2.3 Community Involvement

The study has revealed that the community at large equally provided facilitators in the management of inclusive classroom practices. The good relationship between the school and community was seen as they were free to walk into the school to inform administration of any developments in the community which might act as a hindrance to achieve the desired results in inclusive schooling. A team called CAT (Community Awareness Team) was in place to spearhead all the activities related to inclusive schooling in the community. A lot of sensitization was being done as revealed by this study. The study was positively linked to that of Thousand and Villa (2000), who stated that strong relationships between schools, families, and the larger community offer opportunities for greater connectedness.

The study established that there should be involvement of the community in the initial stage, especially of identifying the learners with barriers who have been brought into schools to be

included in class with other learners. Also without the involvement of the community the process of looking for learners with learning barriers was not going to be an easy task for the schools and CBR in an event of not involving the community. As mentioned by one participant, that in ensuring that the project was a success, there were many sub committees that have been formed to make sure that no stone is left unturned in the achievement of inclusive schooling. And one of such committees is that of the community awareness team (CAT). CAT acts as a link between the school and the parents, between parents and children and government and CBR. The community helps to give feedback at every stage.

5.2.4 Involvement of Government through the Ministry of General Education

The findings of the study were that there was overwhelming support of the management of inclusive classroom practices from the Ministry of General Education. Through the review of the documents, there was indication that every three months from inception of the project, the ministry sends representatives to visit the piloting schools as part of the management approach to managing inclusive school practices. The study established the commitment of the government in being facilitators of the management of inclusive classroom practices. This study was positively linked to that of Mandyata (2015), who contributed that, as a result of the paradigm shift in the education of children with and without disabilities arising from the 1996 inclusive education policy, parents, teachers and other stakeholders have found themselves as partners in an attempt to meet the learning needs of children in inclusive school settings.

The study established that the Ministry of General Education has been a facilitator in the management of inclusive classroom practices, monitors like standards' officers have being sent to named schools and immediate intervention was done in an instant of a challenge being noticed. The study revealed that the ministry did not want to leave any stone unturned to see to it the project is a success as prospects of inclusive schooling coming to stay there, meaning that others schools too must be brought on board in due time. In its document (MoE, 2003-2007) the government of Zambia through the Ministry of General Education, acknowledges the strengthening of inclusive schooling through the introduction of education standard officers for special education who would render more manpower in the management of inclusion.

Even when the Ministry seems to be having its hands on the success of inclusive schooling, there are some grey areas which need to be attended to. The study established that there was need for the ministry to place emphasis in inclusive schooling from colleges of education and universities so that at the time these would be teachers are deployed, they have the correct know-how on the same. Failure to perform by some teachers was attributed to the poor start right up from the initial stage of training. The issue of policy can be translated into law; making alterations to the existing curriculum to meet the needs of all learners too. These are matters to be addressed by the ministry for better delivery of the management of inclusive classroom practices.

5.2.5 Knowledgeable Class Teachers

The study revealed that the class teachers play a pivotal role in the management of inclusive classroom practices. The class teachers were the ones who were in direct contact with the learners; hence they play a facilitation role in the management of inclusive classroom practices. As such, the government was charged as alluded to in one of the interviews to give a motivation of some kind to class teachers who were practicing inclusive teaching as there was a lot of work to be done. The class teacher were said to been the sore implementer of inclusion, hence they were supposed to be encouraged for the good work they are doing.

This study was in line with one done by Dalin, (2001) which stated that it is also very important to give teachers a sense of ownership; they need to own the change through direct involvement, where their views and concerns are taken into consideration. Also, Thompson, cited by Hay, Smit and Paulsen (2001) emphasized that the effective implementation of inclusive education depends on the high quality of professional preparation of teachers at pre- and in-service levels to equip them for and update their knowledge in meeting the needs of a diverse classroom population.

5.3 Barriers to Effective Inclusive Classroom Management Practices

This study established barriers that have hindered the effective management of inclusive classroom practices. Barriers such as over enrolment, unfriendly curriculum, physical environment (surrounding), insufficient financial resources, inadequate human resource, altitudinal barriers and the nature of one are being disabled. These barriers will be examined individually.

5.3 Over –enrolment

Schools piloting inclusive schooling were experiencing over enrolment. To a class of over 50 regular learners, an addition of learners with disability would be imposed on the teacher. This proved to be burdening the teacher in the management process been the sore facilitator. As one participant stated, it was very challenging for a teacher teaching a lot of learners to be effective in teaching and managing a class in an inclusive scenario? The study established that what was expected by the class teachers was that the classes would be divided into halves or even an assistant teacher would be assigned to class teacher to help alleviate the burden. The challenge of over enrolment was attributed to schools being far apart in Kazungula district while in Livingstone district, because of the paradigm shift schools have improved their performance. The coming of inclusive schooling has greatly contributed to this. It was revealed that head teachers are under pressure from all the learners around who shun other schools and only want to be enrolled in the named schools.

