



**INCLUSION FOR SUSTAINABLE LEARNING OF
HEARING- AND INTELLECTUALLY-IMPAIRED LEARNERS
IN A RURAL SCHOOL CONTEXT**

By

**WYNFREDIE MANYERUKE
[218074052]**

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School of Education, College of Humanities,

University of KwaZulu-Natal

Supervisor: Prof Dipane J. Hlalele

Co-Supervisor: Dr Ncamisile P. Mthiyane

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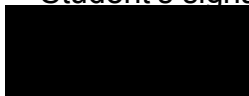
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Dr NP Mthiyane

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ABSTRACT

Education is intended to liberate [and may continue], disabled children from the strains of life in Zimbabwe, regardless of their disability status. Inclusion is an innovative move towards enlightening and educating children with impairments together with the unimpaired learners. This study explores techniques of enhancing inclusion for the sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The Organisational Readiness for Change Theory (ORCT) and Theories-based Inclusive Education Practice (TIEP) were applied to inform the study. An interpretivist paradigm was also applied for its principle that reality is meaningful and complex, while aiding the researcher to understand how people interpret and interact within their social environment. A case study research design was employed, where I selected the case of a particular rural school to provide a platform for data generation from identified participants by applying purposive sampling. One-on-one semi-structured plus focus group interviews, document analysis and observation, were applied for gathering data. The thematic analysis approach was used to analyse data because of its flexibility in interpreting the data while allowing the researcher to approach large data sets more easily by sorting them into broad themes. My thesis studies confirm that inclusion has the ability to liberate and provide the best sustainable opportunities for parents, teachers, and all stakeholders who are positively concerned regarding unprejudiced education for all learners. This study promotes the inclusion of hearing- and intellectually-impaired learners in a rural school context. Findings indicated that inclusion is significant in the acquisition of sustainable learning insofar as quality strategies are used. It is considered, that inclusion as a socially constructed phenomenon and learning environment should be conducive to accommodating learners with hearing and intellectual impairments. This research study identifies the need for further research in order to establish strategies that will support inclusion for hearing- and intellectually-impaired learners in rural and urban primary and secondary schools, in order to achieve sustainable learning. There is apparently a need for researches to be initiated for the administration of inclusion in schools, as well as strategies to be utilised in order to strengthen realisation of such an initiative. It is suggested that further explorations on teaching and learning methodologies need to be undertaken,

which would enhance sustainable learning of hearing- and intellectually-impaired learners in rural and urban primary and secondary schools. Finally, it is highly recommended that the Ministry of Primary and Secondary Education (MoPSE) should make use of the proposed inclusion system through its school Heads, to enhance sustainable learning for hearing- and intellectually-impaired learners in the rural school context.

KEY WORDS

- ✓ HEARING-IMPAIRED LEARNERS
- ✓ INCLUSION
- ✓ INTELLECTUALLY-IMPAIRED LEARNERS
- ✓ MAINSTREAM UNIT
- ✓ RESOURCE UNIT
- ✓ RURAL CONTEXT
- ✓ SPECIAL UNIT
- ✓ SUSTAINABLE LEARNING

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LIST OF RELEVANT ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
BIEP	Behaviourism-based Inclusive Education Practice
CIEP	Cognitive-based Inclusive Education Practice
CIEP	Constructivism-based Inclusive Education Practice
COS	Classroom Observation Scale
CRC	Conversations on the Rights of Children
CRDP	Conversations on the Rights of Disability Persons
DE	Department of Education
DFA	Dakar Framework of Action
DPA	Disability Person's Act
DSI	District Schools Inspector
EASNIE	The European Agent for Special Needs and Inclusive Education
ECD	Early Childhood Education
EFA	Education For All
EP	Education Policy
ESD	Education for Sustainable Development
ESPC	Education Secretary's Policy Circular
FGI	Focus Group Interviews
GSDG	Global Sustainable Development Goals
HI	Hearing Impairment
IE	Inclusive Education
IEP	Individual Education Plan
IQ	Intelligence quotient
ISO	International Standards Organisation
MoPSE	Ministry of Primary and Secondary Education
MR	Mentally Retardation
NECT	National Education Collaboration Trust
NGO	Non-Governmental Organisation
ORCT	Organisational Readiness for Change Theory
PED	Provincial Educational Director
PS	Permanent Secretary
SDC	School Development Committee
SI	Schools Inspector

SL	Sustainable Learning
SNE	Special Needs Education
SPSLWS	School Psychological Services and Learner Welfare Services
TIEP	Theory-based Inclusive Education Practice
TAA	Thematic Analysis Approach
UKZN	University of KwaZulu-Natal
UN	United Nations
UNESCO	United National Educational, Scientific and Cultural Organisations
UNICEF	United Nations International Children's Emergency Funds
USAID	United States Agency for International Development
WHO	World Health Organisations

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CHAPTER ONE

ORIENTATION, BACKGROUND AND MOTIVATION FOR THE STUDY

1.1 INTRODUCTION

Chapter One introduces this study which explores the inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context and the rationale to the study. In addition, it outlines the problem statement, the objectives of the study and research questions, together with the significance and delimitations of the study. This chapter deals with an overview of the study and concludes with the clarification of its major concepts.

1.2 BACKGROUND OF THE STUDY

Zimbabwe is one of the countries which joined the Education For All initiative to reduce the illiterate rate among the disadvantaged by year 2015 (UNESCO, 2017; DAAD, 2014). In this regard every school Head is mandated to ensure that inclusion is practiced in their schools. It stands as a major responsibility for a school Head to ensure that all school learners are receiving equal learning opportunities. School Heads are encouraged to initiate activities that ensure the success and continuation of provisions of teaching, taking into consideration all school learners' needs. Chenge, Chenge and Maunganidze (2017) point out that school Heads should strive by all means to accomplish the agenda of the nation to provide education to all learners in their schools through advancing the objective of providing equal and quality education to all learners inclusive of backgrounds and impairments. On the other hand, the truth of the matter is that inclusion is not just taking learners with disabilities to the mainstream, but delivering the learning opportunities to those learners to whom the opportunity of accessing that learning opportunity was limited due to their disability status (Kiongo & Thinguri 2015).

In endeavouring to achieve this goal, the mandate of schools are to exercising inclusion, which is the placement in their everyday learning programmes of learners with learning challenges amongst those without learning challenges according to Belle (2017). This placement may occur with some challenges to

the school staff when dealing with these learners, since there is an imperative need for expertise to manage them appropriately. In general, the training received by teachers leaves some loopholes with reference to dealing with disabled learners; creating disagreements countrywide. Belle (2017) and Omote, Thinguri and Moenga (2015) carried out a study concluding that teachers' views and sentiments towards inclusion in rural primary schools are generally hard-headed. So many teachers had indicated that instructing learners with hearing and intellectual impairments is a particularly difficult task to accomplish. This suggests that teachers in schools expect to either accept totally, or otherwise, disapprovingly. (UNESCO, 2017). It is necessary for school Heads to motivate the enthusiasm of teachers to adhere to the set objectives of the school. While through provisions of in-service training, or on-the-job training, assuring teachers that this is not a ploy to increase their workload, but rather, to ensure that with their acquiescence, their situations would remain stable and permanent.

If appropriate motivation done and willingness to accept inclusion in the school is built and achieved, schools maintain a pleasurable educational experience (Chikwature, Oyedele & Ganyani, 2016).