Also, the study established that over enrolment was brought about because in these schools there was no period of enrolling. Learners are enrolled at any given time of the year. This was so to accord a chance of every learner to acquire learning the barrier of the time frame of enrolment notwithstanding. As contributed by one participant during the interview that there was need for a teacher assistant in these inclusive classroom because enrolment happens throughout the year.

5.3.2 Presence of Unfriendly Curriculum

The study established the unfriendly curriculum had greatly affected the effective management of inclusive classroom practices. This study was linked positively to that of Oakes and Sauders (2002) which stressed that inflexible curriculum is detrimental to the learning and development of learners. Msimango (2002) emphasizes that the curriculum is at the heart of the education and framing system. It reflects the values and principles of our democratic society. It may thus be seen as the engine that should drive the values and principles espoused by our society. However, it was revealed by the current study that it was important that the curriculum should be flexible enough to accommodate all learners in the classroom; otherwise it could lead to learning breakdown.

The study established that the Ministry of General Education took it upon its shoulders to review the curriculum that was used before to a more accommodative one now. The curriculum then was teacher-centred, content-based and more emphasis was on academic achievement forsaking the vocational pathway. It has since been changed to the one that is learner-centred and aiming at meeting the diverse range of needs. Even when this has been done, the findings of the study was that at primary level the curriculum does not accommodate those with disabilities as there were no books for the blind learners, books for the hearing impaired learners or those with learning disabilities who are moderate. The demand was placed on the teacher to transcribe, interpret the signs and modify the work for the learners which, is cumbersome to the already overburdened teacher.

5.3.3 Unfriendly Physical Environment

It was established that the physical environment (outside surroundings) was one of the major barriers to effective management of inclusive classroom practices by all the participants. The study revealed that one of the hindrances to effective management of inclusive classroom practices was the physical environment not being accessible by all learners. It was established from the study that the classrooms were built a long time ago, of which at the time, they were built, and there was no consideration that the schools would one day be turned into inclusive schools catering for learners who were differently abled. In affirming to the above, the study further noted that in order to alleviate some of the barriers that had been identified in the implementation of inclusive schooling, schools had managed to build ramps on all entries and built toilets which were user-friendly for all. The study cited the presence of blinders in classrooms, installation of wide doors and fixing of ramps in selected parts of the schools as example of schools' attempt to have a barrier-free learning environment in the study schools.

This study was similar to that of Nayoo (2000) who stated that there are some learners who use wheelchairs and other mobility devices, which specifically need ramps instead of stairs. This indicates that these learners will be unable to have access to those places without ramps, which is a form of discrimination. It should consider the sizes of desks to be used and have enough space to cater for all learners who use crutches or wheelchairs and who use computers as their learning aids. It was established by the study that one of the changes which were seen from the time the inclusive schooling commenced in these pilot schools was the uttered environment.

In as much as it was very evident that the environment has been altered to accommodate all the learners, there is much that needs to be done. At S1 only two classes so far had been turned to modern inclusive classrooms. This is a school housing almost 2000 learners in all and over 200 with learning barriers. There was great need for the other stakeholders and the government of Zambia to seriously consider investing in the alteration of the physical environment of these schools for the desired results to be achieved in the management of inclusive classroom practices.

5.3.4 Insufficient Financial Resources

On the issue of finances to support management of inclusive schools and classes, the study revealed that even as much as the project was a fully funded one, there was still need of more financial resources. There was a lot to be done in today's world to make a classroom conducive to be called an inclusive one. The entire process of embracing inclusive schooling requires a good amount of money to reach its climax. There was literally nothing that could be achieved without money. Money was needed to employ teacher assistants as it seemed to be a more holding factor as to why the government could not bring them on board; the changing of the physical environment, the purchase of books, and the transportation of monitors to the piloting schools too, as well as the preparation of the learning and teaching aids.

There were many lined-up activities that the schools arranged to see the effectiveness of the management of inclusive classroom practices, but then the taking off the activities was all dependent on the availability of financial resources. The study established even the ones spearheading the project (CBR) were totally in agreement that gone, they could only do so much as the allocation being given to them by the donors is not adequate to meet all the demands of inclusive schooling.

Even when financial resources was identified as one of the barriers by this study, it was also evident beyond doubt whatever resources have been channelled towards the achievement of effective management of inclusive classroom practices were used appropriately.

5.3.5 Inadequate Human Resources

The study revealed that the teacher-pupil ration was not evenly distributed. Class teachers were so overwhelmed with the numbers of learners. This had impacted the negatively on the effectiveness of the management of inclusive classroom practices. What was observed were that a class which

is supposed to have only 35 to 40 learners is instead accommodating 65 learners? This has brought about a great challenge of the teachers not being able to even put to use the competencies, skills and strategies learned to benefit the implementation of inclusive schooling. This study is similar to that of Msimango (2002), who said in an inclusive class the teacher assistants are there to give an extra hand to the class teacher so that the flow of learning is not disturbed. He further said the learners with disabilities or rather learning barriers require much more attention as compared to the regular learners hence, the need to harmonize the two.

The findings of the study were that there was need to have a teacher at each school who would act as a resource person since the regular teachers had novices. The concern was that teachers seemed less competent at times when need raised to offer expertise to a SEN learner. Also, the establishment of the study was that the head teachers manning schools practicing inclusive schooling were supposed to have a professional qualification in inclusive education or special education. It was revealed that the school whose head teacher has a qualification in special education, did not struggle much when it came to implementation in that guidance was given to the teachers.

5.3.6 Attitudinal Barriers Inclusive Class Management

Even when the issue of attitudinal barriers towards learners with special educational needs had been over-researched and recommendations have been given to alleviate the matter, this study established that there was still a challenge. The attitudinal barrier was seen not only from the class teachers but also other stakeholders. The study was established so that other stakeholders could be quick to offer sponsorship to the regular learners as compared to SEN learners. After reviewing documents, once a learner was not performing to the expected standard of that named sponsor, they had laid off sponsorship. This had put the children with learning disabilities on a disadvantage as they needed more time to grasp certain concepts as compared to the regular learners.

The study revealed that some regular learners had not accepted learning together with the SEN learners. This was seen during observation of lesson demonstration when a learner who was dripping was left to sit alone until the class teacher had to assign two learners to join the said learner. Also, this surfaced in another grade where slow learner was left out by the fellow learner in a group presentation as they felt that the named learner was not going to make it. Again it was

the class teacher who brought the whole situation under control as the group was condemned by the teacher at a hearing session.

This study was similarly linked to that of Bothma, Gravett and Swart (2000) contending that originally teachers had a negative attitude towards inclusion due to the fact that they were not trained to cope with learners who experienced barriers to learning and that their schools did not have the facilities or equipment needed by these learners. Also, to that of Monsen, (2004) which says having a right attitude towards inclusive schooling plays a major role in creating an environment which communicates a climate of acceptance or the opposite. This, in turn has an effect on how everyone relates and views learners with special educational needs and ultimately their perceptions towards inclusion.

Strides were established by this study on positive attitude towards inclusive schooling. This was evident at S2 where none of the administrators have any sort of qualification in special education but have made tremendous headway in the management of inclusive classroom practices. It was revealed that having an open mind and right attitude cannot limit achievement for everyone

5.3.7 Nature of Disablement

This study revealed to a larger extent that being disabled can be a barrier in the management of inclusive classroom practices. This can be so the case in times when, say, a teacher is short of certain skills for example Sign language and Braille. The current study established that some teachers were not able to transcribe Braille or use sign language, hence making those learners in need of such services not fully benefit. This study was similar to that of Sugiharto (2008) who mentioned that for most learners with disabilities, learning breakdown and exclusion occurs where their particular learning needs are not met as a result of barriers in the learning environment or broader society which handicap the learner and prevent effective learning from taking place. It further explains that some of the learners experience learning breakdown due to intrinsic, cognitive or learning difficulties in areas such as in acquiring skills, in for example, literacy or numeracy or in the organization or management of their own learning.

This was observed during a lesson demonstration where the learners with SEN were not immediately engaged during a lesson. The class teacher first started by doing work with the regular learners, making those with barriers wait for a longer period of time such that the exclusion was

felt for a while, seemingly that there were two separate classes under one roof. And also, instead of the teacher spending more time with the learners with barriers, more time is spent explaining to and making the regular learners understand the concept first. Towards the end of a lesson, few minutes was given to teach the SEN. This makes it appear that the fact that the disability is disadvantaging one to learn at the same pace as the others.

Even when the disability was established by the study that it is a barrier to effective management of inclusive classroom management, there are traces of teachers being aware that the lesson need to be interactive at all times, and inclusive in nature. This implies that at no given moment must those with SEN be seen to be on their own. Their class must have homogenous groups making no attempt to magnify the disability at all.