It is apparent that the various methods of inclusion implemented in Zimbabwe's ten provinces have created certain challenges. These variations may be due to shortage of adequate infrastructure within the urban, peri-urban, rural, and resettlement areas. It might also be due to financial shortages from various ministries, which cause family poverty, threatening starvation, that result in serious inability to achieve standard and uniform inclusion in some areas (Mukomana, Chisango & Gasva, 2015; Mawere, 2012). In provinces that have a greater number of residents in the working class, like Harare and Bulawayo metropolitan provinces, the support systems can be organised and put in place before inclusion commences. For hearing- and intellectually-impaired learners to be included successfully, the support from both within the school and outside is needed (Chenge, Chenge & Maunganidze, 2017). In this regard, my research realised a level of difficulty in the implementation of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural

school context, where most of the key players are not conversant with the inclusion concept.

In addition, most learners in Zimbabwe attend in under-developed schools, which are poverty stricken by the economic meltdown crises in terms of the development and particularly of learning structures, which are able to accommodate hearing- and intellectually-impaired learners (Vandenhouten, Gallagher-Lepak, Raily & Ralston-Berg, 2014). After gaining independence in 1980, Zimbabwean schools remained in the same state as they were in before independence, and only a few introduced the resource units where impaired learners are absorbed into the mainstream; but when learning takes place, they are separated to attend to their special places of learning. This action is necessitated by the shortages of the resources that are used in the learning process, as well as that of the teachers' expertise and experience.

Internationally, despite many countries reacting with attitudes and responses to learners' impairment challenges, to introduce education for all learners in schools was received with overwhelming urgency (UNESCO, 2017; DAAD, 2014). Charity organisations emanating from industrialisation followed the increase of mass education systems in some developed countries, such as the United States of America, Scandinavia, and the United Kingdom. However, the other States at rationalisation usurped these. These education systems were in place to sponsor material and human resources for learners with impairments. In many countries the contributions and help towards promoting education for all learners despite their impairments were made, but with limited standards of inclusion. As time went by, many countries embraced the responsibility of providing all their citizens with basic education to achieve sustainable learning in the twenty-first century resulting in the majority of developed countries establishing their stand-alone system in education accommodating all learners, including the hearing- and intellectually-impaired (Makoena, 2017).

Even though it is international practice to resolve inclusion, this idea started somewhere within the elite and richly developed countries which employed special education systems (Mapesela, Hlalele & Gregory, 2014). In the early

1960s a considerable number of sophisticated Scandinavian countries introduced the integration of learners with learning challenges into classes where there is regular learning in the mainstream (Jacobs, 2015; Venables, Tan, & Pradhan, 2014). Therefore, this integration reduced the level of stereotyping, stigmatisation and discrimination among learners with impairments. Chenge, Chenge and Maunganidze (2017) are of the view that integration is another method used to accommodate all learners in inclusive learning schools, providing support to hearing- and intellectually-impaired learners.

School teachers are being faced with the extremely high teacher-pupil ratio as compared to the limited teaching and learning resources at their disposal. Facing these shortages, teachers are left in dire situations as to how they can give special attention to hearing- and intellectually-impaired learners. Apparently, they regard impaired learners as unsettling to the other learners, seemingly implying that they are abnormal. According to (Jacobs, 2015; Venables, Tan, & Pradhan, 2014), this attitude of the teachers creates a burden and increases the teachers' dissatisfaction with their job, as well as being painful. There is a tendency to socially rejecting impaired learners in the schools. On a similar note, in the Zimbabwean education system, teachers implied that they were not provided with appropriate knowledge and workers to do their job properly; not being exposed to teaching and learning resources; lacking proper training and skills to administer inclusion in order to achieve sustainable learning of the hearing- and intellectually-impaired learners. Dealing with such learners is particularly stressful for teachers who are not specialists in those areas; hence, they face challenges when reacting to emergencies that may arise in the classrooms of inclusive learning. For these reasons, it is believed that impaired learners are neglected if they are taken to inclusion schools, since they might not be decently treated nor get enough care in schools where they are combined with the general learners (Jacobs, 2015).

Accordingly, there is the need for schools to have conducive environments for imparting knowledge to hearing- and intellectually-impaired learners. Special schools and resource units are considered appropriate facilities where skills

and resources are available to help in providing the immediate needs of learners with learning challenges. Mapesela, Hlalele and Alexander (2014) postulate that learners with physical and sensory impairments have a greater chance of being included, as compared to those who are behaviourally and emotionally challenged in inclusive schools. This study inspired a desire to explore ways and means that help to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural context.

1.3 RATIONALE FOR THE STUDY

My personal, professional and theoretical experiences inform the motivation for this study. Our family consisted of seven members including my parents. We were two boys and three girls. Our father was a school Head and our mother was a teacher, both at the same school. That was a typically rural school in a rural community where most of the community members survived on working in their fields for their food. The community was used to having meagre rains throughout the year; hence, the majority of the community were close to starvation. Very few people who were working, those being teachers, nurses, veterinary officers, and in shop businesses, were making ends meet, while taking advantage of the needy. My father had a herd of cattle – more than one hundred donkeys, sheep and goats. He used to hire people to look after his livestock while we, his children, were attending school. Most of the boys my father could hire were those who had abandoned school. The ones who would have left school at the age of fifteen upwards would not accept the offer since they would follow their brothers to the neighbouring countries, either South Africa or Botswana, in search of lucrative jobs. For these reasons, our father employed Marola who was physically handicapped and David who was hearing-impaired. These boys lived in our home until they got married. Until today, David has been part of our family. Their decision of not going outside the country was not because they were well paid, but because they feared the long walking distances and unfavourable conditions, which others used to tell them of when they returned home. To my surprise, these two would do everything as well as every one of us, but the way they had grown up cultivated inferiority complexes, which discriminated them from their peers despite what they were

capable of producing with their hands; which negatively affected any sustainable learning they might have achieved.

Presently I am a primary school teacher of eight years standing. I have held the position of school Head in a rural primary school for the past five years. I have experienced a major challenge in teaching learners with speech- and hearing-impairment, as there is no trained teacher in special needs department. So I would write to the District Schools Inspector recommending transfers of such learners with speech and hearing impairments to a school in the district that facilitates special needs, employing specialist teachers for hearing-impaired learners. In conversations with colleagues from that school, I discovered that amongst the learners whom I referred, some of them were dropping out of the special school's resource unit despite their impairment, citing cases of discrimination and stigmatisation from other learners. As a school head, I noted that there are still challenges among unimpaired learners in accepting learners with learning barriers. Because of this preoccupation with discrimination, stigmatisation, and sarcastic remarks from their peers, the disabled learners generally perform academically worse. I have also witnessed a situation whereby disabled learners develop an inferiority complex, which consequently lead to learning challenges. In the context of teaching, I realised that micro aggressions from other learners, teachers or members of the community at large may occur and play a significant role in preventing a learner receiving appropriate learning.

Whether deliberate or accidental, this is when the daily occurrences of brief verbal, behavioural, or environmental indignities that communicate aggressive, critical, or negative harmful slights and abuse toward any group (particularly ethnically marginalised groups), observations or questions are directed at a learner that communicates messages of exclusion based on the learner's challenges.

These comments may seem innocuous, and often the culprits have no ill intent. However, the comments may communicate convincing assumptions regarding the person addressed. Bearing in mind such discrepancies as highlighted, this

study is challenged to explore methods that enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

A study by Samkange (2013) points out that inclusion has been on the global agenda for several decades already. Various frameworks for action confirmed this notion in order to address the different forms of inequality and disparities in learning. Since inequalities could be on gender, race, religion, physical disabilities and ethnic background, there is a need to understand the conditions that are conducive for exploring inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The UNESCO (2016) on the Salamanca Framework of Action, Article 3, pointed out that schools and the learning system should accommodate all learners regardless of their physical, intellectual, emotional, social, linguistic or other conditions. In addition, the Dakar Framework of Action (2000) notes that in order to be a magnet for, and keep learners from, marginalised and excluded groups, education systems should respond strongly and their systems must be inclusive, vigorously seeking out learners who are not in school, and responding promptly to the situation and needs of all learners. This proposition is mute as to a method of achieving inclusion for sustainable learning of hearing- and intellectually-impaired learners. Concerns about inclusion have arisen in other countries such as the Republic of South Africa and the policy Education White Paper 6 on Special Needs Education (SNE).

Building an Inclusive Education and Training System (2001) was implemented (Department of Education, 2001) and The Inclusive Education Policy contains a number of guidelines on inclusion, but remains mute on challenges that are encountered in operating a school that accommodates both mainstream and special needs units. In particular, the advent of independence in Zimbabwe in 1980, established a pledge of inclusion by launching the Inclusive Education Policy in 2010. The focus of the policy was to accommodate learners with disabilities in the same schools as their able-bodied counterparts (The Herald, 2010). The policies developed did not mention possible challenges and/or propose the solutions to enhance inclusive education challenges. The

introduction of these policies and statutory instruments is a clear message that there is need to intermingle the disabled with those who have not disabilities. This study is motivated to explore methods of enhancing inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

1.4 PROBLEM STATEMENT

According to Ncube and Hlatywayo (2013), unplanned inclusion is the universal kind followed in a learning context. Furthermore, the study by Ncube and Hlatywayo (2014) indicated that there are important differences in the condition of learning, teaching and quality of resources in special schools that are controlled by individuals, than in schools that are in the hands of the government that strive to have access to any significant learning resources. In other words, it means that special schools have a challenge of shortage of teaching and learning materials. Lack of resource provisions, and including poor environmental orientation, poor language comprehension, and failure to access critical facilities in schools, such as libraries and toilets, are bound to affect sustainable teaching of learners with impairments (Ncube & Hlatywayo, 2014). It is imperative that hearing- and intellectually-impaired learners should engage in certain tasks and activities and participate in usual daily activities and interactions with learners who are not similarly impaired, so that sustainable learning takes place. There is the necessity to level the environment by engaging learners with different abilities so that neither the able-bodied nor the impaired learners will be at a disadvantage. Despite numerous efforts by both the Zimbabwean Government and non-Governmental Organisations to make learning and teaching resources available to impaired learners, the situation remains unsatisfactory (Chakanyuka, 2009). The issue of concern in this study identifies techniques to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

In Zimbabwe, teachers train to teach specific level of learners in schools. For example, Early Childhood Education (ECD), infant teaching, junior class teaching and special needs education, with particular emphasis on specific

types of disabilities (Education Report, 2013). In the context of this study, some teachers in the school are special needs, specialist teachers. Therefore, the capability of teachers not specialising in special needs education to address the demands of the special needs learners properly is questionable. Similarly, inclusion in schools is compromised since some school administrators are not specialist teachers, however, they supervise the specialists. The supervision of teachers in a Zimbabwean school starts at departmental level, that is, from the senior teacher to the deputy Head, then to the Head of the school. If the supervisors are not specialists in special needs education but expected to supervise, then the result is that a novice will be supervising a specialist.

Jazeel and Saravanakumar (2017) reasoned that teachers are required to achieve particular abilities that identify the common needs of the individual child and then develop among themselves suitable management skills in a class comprising children with diverse levels of learning abilities. They should be utilising special equipment, adopting special instructional methods, and materially adapting the normal educational curriculum to suit the situation. Above all, employing the human approach to handling of learners with impairments for children with visual, loco motor, hearing and intellectually impaired, addition and deletion to the general curriculum is required. However, for children with mental retardation, that is, an impeded intellectual functioning level (as measured by standard tests for intelligence quotient) well below average with significant limitations in daily living skills (adaptive functioning). a holistic curriculum is recommended which considers the child's abilities, skills and interests, by implementing an Inclusion Policy will be effective (Jazeel & Saravanakumar, 2017). In this study, therefore, teachers share the same staffroom and learners share the same curriculum, hence the purpose is to find strategies to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

1.5 OBJECTIVES OF THE STUDY

This study was informed by the following objectives:

1.5.1 Main objective

To propose exploration of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

1.5.2 Secondary objectives

1. To conduct a situational analysis on inclusion for Sustainable Learning of Hearing- and Intellectually-Impaired Learners in a Rural School Context.
2. To establish conducive conditions for inclusion that are made available for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.
3. To explore how inclusion for sustainable learning of hearing- and intellectually-impaired learners is managed in rural school context and why, in the way it is managed.
4. To propose strategies that could be used in a rural school context to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners.

1.6 CRITICAL RESEARCH QUESTIONS

This study was informed by the following research questions:

1.6.1 Main research question

How can inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school contexts achieved?

1.6.2 Secondary research questions

1. What is the current situation regarding inclusion for sustainable learning in a rural school context?
 2. What are the conducive conditions for inclusion that are made available for sustainable learning in a rural school context?
 3. How is inclusion for sustainable teaching of hearing- and intellectually-impaired learners in rural schools context managed and why in the way it is managed?
 4. What strategies could be used in a rural school context to achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners?
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1.7 THE SIGNIFICANCE OF THE STUDY

Numerous researches were conducted on inclusion of learners, which did not specifically concentrate on sub-Saharan African and Zimbabwe (Chikwature, Oyedele, & Ganyani, 2016; Gudyanga et al., 2014; Vazsonyi et al., 2010). They concluded that learners around the world with disabilities, are neglected and discriminated against, not receiving similar education as their age groups do. This then suggests that schools should attempt to accommodate education for all learners, for all global mandates to be achieved. In his study on factors affecting academic performance, Lunga (2015) posits that disability plays a major role in affecting the academic performance of disabled learners. For this reason it was required that this study should identify methods that a school in a Zimbabwean rural context could consider and adopt in order to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners. It is envisaged that, this study's recommendations could have an impact on the Zimbabwean Ministry of Primary and Secondary Education, helping to draft and strategise how to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners. These recommendations could be adopted in some contexts, which are seemingly similar to this one under study, and will be of use to school Heads and district schools inspectors in order to provide strategies and methods of dealing and working in collaboration with teachers and parents in the community, to achieve sustainable teaching of learners. The said teamwork and engagement enhances the zeal of learners and improves the teaching and learning outcomes that stimulate the achievement of quality academic performance (Gudyanga et al, 2014).

Sun Shek (2012) in Hong Kong conducted an inquiry on effects of impairments on learners' academic performance and concluded that school learners with hearing- and intellectually-impairments are regarded as incapable of being on similar levels as their peers. This study is significant in that it motivates and can eliminate the inferiority complex in learners who are hearing- and intellectually-impaired in rural school contexts, for them to believe in themselves and know that they might even be capable of intellectually exceeding other learners of their age in school and life. The study is not directed at individuals generally but

rather, specifically at hearing- and intellectually-impaired learners at large. It helps the community and schools in the context of rural backgrounds on how to equip hearing- and intellectually-impaired learners with skills they can utilise in their social lives as they mature. Chindanya (2012) argued that it is of paramount importance to acquaint learners' parents with issues related to their learning for improved management and learning conduct. By so doing, high standards that emulate from the community via the school will accord respect for the education system generally, the school in particular, learners' parents, and their community at large. According to Crawford et al., (2011) it is particularly difficult for teachers to take a class of learners who have impairment challenges. This study suggests that inclusion would enrich the teaching of learners, since by including them in the mainstream school; they will be motivated, while stimulating learning competition that could produce good results, which become sustainable learning.