5.3.8 Socio- economic Barriers

The study revealed that there was a relationship between education and socio-economic conditions in every society. These conditions, if not handled well can, deter the progress of effective management of inclusive classroom practices. The following were the socio-economic factors the study established which have had a negative impact on inclusive schooling.

3.3.8.1 Poverty Affects Class Management

Poverty was said be to an epidemic that has made most learners to either drop out or even just stay away from school. The policy of Education for All that the Zambian government adopted places a desire on everyone to attain education of some kind. However, in some cases, as reviewed by this study that due to poverty levels experienced by some families, some children may not be accorded a chance to be enrolled in schools. The current study established that an average Zambian is not able to make ends meet as to the desired extent, as such causing the families to make certain decisions which might include children just staying back home, especially those with disabilities. This study closely aligned by that of WHO (2004) warning that people should recognize that there are some conditions which may arise within the social, economic and political environment in which the learner lives, which may affect him or her in a negative way. One participant attested to the fact that inclusive schooling has brought a lot of excitement in many homes, and that it was amazing to see a child who had dropped out of school because of lack of finances being included back the age notwithstanding.

Even when poverty has had a negative impact on the management of inclusive classroom practices, the study has established that there are strides that have been made to alleviate poverty. Schools have partnered with some stakeholders and church based organization other than just CBR to render any kind of help so as to increase enrolment of learners. Also, the government of Zambia through the Ministry of General Education gives a grant for the OVCs to subsidize on any requirements.

5.3.8.2 Divorce

The study revealed that divorce can act as a catalyst to effective management of inclusive classroom as it causes stress on the learner. When parents go separate ways the one who suffers most is the child because he or she cannot take sides. Sometimes parents would start using the poor child to get back at each other, thereby mounting pressure on the child. This becomes an unfortunate situation to a learner because he or she will not be able to concentrate in class. As cited by one of the participants divorce is a catastrophe that has affected the performance of most learners. In class as a teacher when you probe further as to why certain learners are being affected by the performance, it has been a reason for divorce. It was unfortunate especially for women who in most cases are left with a disabled child for another lady.

The study established that the offices of the guidance and counselling teachers are always available to offer assistance to the affected learners. However, the study revealed that it was not easy for learners to come out in the open to mention what they were going through. It has to take one who is good in probing skills. Learners were subjected to sessions of counselling after discovering what they are going through. Positive results have been born after these sessions.

5.3.8.3. Chronic illness

The current study concluded that there are learners who have health conditions which might demand that they have to be in and out of hospital regularly or even just stay home. Such conditions can be said to be barriers to effective management of inclusive classroom practices. This study is linked to that of the Ministry of Health (2002) which points out that Zambia is one of the countries in Africa which has the fastest-growing HIV/AIDS epidemic in the world, with a higher percentage of people infected than in any country in Central Africa. The study established that usually when these learners stay away from class, there are no regular follow-ups that are done but, things are

just taken for granted that the learner is absent due to illness. This makes the learner to lag behind in performance as compared to those who are privileged to be in class on daily basis.

In a bid to solve the problem of chronic illness being a barrier to effective management of inclusive classroom practices, the study revealed that in certain instances when the learners with learning barriers and regular learners at large are admitted to hospital, they are being attended by hospital teachers who are based right there at the hospital. Sometimes class teachers do home visits. For example, S2 has set aside every last Friday of the month for home visit to attend to such matters. In an event where need arises to visits a learner at home urgently before the last Friday of the month, necessary arrangements are made by the school to do so. As alluded by one of the class teachers during a focus group that the teacher only understood as to why the learner was ever coming late t school after the home visit. The home visit revealed that the named learner was the one caring for the bedridden elder sister.

In relation to the current study Lewis (2010), in his study, cautions that the barriers learners experience manifest themselves in many ways. The learner may sometimes be inattentive, frequently absenting himself or herself from school, being withdrawn and also by performing below his or her potential. However, in an insistence of applying certain mechanisms, the said barriers can be done away with.

In a bid to migrate from the medical model of educating learners with disabilities to the social model, the MoGE (2015) through its document has offered guidelines to inclusive schooling. MoE (1996) policy document has made pronouncements of Education for All and that regardless of the state of being every learner will be accorded a chance to attain education. In spite of this pronouncement, not much effort has been put to allow the smooth flow of management of inclusive classroom practices.