Alberta (2012) in Canada carried out a study, which concluded that teamwork among school Heads, teachers, parents, and the community at large, improved the learners' academic achievements. The submission embraced learners without identifying the type of learners in reference. In the light of these facts, this study proves to be of significance, as it recognises the hearing- and intellectually-impaired learners in a rural school context. It further appeals to the commitment of teachers; school Heads and parents, to schooling their learners to achieve success in their education and sustainable learning.

In conclusion, this research study adds to the body of knowledge on the inclusion of learners in rural contexts. It also contributes to edification of literature that deliberates on learning of hearing- and intellectually-impaired learners. It appears that, very few studies were carried out internationally, sub-Saharan African, and even locally, which focused on achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural context. Studies carried out in the United States, Somalia, and Zimbabwe, focused purely on inclusive education while overlooking the sustainable learning subject (Gudyanga et al., 2015; Habidi et al, 2015). A case study research design was adopted to explore ways and means of achieving

sustainable learning for hearing- and intellectually-impaired learners in a rural context. This study is particularly vital since the researcher worked with a sample of the school Head, teachers, and parents from the community by means of empowering and instilling in them the initiative to discover strategies and methods that would enhance inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

1.8 DELIMITATIONS OF THE STUDY

According to Simon (2011), delimitations are factors that limit the scope and spell out the limitations of the study. Leedy and Ormrod (2019) and Maluleke (2014) observed that the researcher who has the knowledge of the manner in which the research should be governed sets these boundaries. Contextually, the delimitations are the research parameters that I had set in an attempt to shape and control the scope of this study. The delimitation factors include the context in which the study was carried out: in this case, Lupane district in Matabeleland North Province of Zimbabwe; and the school under study, being the only one in the district, which accommodates the inclusion of mainstream, hearing- and intellectually-impaired resource units under one roof.

Delimitations comprise the theoretical framework the researcher employs to inform the completed study (Seidman, 2019; Silverman, 2017). This study defines the Organisational Readiness for Change Theory (ORCT), which informs how inclusion can be adopted and received in a school setup and how the school Head, teachers, and community, embrace and accept it in order to enjoy its benefits of sustainable learning in a rural school context.

Moreover, the study comprised seven participants, which included one Head of the school under study, three teachers from the school where the study was carried out [each of whom was from the mainstream], hearing- and intellectually-impaired resource units; and three parents from the school development committee who represented the learners from the mainstream, hearing- and intellectually-impaired resource units. The seven participants became the source of data generated through focus group interviews,

observations, document analysis, and one-on-one semi-structured interviews that were used to achieve the set research questions and objectives.

1.9 CLARIFICATION OF OPERATIONAL CONCEPTS

This division gives brief descriptions and definitions of the major terms that were used in this study, which are inclusion, sustainable learning, rural context, hearing-impaired and intellectually impaired. Even though the scholarly definitions and descriptions are given, clarification determines the terms of the study.

1.9.1 Inclusion

According to Mutepefa et al., (2017), Allan and Persson (2016) and Rutherford (2012), inclusion is a manner of learning, when the general needs of learners are catered for. For this definition to be properly understood and accepted as it embraces the needs of learners, it is imperative for the definition to endorse what is experienced in normal schools. Inclusion is a development whereby schools, communities, local authorities, and governments, endeavour to minimise distractions to contribution and learning for all citizens (Dyson, 2014). Florian, (2014) also emphasised that inclusion is the introduction of learners with learning barriers into a learning atmosphere with learners who do not have learning barriers, for a designated period of time during the normal school day. The position can be of an academic, non-academic, or extracurricular nature.

According to Göransson and Nilholm (2014), Loreman (2014) and Russell et al., (2012), inclusion refers to the situation by which a school community enrolls learners as full members of the group and values them for the contribution they make. This means that for inclusion to be considered effective, all learners must be affiliated to the school ethos and community activities; that is, they should be fully integrated. Therefore, inclusive policies and practices should identify means for marginalised groups in society to participate fully in the learning processes within the communities.

Schools that have inclusion will be holding classes together with learners having various impairments. More so, it affirms the need for a school to have support services that provide opportunities for quality education. Every

country's national agenda should include the aim to achieve the developmental goal of education for all citizens. The Ministry of Education and its Human Resources Department should ensure that all teachers are re-trained (in-service and workshop training) in order to be capable of accomplishing the change brought about by inclusion (Magnusson, 2019; Rutherford, 2012). Every scholar in a learning stream should be able to be accommodated to the next level of education, as well as from one school to another, without discrimination, stigmatisation, and segregation, considering the learners' impairments and level of achievement abilities.

Learners in Zimbabwe are expected to comprehend the National curriculum at all levels of schooling, despite status of ability (Education Secretary's Policy Circular 36 of 1990). The lowest predictable educational result for all learners is efficient literacy and numeracy by the end of primary school (Education Secretary's Policy Circular No. 12, 1987; Blatchford et al., 2012). Zimbabwean schools use up to four curriculum and instruction options to support school participation by learners with disabilities; that is, locational inclusion, inclusion with partial withdrawal from ordinary classroom settings, inclusion with clinical remedial instruction, and unplanned or de facto inclusion (Mnkandla & Mataruse, 2002; Brown, 2012). A school could utilise several of these options, as necessary, for learners with impairments or if the options are available (Webster & Blatchford, 2013; Webster & Blatchford, 2013). As a result, this study is aimed at filling the gaps identified in the literature reviewed herein by investigating inclusion to meet the needs of hearing- and intellectually-impaired rural learners, in order to achieve sustainable learning.

1.9.2 Sustainable learning

The development of sustainability has been advocated across the globe in all spheres included in education; hence the implementation of the 17 GSDGs in September 2015 (United Nations, 2015). In this research study, *development goal number 4* is vital. The term 'sustainable learning' used in this study was derived from the term 'sustainability'. Sustainability, according to Fischer and Barth (2014), is when people achieve certain credentials and have acquired the capacity to perform in the future without compromise. Some scholars view

sustainability as a concept that was derived from social justice (Bourn, Hunt, Blum & Lawson, 2016). This then leads to the description by Alvarez (2014; Cruickshank & Fenner, 2012) who view it as the means to succeed over a given period without disadvantage to the community at large. In this context, sustainability is equipping learners with the knowledge and reasoning capabilities needed for lifetime survival of the normal person. It also entails gaining skills that will help as an individual in dealing with problems of existence and future challenges. If these skills are imparted to all learners despite their impairment status, it will be much to their advantage. This study advocates equipping the rural school learner with skills and competencies that are necessary to realise set lifetime goals and targets, thus, sustainable learning.

It is in line with this study that Sustainable Learning is seen not only as embracing sustainable development but, indeed, as stimulating the enthusiasm to progress in educational procedures. UNICEF (2015) describes sustainable learning as the means of equipping people to meet international requirements despite an individual's origins. It is thus a situation of unrest with which learners from rural backgrounds should be able to cope on educational and life needs, similar to their peers who had not grown up in the rural environment. Fischer and Barth (2014) assert that the main purpose of education is not simply to enable people to achieve their personal goals, but also to address the needs of society as a whole. Therefore, in order for sustainable development to be achieved in the community, the education system should address the needs of that community and teach learners to survive there. This study describes sustainable learning as building its pillars on the ability to uplift competencies that improve people's lives exclusive of negativities regarding individuals, or the society as a whole.

1.9.3 Rural context

In general, the rural context is a situation wherein people are isolated from modern living standards and usually comprise of quite a limited population. These geographically remote areas present obstacles to their school learners' gains in education (Myende, 2014; Hlalele, 2012). This suggests that responsibility for neglect may be by the policy-makers or any other influencing

bodies or stakeholders. According to Hlalele (2013), rural contexts include farmlands and communal areas. From my experience as a teacher and school Head it had become clear to me that rural environments have limited resources, are marginalised, have a high rate of illiterate people, and the unemployment level is very high. UNESCO (2016) and White and Corbett (2014) noted that a rural area should be able to provide education for all, despite race, creed, disability, and poor backgrounds, in fulfilment of the Salamanca Framework of Action, (2004). A school in a rural context can be defined as a place of learning where the provision of teaching and learning resources is limited and the learning conditions are jeopardised by having to travel long distances to and from school. Most parents residing there are peasant farmers and belong to a low economic status class of whom some do not even value education of their children generally, let alone those with impairments.

Myende (2014) postulates that social and economic disempowerment which leads to deprived and unproductive learning is a characteristic of rural contexts. In a rural context where the learners are marginalised, research related to their need of a case study design where they are included in the systems around them and their immediate families, as well as those who surround them: being teachers, school Heads and peers (Mgqwashu, 2016; Beckman & Galo, 2015). This research study describes a rural context as an area where very limited research has been done. According to Czerniewicz and Brown (2014) and Ebersson and Ferreira (2012), a rural context is characterised by lack of the resources which would enhance teaching and learning processes. Many rural areas, especially in Zimbabwe, lack much-needed human and material resources for formal learning to take place; therefore, it is difficult for schools to offer quality education to their learners (UNESCO, 2015). Despite that assumption, Nugent, Kunz, Sheridan, Hellwege and O'Connor (2017) argued that rural communities are generally flexible and strong, and that their education continues to exist to achieve the best with what little is at their disposal. Bearing in mind that theory, this study was conducted in consideration of a rural context; thus equipping the researcher with reliable knowledge as to how learners are educated in an attempt to achieve sustainable education.

1.9.4 Hearing impairment

According to Wang et al., (2018), hearing impairment is a disability that disturbs the appropriate functioning of total individuality no matter the period of onset. Hughes et al., (2018) articulated that 'hearing-impaired' is the general term that includes both the hard-of-hearing (partially hearing) and the totally deaf. Thus, the hard-of-hearing are those individuals who can be assisted through auditory training and wearing hearing aids. Those aides assist them to acquire logical speech and language. While the totally deaf are those whose sagacity of hearing is totally lost as a result of non-function of the auditory channel, these two factors only describe a certain degree of hearing impairment.

In this study, hearing impairment is a handicapping state that affects the standard abilities of the learner. This condition affects learners' educational competence generally, despite the level of impairment. Alhanbali et al., (2018) who studied the effects of hearing impairment on educational achievement established that the hearing-impaired learner will not be able to achieve equally as much as their hearing peers in their learning. He pointed out observable signs such as challenges in written dictation and inability to respond to verbal directions, amongst others. In fact, a hearing-impaired learner is bound to have certain language incomprehensibility, social and emotional challenges, plus cognitive difficulty, resulting in drawbacks to academic success.

1.9.5 Intellectual impairment

Intellectual impairment is a disability that becomes apparent when a child is young (below the age of 5 years), but it manifests as the child grows, and when the standardised measures of developmental skills appear to be reliable and valid. According to Arroyo and Thampoe (2018) the American Association on Intellectual and Developmental Disability argues that intellectual impairment can only be defined utilising three domains, namely adaptive behaviour, intelligence, and systems of support. On the other hand, the Committee to Evaluate the Supplemental Security Income Disability Programme for Children with Mental Disorders (2015) asserts that intellectual impairment refers to a circumstance where a child's abilities are restricted to learn to a certain level and operate in daily life. The levels of intellectual impairment depend upon the child or

learner, from slight to severe. Learners who are intellectually impaired are likely to have communication challenges and self-care, as well as expressing themselves (Arredondo, 2018). He further explained that intellectual impairment may lead to a learner developing very much more slowly than other learners of similar age: probably aspects of eating, speaking, walking, and/or dressing themselves without help. Furthermore, learning in school may be a challenge (Chuaqui, Linn, Wilson & Arredondo, 2017). However, for most children, the aetiology of intellectual impairment is never known. In this study, intellectual impairment is a psychological circumstance that affects the standard operation of the learner's mind. This state affects learners' didactic and academic achievements (Chuaqui & associates, 2017).

1.10 OVERVIEW OF THE STUDY

CHAPTER ONE

This chapter presents the overview of the background to the study. It briefly discusses the international sub-Saharan African and local literature to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. Included are motivation/rationale for the study, the Problem Statement, including objectives and research questions. It briefly highlights and explains the delimitations and significance of the study as well as the key concepts used herein. The chapter ends with the overview of the study and summary.

CHAPTER TWO

This chapter reviews the Organisational Readiness for Change Theory and the Theories-Based Inclusive Education practice as the theoretical frameworks that underpinned this study. The underlying values of the theory were discussed as well as how the theories contextually inform inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

CHAPTER THREE

This chapter reviews related literature on inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The sub-topics include an analysis of inclusion and its related policies; understanding

the management of hearing- and intellectually- impaired learners in the mainstream school settings; inclusion support levels to achieve sustainable learning in a rural context, as well as the challenges facing inclusion systems in the rural context.

CHAPTER FOUR

This chapter encompasses the research design and methodology used to conduct this study. It discusses the research paradigm (Interpretivist paradigm) and the case study research design to explore methods of achieving inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The data-gathering methods are discussed and analysed, as well as describe the research context. The chapter concluded by focussing on trustworthiness issues and ethical considerations, as well as the limitations of the study.

CHAPTER FIVE

This chapter discussed, analysed, and interpreted the data generated through the focus group interviews (FGIs), one-on-one semi-structured interviews, observations and document analysis. This analysis is guided by the six themes of Thematic Analysis Approach (TAA) as explained by Braun and Clarke (2006).

CHAPTER SIX

This chapter is a discussion of findings as outlined in Chapter Five using themes originated therein. These findings are compared to those in the literature.

CHAPTER SEVEN

This chapter encompasses the proposed methods that enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. These methods are additional to current knowledge, and provide suggestions for other researches.

1.11 CHAPTER SUMMARY

CHAPTER ONE introduces this study as outlining exploratory methods which can help to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. It introduces the background of the study, focus of the study, and the rationale therefor. Also presented is the problem statement, objectives and research questions, as well as the significance and delimitations of the study. The chapter hereby describes an overview of the study and concludes by clarifying the major concepts.

CHAPTER TWO focuses on Organisational Readiness for Change Theory and Theories-based Inclusive Education Practices as theoretical frameworks which influenced and underpinned this study. In this chapter, the researcher engages the theoretical frameworks contextually.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1 INTRODUCTION

Chapter One presented orientation, background, and motivation of this study on methods that enhance the achievement of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. This chapter focuses on the Organisational Readiness for Change Theory (ORCT) as the theoretical framework and the Theories-based Inclusive Education Practices (TIEP) as the conceptual framework that informs inclusion for sustainable teaching of hearing- and intellectually-impaired learners.