Due to such notions, Carl et al (2006) emphasizes that the purpose of the normalization theory is to render equal opportunities in life that others have. In the context of this study, for management of inclusive classroom practices to be achieved, a teacher has to be equipped with competences and use strategies that will not be biased to the non-disabled group learners. Also, the other stakeholders must be fair enough to provide resources which will not disadvantage the other group of learners and the barriers that are embedding the successful delivery of inclusive schooling should be worked on.

Carl et al (2006) say that the normalization theory does not focus attention on the things that individuals do to operationalize new or modified modes of practice as they interact with dynamic elements of their environments. Instead, it defines the modification of the environment which has to be done to suit the particular individual with a particular disability. The dynamics of implementation processes are complex, but the Normalization Process Theory facilitates understanding by focusing attention on the mechanisms through which participants invest and contribute to them.

5.5. Summary

This chapter presented the discussion of findings of the study in line with the objectives. In the discussion, the chapter discussed the managing practices employed by educators in an inclusive classroom as, training of regular teachers on management skills such as: multi-tasking management skills, classroom communication, and strategy of preparing work to meet demands of all learners, strategy of bringing back attention of the child and tolerance skills. Other management practices employed which were discussed in this chapter includes, making the curriculum user friendly and making the classrooms inclusive. The facilitators of the current management practices were elaborated in the discussion as; active involvement of parents, the multi-disciplinary team, involvement of the community at large, the government, involvement of the any other stakeholders and the knowledgeable class teachers. The discussion then presented the barriers effective classroom management practices as over enrolment, unfriendly curriculum, unfriendly physical environment, insufficient financial resources, inadequate human resources, attitudinal barriers, nature of disablement, socio-economic barriers which includes poverty, divorce and chronic illness among others. The next chapter presents the conclusion of the study and puts forward recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings of the study. This chapter presents the summary and recommendations of the study. It must be confirmed that this study was confined only to two selected primary schools in Livingstone and Kazungula districts, Southern Province. Assessing the management of inclusive classroom practices in primary schools, the aim of the study was to establish management practices employed by teachers in inclusive classrooms, to assess facilitators of effective inclusive classroom management, to determine barriers to effective inclusive classroom management and to suggest measures to improve inclusive classroom management

6.2 Conclusion

The findings of the study revealed that a teacher teaching in an inclusive classroom must possess the following strategies and skills: multi-tasking strategies, communicative skills, preparation ability to meet the demands of learners in an inclusive classroom, skill of drawing attention of all learners and tolerance skills. These management skills helped them to manage inclusive classes.

Regarding the facilitators in the management of inclusive classroom practices, the study revealed that the involvement of parents, multi-disciplinary team, administrators, community, and proactive government of Zambia through the MoGE, as well as knowledgeable class teachers were quite key in the successive management of inclusive classes. And more finances and materials should be made available to schools practicing inclusive schooling.

The study equally revealed the barriers to the management of inclusive classroom practices. These included: over enrolment, unfriendly curriculum, the rigid physical environment, inadequate financial resources, human resources, attitudinal barriers, diversity of disability, social factors such as; poverty, divorce and chronic illness.

Furthermore, the study provides interventional measures. These ranged from making the curriculum user-friendly, making the classroom inclusive, and making alterations to the improvements in the physical environment,

From what has been established throughout this study, effective management of inclusive classroom practices is vital in the delivery of inclusive schooling. Although some sectors of society view management of inclusive classroom practices as being problematic, this study established that to achieve effective management of inclusive classroom management it requires concerted efforts through normalizing the playing field for all learners. This can be done through a wide range of involvement activities that engage all stakeholders.

The study is in line with the normalization theory, which points out that a person with learning barriers is not the one being forced to be normal but that the environment and system are changed to give this person a chance to experience what is considered "normal". However, the theoretical implications of this study in relation to Livingstone and Kazungula districts are that schools have not been able to reach the full potential of effective management of inclusive classroom practices. Therefore, there is need for schools to continue engaging a collaborative team so that normalization is attained. The aim of this study was to establish the management of inclusive classroom practices used in schools. The study was anchored on normalization theory as mentioned by Carl et al (2006) focusing on the things that individuals do to operationalize new or modified modes of practice as they interact with dynamic elements of their environments. It defines the modification of the environment which has to be done to suit a particular individual with a particular disability. The dynamics of implementation processes are complex, but Normalization Process Theory facilitates understanding by focusing attention on the mechanisms through which participants invest and contribute to them.