Discussed herein are the origins, brief overview underlying values, and the contextual relevance of organisational readiness for change, as well as possible shortfalls. More so, the origins and background of inclusive education are highlighted, giving insight to the transition of inclusive education theories to be practiced in schools. The impact of behaviourism, cognitive and constructivism-based inclusive education practices are discussed and linked to this study context. The study explains how the theories will influence sustainable learning in a rural school context.

2.2 THEORETICAL AND CONCEPTUAL FRAMEWORKS UNDERPINNING THE STUDY

Theoretical framework is an outline of settings and connections combined to deal with a quandary (De Vos et al., 2011; Macmillan & Schumacher, 2010). Ganga (2013) and Chinyoka (2013) all held the views that theoretical framework positions the study in a wider hypothetical and academic context. In addition, Selela (2015) and Earley (2014) stated that it assists researchers to combine their study into the links of previous studies. Similarly, they reckon that theoretical frameworks set the boundaries of the study. This result in researchers being able to sharpen the research focus to match the parameters of the theoretical concept employed. This research study concerns a theoretical framework as a guide to the focus that leads the way to the results, which are distinctive to the study. Ganga (2013) and De Vos et al., (2011) view a

theoretical framework as clearly explaining the research problems and concepts employed, and their meaning. To understand methods of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context, the Organisational Readiness for Change Theory is explained in detail further on.

Similarly, conceptual framework is a medium of planned and linked concepts informing the method in which the research study is going to be carried out (Ravitch & Carl, 2016; Imenda, 2014). According to Latham (2017) and Akintoye (2015), a conceptual framework illustrates a broad, comprehensive, and complete set of ideas and philosophies that are employed to create a practical presentation. In my opinion, a conceptual framework enables the researcher to provide valid and meaningful findings on the topic of research with the ability to compare differences between the conclusions of current and previous studies. A conceptual framework creates a link and relationship with research literature, the objectives and questions of the research study. Adom et al., (2018) and Ravitch and Carl (2016) mentioned that a conceptual framework defines the contention of the literature, data generation approach, and data analysis methods, as well as the issues of dependability of the research study. In this study the conceptual framework was used to detect the transitions between various theories of inclusive education and their practices to the rural school context considering acquisition of inclusion for sustainable teaching of hearing- and intellectually-impaired learners. In support of this sentiment, Akintoye (2015), Imenda (2014) and De Vos et al., (2011) reckoned that a conceptual framework paves the way for researchers to use the borrowed defences that enable them to produce a complete and helpful section of a study. To understand methods of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context, the Theory-based Inclusive Education Practice conceptual framework is explained in detail further on.

In conducting this study, the research adopted an assorted and eclectic approach that relates the ORCT and the TIEP to realise means of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired

learners in a rural school context. The frameworks are discussed in detail below.

2.2.1 Organisational Readiness for Change Theory

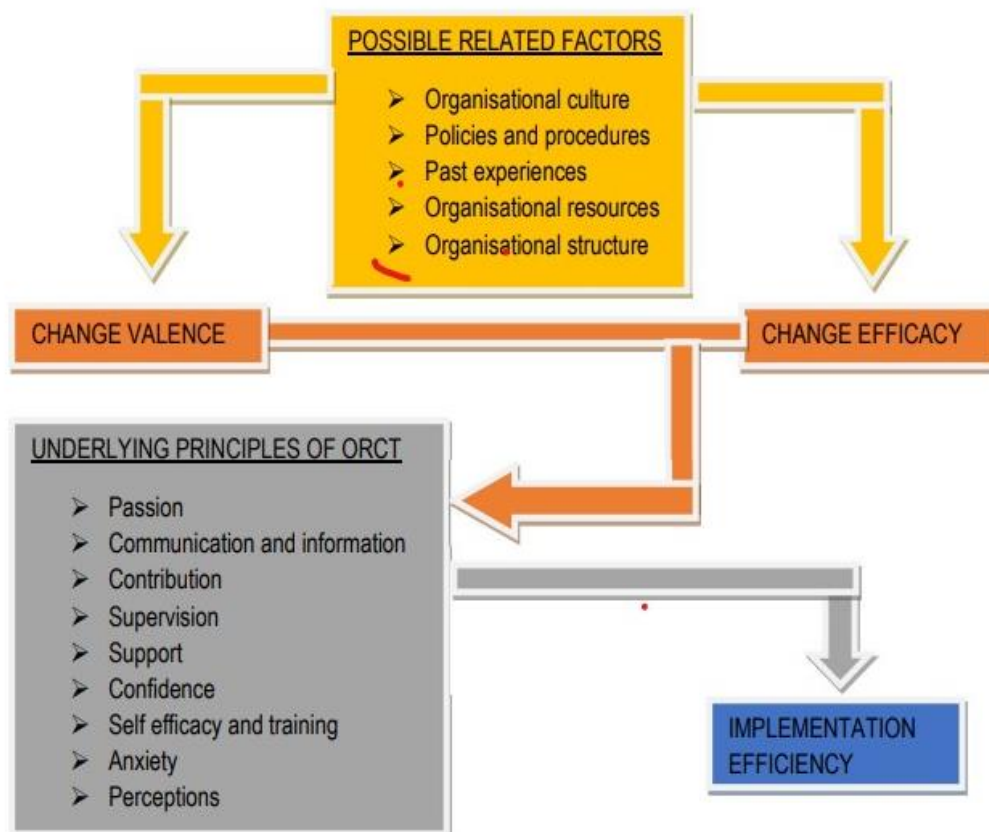
The Organisational Readiness for Change Theory (ORCT) addresses human behaviour and psychologically related issues in the higher institutions and organisations. It emanated from the scientific medical field of experience (Nordin & Deros, 2017). According to Shea, Reiter, Weaver, McIntyre, Mose, Thornhill, Malone and Weiner (2014), ORCT can be used to comprehend various contexts and ideas in certain organisations where everyone is enthusiastic to apply the body and mind to implement a meaningful change. In this study, the theory is very important as it aids knowledge and strategies for discovering a vast selection of methods to achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context. The ORCT as a standalone entity (Billsten, Fridell, Holmberg & Ivarsson, 2018) is important for studying experiences in rural societies to recognise their change capabilities, abilities and needs, as well as the level of their commitments and goal orientations. Wherever change of any type needs to be introduced, there should be rigorous planning and continuous motivation and evaluation of human and material resources to enhance change in order for it to be successful. While at the same time, ensuring that the change objectives are accomplished (Andargoli, Schlepers, Rajendran and Sohal, 2017). For these, together with various other considerations, I employed ORCT as my theoretical outline.

This section discusses the possible contextual factors; the change valence; change efficacy; and the underlying principles of ORCT. Then the possible challenges faced by individuals in change implementation. As a result, adjusting to solve the arising challenges through endeavouring to implement a proportionate success change. This process transmits personal motivation to the organisation members, since the success of the change employed will be attributed to their reputation, and suit the environment they are in (Morrison, 2010). In this case, the ideas taken from ORCT will be vital to assess how a school in a rural context can successfully teach the hearing- and intellectually-

impaired learners to achieve sustainable learning. The theory helps to provide considerable understanding and strategies of achieving sustainable learning; mainly by enhancing interactions, networking, connectivity, interrelatedness, as well as relationships. Additionally, it will guide the researcher to realisation of teamwork in order to draft strategies of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners.