6.3 Recommendations

Based on the findings of the study, the following recommendations were made:

- i. The study established that teachers are asked to teach inclusive classes without been well versed in inclusive education from the colleges\ universities. In view of this, the initial training of teachers in colleges and universities must include inclusive education as a compulsory component with emphasis on how to manage inclusive classes.
- ii. The study reviewed that the current curriculum does not favor grades one to seven. Therefore, Curriculum Development center to revise the curriculum to make it more accommodative to all the learners from grade one.

- iii. The study established that the teacher-pupil ratio was not even. It is hoped that the government in conjunction with other stakeholders, will help in downsizing the classes by employing more teachers or consider having a teacher assistants.
- iv. The allocation of finances and materials being given to schools practicing inclusive schooling is the same as those that are not, while the needs are more in inclusive schools. The government to consider revisiting the allocations to meet the needs of the learners in inclusive schools.
- v. The study established that combined efforts of all stakeholders achieve desired results in the management of inclusive classroom practices. Therefore, more stakeholders emulate CBR and come on board to offer their services and expertise for the management of inclusive classroom practices to reach its full potential.

6.4 Areas for Further Research

For future research, the researchers should consider doing a quantitative study to measure performance of facilitators in the management of inclusive classroom practices and barriers to it. Also, researchers may consider carrying out a comparison study on how each pilot school in the respective district where the study was conducted has fared in terms of the management of inclusive classroom practices. Researchers may consider carrying out survey it in order to have a bigger sample.

REFERENCES

- Ainscow, M. (2005). *Developing inclusive education systems: what are the levers for change?* *Journal of Educational Change*, 6(2): 109-124. Doi: 10.1007/s10833-005-1298-4
- Ainscow M., & Miles, S. (2009). *Developing inclusive education systems: how can we move policies forward?* Retrieved (26 July 2011). Retrieved August 12, 2010, www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2009
- Cohen, L., Manion, L.& Morrison, K. (2007). *Research methods in education*. (6th ed.). New York: Routledge Taylor and Francis Group.
- Creswell, J.W. (2009). *Research design, qualitative, quantitative, and mixed methods approaches*. London: Sage Publication Inc.
- Department of Education. (2001). Education White Paper 6 (Special Needs Education). *Building an inclusive education and training system*. Pretoria: Government Printer.
- Engelbrecht, P., Eloff, I., Lomofsky, L., Masipa, S., Oswald, M. and Swart, E. (2003). *External evaluation of SCOPE component 3: Introducing inclusive education*. Stellenbosch: University of Stellenbosch.
- Gibson, S. and Blandford, S. (2005). *Managing special educational needs: a practical guide for primary and secondary schools*. London: Paul Chapman.
- Hall, R. 2002. *Implementing Inclusive educational practices through partnerships*. South African Journal of Higher Education, 16(3):31-38.
- Kalabula, D.M. & Mandyata, J. (2002) 'Evaluation of inclusion for pupils with visual impairment in Zambian schools'. University of Zambia. www.inclusiveeducation.
- Khumalo, Z. 2000. 'Teaching volume to Grade 7 learners in an inclusive classroom: an evaluation of a teaching approach'. Unpublished M.Ed dissertation. Johannesburg: University of Witwatersrand.

- Kothari C. R. (2011) *Research Methodology: An Introduction, in Research Methodology. Methods and Techniques*, New Delhi: New Age International Limited Publish.
- Lewis, R. 2010. Teachers' support for inclusive forms of classroom management. *International Journal of Inclusive Education*, 3(3):269-285.
- Makhado, N. D. (2002). *Challenges educators experienced in the provision of environmental education at schools in curriculum 2005*. Johannesburg: Rand Afrikaans University.
- Mandyata J.M (2002). 'Teacher's Reviews on Inclusive School Practice: A case of Primary Schools in Kasama District Zambia'. Dissertation submitted to UNZA. Unpublished.
- Mandyata, J.M (2015) '*Community and School Partnerships in Inclusive Education: An Evaluative Study of Primary Schools in Kasama, Zambia*'. Thesis submitted to university of Zambia, unpublished.
- McMillan, J. H. and Schumacher, S. (2001). *Research in education: a conceptual introduction. 5th edition*. New York: Longman.
- Ministry of Education, Namibia. (2008). *Educational Sector Policy on Inclusive Education*. Windhoek: Ministry of Education.
- Ministry of Education, Namibia. (2008). *Educational sector policy for orphans and vulnerable children*. Windhoek. Ministry of Education
- Ministry of Education (2004). *2004 Educational Statistical Bulletin*. Lusaka. Zambia Educational Publishing House.
- Ministry of Education, Science, Vocational Training and Early Education (2012). *Education Sector National Implementation Framework III: Implementing the Sixth National Development Plan*. Lusaka.
- Ministry of Education. (1996). *Educating our Future: National Policy on Education*. Lusaka: Zambia Educational Publishing House.