The following diagram illustrates the sub-section of the origins and determinants of the ORCT, the relationships and connections between ORCT and inclusion for sustainable teaching of hearing- and intellectually-impaired learners to understand how teachers, parents, learners, and the school Head relate to and embrace the change from an ordinary mainstream school to one with a considerable variety of resource units.

Figure 2.1 below – highlight on conditions the ORCT proposes to inform this study



2.2.1.1 Origins and brief overview of Organisational Readiness for Change Theory

Bryan Weiner's Organisational Readiness informs this research study for Change Theory (2009). He acknowledged ORCT as a multi-level and complex concept. Readiness for change is when those people who are stakeholders of an organisation – or when those who directly contribute to managing a business or institutions mutually agree to execute a change within the organisation (change commitment) also mutually stimulate behaviour that produces required output (change efficacy), (Billsten, Fridell, Holmberg & Ivarsson, 2018). This study represents the school Head, teachers and parents who are the probable implementers and influencers of the change effect. Change readiness also refers to the degree to which people who will directly influence the change are psychologically and behaviourally geared up to implement all the policies and practices that are required to implement the required change (Andargoli, Schlepers, Rajendran & Sohal, 2017). Readiness for change is dependent on members and how they value it. Considerately, they emphasise three main determination factors of change efficacy, which are: *task demands *resource availability and *situational factors (Nordin & Deros, 2017). This results in successful achievement. In this study, stakeholders in education (Heads of school, teachers and parents) should have a mutual agreement to implement inclusion of the hearing- and intellectually-impaired learners, and to belief in their personal capabilities to achieve sustainable learning in a rural context.

Rafferty, Jimmieson and Armenakis, (2013) advocated that the most important element in achieving change is an individual being the direct primary implementer of the purported change. According to Weiner (2009), ORC explains the organisational members' change commitment and change efficacy that assist the operation of organisational change (in this particular case, a school) whereas change commitment may be understood as the willingness to adapt, adopt, and identify, with new methods of carrying out daily responsibilities of the hearing- and intellectually-impaired learners' education. Coleman and Coleman (2013) are of the view that organisational structures and reserve endowments shape willingness perceptions. In other words, organisational members take into consideration the organisation's structural

assets and deficits in formulating their change efficacy judgments. These include teaching materials and consideration of resources and classrooms for sustainable learning to be achieved.

The ORCT describes organisational change readiness as a shared psychological state in which organisational members demonstrate commitment to implementing it, and confidence in their collective abilities to do so (Yusif, Hafeez-Baig & Soar, 2017). This acknowledgment of organisational readiness is best suited for examining organisational changes where collective behaviour change in education is necessary in order to achieve inclusion for sustainable education of hearing- and intellectually-impaired learners in a rural school context. Furthermore, the ORC theory suggests the possibility that the strategies that the pedagogies recommend are educational (Yusof & Aziz, 2015). That is, there is no 'one best way' to increase readiness for change in a school. Sustainable learning in a school may be achieved if the stakeholders understand exactly what it is; what it means; how it is done; and establish conducive conditions that support its achievement in a rural context. Teachers and parents should explore challenges (if any) faced by rural schools in enhancing inclusion for sustainable teaching of hearing- and intellectually-impaired learners, and therefore propose strategies that could be used in rural school contexts to achieve sustainable learning; and why in that way. If teachers are familiar and identify with sustainable learning needs, requirements and principles, they would always consider them when they teach in their classrooms with the positive impression and objective of improving the implementation that achieves sustainable learning.

According to Mhlongo (2015), it is precarious to assume that what has been decided will in fact be achieved. Hence, change should be worked for in order to be achieved. There should be set objectives for achievement; strategies set to achieve the set objective; and methods to be applied, to accomplish the set objectives, while at the same time, the internal panel of administrators should earnestly trust that the set objectives can be achieved. Weiner, (2009) states that organisational members can commit themselves to implementing readiness for change because they want to (that is, they value the change),

because they have to (that is, they have little choice), or because they ought to (meaning, they feel obliged). In this case, teachers and parents should first understand what education is and how it can benefit learners working together agreeably to achieve sustainable learning. Change requires addressing the strategy (what you are trying to change). Skills (what capabilities the recipients of the change need for success in the new state). In addition, structure (the long- and short-term organisational tools that support the new state). After which, propose strategies that could be used to achieve sustainable learning and why that is the preferred method.

Moreover, if these areas are not aligned, then the desired result may never come to fruition (Yusof, 2015). This means that failure to understand the conceptualisation of inclusion for sustainable teaching of hearing- and intellectually-impaired learners, and establishing conducive conditions for sustainable learning in a rural school context may delay exploring the challenges (if any) for achieving sustainable learning that would eventually lead to inadequately proposed strategies. Teachers should be prepared and sufficiently skilled to deliver the desired outcome (Bawack & Kala Kamdjoug, 2018). They should be clear about the sustainable education they want learners to obtain and achieve; as well as how to interact with hearing- and intellectually-impaired learners. These should be relevant to the environment and context of a rural school.

If the above conditions are not met, there is a possibility of resistance from the implementers, as advised by UNICEF (2018). This simply means that thinking about a change does not mean the fruition of its implementation, but it takes relevant important steps as well as channels, inductions and procedures to accomplish the change goal without resistance: since change is inevitable. Resistance occurs when the reason for change is uncertain; the connection between action and outcome is uncertain; and/or the outcome negatively affects the individual, according to Yusof, (2015). Change should therefore be first notified and explained to the stakeholders who effect that change for them to act on what they know to be are the anticipated results and consequences. If this is not adhered to, then fear of the unknown will quite possibly hinder the

quality execution of change and its achievement. When people in an organisation have been absorbed by a system, they tend to conform to it and believe that it is the best (Cunnings, Bridgman & Brown, 2016). It will then be very difficult and even expensive to change that system into which the people had been absorbed. Thus, the ORCT informs this study when it examines the readiness of parents, learners and teaching staff to accept inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

Cunnings, Bridgman and Brown (2016) are of the opinion that unfreezing is another important opportunity for parents, learners, and teachers, to understand that it is possible for the existing learning system, and so should be improved. This unfreezing therefore calls for continuous assessment, since the legacy of the previous system is likely to remain in existence in the future for an uncertain period. According to Wilson (2013) and Badham, Mead and Antonacopoulou (2012), unfreezing is when the change proposal is likened to the stature of an ice block that people want to change. In order to achieve this, the ice block must be melted down sufficiently for it to change its form. It can then be refrozen into a new shape.

Bearing this theory in mind, the implementation of inclusion for sustainable learning by hearing- and intellectually-impaired learners in a rural school would be considered possible if those who initiate the change are first encouraged to believe that there is really need the change to take place. As a result prepare themselves for learning about the change from scratch; thus committing to act according to the requirements of the impacted change (Burnes & Cooke, 2012; Burnes & Cooke, 2013; Garel, 2013). When considering the unfreezing in the process of achieving inclusion for sustainable learning by hearing- and intellectually-impaired learners in a rural school context, there is the need for it to distinguish the significant factors that indicate the necessity for sustainable learning by means of identifying the merits that outweigh the demerits of existing learning. Garel (2013) sharing sentiments with Klarner and Raisch (2012) who supported the principle that, as soon as the organisation or institution reaches the conclusion, the change should be effected; the strategies

that enhance the change implementation should be designed and communicated to all the stakeholders in and around the vicinity of the organisation, so that they are prepared to initiate and adapt to the impending change. The ORCT as discussed herein encompasses changed attitude, commitment, willingness, and practice in order to effect positive change that leads to focusing on methods of achieving inclusion for sustainable learning by hearing- and intellectually-impaired learners in a rural school context.