- Ministry of Education (1992). *Focus on learning: National Policy on Education*. Lusaka: Zambia Educational Publishing House.
- Ministry of General Education (2016) *Inclusive Education and Special Education in Zambia: Implementation Guidelines*.
- Moran, A. and Abbot, L. 2002. Developing inclusive schools: the pivotal role of teaching assistants in promoting inclusion in special and mainstream schools in Northern Ireland. *European Journal of Special Needs Education*, 17(2):161-173.
- Mudau, S. P. 2004. *The attitudes of foundation phase teachers to the inclusion of learners who experience barriers to learning in the education system*. Pretoria: University of South Africa.
- Mugenda, O. & Mugenda, A. (1999). *Research Methods: Qualitative and Quantitative Approaches*. African Centre for Technology Studies Press, Nairobi.
- Nghipondoka, E. A. S. 2001. *The Implementation of inclusive education in Tsandi Constituency, Namibia*. Unpublished MEd dissertation. Bellville: University of Western Cape.
- Nayoo, N. (2000). *Social welfare in Zambia*. Lusaka: Multimedia Publications.
- UNESCO (United Nations Educational, Scientific and Cultural Organisation) 2000. Meeting Special/Diverse Educational Needs: Making Inclusive Education a Reality, viewed on 20 February 2007.
- UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. Salamanca: UNESCO. retrieved September 13, 2009, from www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca_Declaration.

APPENDICES

Appendix A: Introductory Letter

P. O. Box 60217

Livingstone

30th July 2017

The district education board secretary

Livingstone and Kazungula districts

P.O. Box

Sir/madam

I am a student at the University of Zambia perusing my postgraduate studies in Special Education. The topic of my dissertation is **managing inclusive classroom practices with reference to the Southern Province of Zambia.**

To complete the requirements for the course, I need to become acquainted with various aspects of inclusion at the institutional level. This means that I have to undertake research in certain areas, which requires the cooperation of people in an institution. I would like to conduct my research at Shungu Combined School in Livingstone and Riverview combined school in Kazungula district.

Thanking you in advance for helping me to reach my goal. It means a lot to me as an educator to experience how the school and district at large have managed this challenging situation.

Sincerely yours

Mwendalubi Moono Dubeka

Appendix B: Consent form for participants

Title of research: Accessing the management of inclusive classrooms in selected primary schools of Kazungula and Livingstone districts, Southern Province, Zambia.

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to be followed when undertaking it. Further implications for your participation are explained. Make sure you read the information sheet carefully.

- 1. Description:** this study is purely an academic research undertaking. The researcher is a University of Zambia student pursuing a master's degree in Sociology of Education. The research being undertaken is a major requirement to complete the programme.
- 2. Purpose:** the purpose of this study is to assess the management of inclusive classroom practices in selected primary schools of Livingstone and Kazungula districts, Southern Province, Zambia.
- 3. Consent:** Participating in this study is voluntary, meaning that you are free to say so or withdraw at any time if you do not want to take part.
- 4. Confidentiality:** All the data collected from this research will be highly confidential and participants are assured of anonymity in this research.
- 5. Rights of respondent:** the rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarifications at any point during the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research and may withdraw if they wish.

Declaration of consent

I have read through the participant information sheet. I now consent voluntarily to be a participant in this project.

Participant's

Name.....

Signature.....

Date.....

Appendix C: Focus Group Interview

Transcription of focus group interview

Part one

Demographic data:

1. Gender of the class teacher
2. The age of the teacher
3. The number of years the teacher has served.
4. The highest qualification of the teacher
5. The number of years the teachers served at the current school.
6. The grade the teacher is teaching.
7. The number of learners in the teacher's class.
8. Has the teacher received any kind of training?
9. If answer to question 8 is yes, teacher to specify the kind of training.

Part two Objective 1: Facilitators in managing inclusive classroom practices

1. Who do you think plays a role of facilitation in the management of inclusive schooling?
2. How do you perceive inclusive schooling at the angle of a facilitator?
3. Why do you think inclusive schooling is the best or worst move the government has made?
4. If you had a choice, would you allow the head teacher to admit more learners who have barriers to learning in the school?
5. What support do teachers receive from school, from parents and from the ministry in general to enable them to be effective teachers?

6. What additional support as teachers would you like to receive in order to effectively teach learners in an inclusive classroom?
7. Any general impression?

Objective 2: management practices employed in an inclusive classroom

8. What in-service training did you receive for teaching learners with barriers to learning?
9. Where did you receive the training and for how long were you trained?
10. And if you were not trained before how do you deal with these learners?
11. What effect does your qualification have on your competency in teaching in an inclusive class?
12. What do you suggest could be done to empower teachers to be competent inclusive teacher?
13. What methods do you use to accommodate all your learners in the classroom?
14. Which methods did you use before you were allocated an inclusive classroom?
15. What changes would you like to see being implemented in your school to make inclusive education effective?
16. How do you address these problems as educators?
17. Here questions will be born after the challenges have been listed then the researcher will ask the teachers to mention what they think should be done to overcome the challenges.

Objective 3: barriers to practicing inclusive schooling

18. So, what pressure does an inclusive class put on you as a teacher?
19. Personally, what barriers have you encountered in the management of inclusive classroom practices?
20. What changes did you encounter in teaching an inclusive classroom (that is, learners with barriers to learning)?

21. What other materials can you advise other teachers to use in order to be effective in an inclusive classroom?
22. What problems or obstacles did you encounter when teaching these learners?
23. In which other way can these challenges be addressed?
24. Is there anyone who just wants to add or just wants to give us a strategy or any information about this inclusive education? Any comment.
25. Thank you. Is there anyone who wants to say something about this inclusive education?

In absence of comments and questions I would like to thank you as a panel you've made a great input I think from now we are going to be able to go further with this inclusive education and then it's going to help other people with how to manage this inclusive education. Thank you and enjoy your day.

Thank you.

Appendix D: Interview Schedule

Tentative Interview questions for DESO, ESO-Special, CBR members of staff, and members of the multi-disciplinary team, parents and head teachers.

Part one

Demographic data:

1. Gender of the respondent
2. The age of the respondent
3. The number of years in the current position.
4. The highest qualification of the respondent
5. Does the respondent have any teaching background?
6. If the answer to number 6 is yes, specify the subject offered and grades.
7. Has the respondent received any kind of training in inclusive schooling?
8. If answer to question 7 is yes, specify the kind of training.

Part two

Objective 1: Facilitators in managing inclusive classroom practices

1. Who do you think plays a role of facilitation in the management of inclusive schooling?
2. How do you perceive inclusive schooling?
3. Why do you think inclusive schooling is the best or worst move the government has made?
4. If you had a choice, would you admit more learners who have barriers to learning in the school? Give reasons for your answer.
5. What resources are available to help teachers deal with the learners in an inclusive classroom?

6. What support have you given to class teachers for effective management of inclusive classroom practices?
7. What has been the role of the government in the management of inclusive classroom practices in your school, organization or district?
8. What additional support do you think must be rendered to schools practicing inclusive schooling from other stakeholders?

Objective 2: Management practices employed by facilitators in an inclusive classroom

9. Have you received any kind of training in inclusive schooling?
10. How has the training contributed to your perception of inclusive schooling?
11. Do you think the teachers that are handling the inclusive classes are competent enough to do so? Give reasons for your answer.
12. What role do you play to ensure that the circle of the management of inclusive practices is smooth?
13. What do you suggest could be done to empower those implementing the management of inclusive classroom practices to be competent inclusive facilitators?
14. What methods do you use to accommodate all inclusive schools in the district and the learners in your school?
15. Which methods did you use before the selected schools or your school was turned into an inclusive school?
16. What changes would you like to see being implemented to see to it that the management of inclusive practices is effective?
17. Any other way in which these challenges can be addressed?
18. Here, questions will be born after the challenges have been listed then the researcher will ask the Deso, Eso-Sp, parents, CBR staff, members of the multi-disciplinary team and teachers to mention what they think should be done to overcome the challenges.
19. Depending on the interview more questions are likely to be brought forth.

Objective 3: barriers to practicing inclusive schooling

20. So, what pressure does an inclusive school or class put on you?
21. Personally, do you think there have been any changes in teaching the inclusive classroom compared to the regular class?
22. What challenges do you think have hindered the manifestation of inclusive schooling?
23. What other materials do you feel should inclusive schools have for learning to be effective?
24. How quick do you provide solutions to the class teacher with regard to the many challenges that are brought to your attention about teaching and learning in an inclusive class?
25. Have you tried to engage any other stakeholders to help alleviate the problems that you have encountered as a district or school in the smooth delivery and management of classroom practices?
26. Do you wish to make any addition?
27. Is there anything more you want to say about the management of inclusive classroom practices? In the absence of comments and questions I would like to thank you for your participation in this research. You have made great input which from now will add some knowledge to the area of inclusive education which in turn will help in the management of inclusive classroom practices.