El-Mahalli, El-Khafif and Yamani (2016) were of the view that achieving sustainable learning involves engagement of an inclusion committee, which will be responsible for selecting the policies for inclusion. Its enforcement levels to arriving at new, additional, sustainable learning policies that are more conversant with the teaching of hearing- and intellectually-impaired learners in a rural school context. Strategising a method of communication to enlighten stakeholders to the new policy formulated, and results when breaching the policies, implementing the designed new policy through purchase of learning material that will be used by the included disabled persons (in this case, hearing- and intellectually-impaired learners), informing the community of the inclusion and what it consists of and how it works in order to achieve sustainable teaching of learners. Monitoring the observance of the policy; ensuring that the policy is adhered to; forming educational campaigns to convey to the community the importance of sustainable teaching of learners; and suggesting various techniques that enhance sustainable learning as a result of crafted sustainable learning policies (Mason, 2013; Mantere, Shildt & Sillince, 2012). This notion means that a successful achievement of sustainable learning is backed up by proper planning, motivation, and recruitment of human, physical, psychological and material resources which suit a related framework of implementation – in this case, a rural school context.

El-Mahalli, El-Khafif and Yamani (2016) stressed that for change to be viable, the information, which explains the impending change, should be effectively circulated to reach every corner of the areas where the change will be taking place thereby encouraging the change. Timmings Khan, Moore, Marquez, Pyka and Straus (2016) reckoned that acceptance is the most important factor in the

process of change. Readiness represents being eager and willing as an all-purpose condition of being equipped to becoming effective to a recognised extent, than to be accepted as a complete state of being prepared for a change. As a result, Timmings et al., (2016) explain readiness as the precondition or the herald of all actions that bring about change in an organisation or institution. While El-Mahalli, El-Khafif and Yamani (2016) in their research define readiness as the state of mind that comprises viewpoints, attitudes, and means of acting on an attempt to change, they further reasoned that as long as the willingness for total transformation has been developed in people, the organisation will be ready to accept the change, avoiding potential inferiority complexes. This, somehow or other, opposes the impartial meaning of readiness as a state of mind. Yusif, Hafeez-Baig and Soar (2017) concluded that relying upon the research by Timmings et al., (2016), readiness is an intellectual condition regarded as a desire to innovate, and the ability to initiate, a change. More so, they explain readiness as a psychological approach of either opposing or sustaining the imminent transition. Psychological approach is prejudiced by people's impression of financial resources support systems coupled with distinct leadership structure, a solid teamwork or the nominal skills level to effectively embrace proposed change innovations.

While the views and observations of people are sometimes separated from the availability of the supporting resources. Andargoli, Schlepers, Rajendran and Sohal, (2017) focussed on the attitude towards change, stating the readiness for change is the position of the psyche showing the eagerness or approachability to changing perceptions. The understanding of readiness for change in an organisation or an institution as a manner or mind-set of thinking, views about doing something, and wishes or expectations from embracing a change, is an important and suitable foundation for my research aimed at evaluating the intensity of change in a primary school institution. That is effecting a sustainable educational change of hearing- and intellectually-impaired learners in a rural school context.

Oostendorp et al., (2015) explained readiness as comprising of common, technical, or universal ability of an institution in the direction of attempting new

concepts. This explanation opposes the previous one, inasmuch as it is placing more focus on the capability and not on the eagerness to changing the way the organisation is reasoning. The likely or probable solution to the contradiction may rest on the capability to transform, which implies inevitable enthusiasm and as a result, the characteristics of eagerness are wholly faceted, or integrated, in the statement. Conversely, this explanation differs from the previous explanations that pointed to attitude of the people involved. Referring to the appreciation of readiness for change involving the mutually psychological approach, plus potential to change, was also led by Coeurderoy, Guilmot and Vas (2014), who theorised that acceptance of change is possible as soon as community members and formation of the organisation or institution are geared up, and skilled enough, to initiate desired change. They further suggested that for change to be sustainable, it is essential for school Heads to be effective, efficient, and respected. People within and surrounding the institution or organisation should be encouraged to change attitudes, and the teamwork spirit should be embracing the workplace.

Weiner (2014) defined readiness as the level to which workers become optimistic about organisational change (self-acceptance), as well as the level to which they accept as factual that some changes are credible to bring positive results for the workers and the whole institution. Of importance is to recognise and embrace transition and its results. Coeurderoy, Guilmot and Vas (2014), elucidated that readiness for change encompasses a comprehensible desire for change; perceptiveness for a person's capability to productively achieve change (self-efficacy); and opportunity to participate in change development. In this clarification, the optimistic approach towards transition and its results are broadened by the factors of contribution.

The concept of readiness for change as a psychological approach to either oppose or influence change (Evans, Ashbury, Hogue, Smith & Pun, 2014) may be studied further, taking into consideration sincerity to change as an initial stage to readiness for change (Shahirasbi & Pare 2014). Sincerity to change was proposed, considering the research by Weiner (2014) and was influenced by the desire to support the impending change and the sentiments that the

apparent and possible results of the change will be useful in some way. Weiner (2014) argued that intensive sincerity to change is most important for worker readiness for change. He further affirmed that sincerity for change is the essential initial order for successful planned change. His research on this theory indicates that an intensified approach of participation was connected to the estimation that change would be most important, which is an expectation of teachers being included, endeavouring to limit the possibilities of change struggle or resistance.

A research by Bawack and Kala Kamdjoug, (2018) indicated that workers who are provided with sufficient information and awareness related to the change and have a greater zeal for accomplishment, accept change as desirable. More so, in a school an accelerated level of information and self-actualisation in articulating issues of change is related to absolute acceptance of the proposed change. The issues of information dissemination and contribution to the change effect are determined by the level in which the leadership (in this case school Heads) exercises fairness and justice in their administration (Evans, Ashbury, Hogue, Smith & Pun, 2014). A clue being that it is vital for workers to recognise that they are cared for plus equally and reasonably dealt with during the change process. Bawack & Kala Kamdjoug, (2018) again supported this notion as an element of their representation through suggesting that both optimistic and pessimistic transition results should be disseminated in a fair and just way, equal to the term of self-valence. Despite viewing earnestness for change as a broad approach, and readiness for change as just an approach to achieving an explicit change effect, it is difficult to understand this definition clearly. In other words, the acceptance of transition as an indication of readiness for change can be difficult to differentiate, as both approaches interdependently control the other. Actually, to detail an understanding of the organisational readiness for change theory for people who do not apply these theories on a daily basis, this delineation is hard to explain. Therefore, the delineation between sincerity and readiness will not be useful in this study, moreover.

One more elucidation of readiness for change is based on analysing the manner in which workers take part in the decision-making process (El-Mahalli,

El-Khafif & Yamani, 2016) and how it is re-analysed (Nordin & Deros, 2017; Yusof & Aziz, 2015). In most cases, it confirms that resistance could be decreased if management hold group meetings to effectively communicate the proposed change issues and motivate group participation in the planning of assumed change. Based on this research, an affirmative understanding of readiness for change is developed by way of including teachers to deal with the negative term of resistance to change. The definition as indicated above is an even more optimistic approach, which stresses the optimism of the need for a change and its affirmative implications. Moreover, it does not only expound on the optimistic tendencies and characteristics of teachers, but also their understanding and acceptance of the change being inevitable, and the anticipated results worthwhile for the school.

Isfahani, Mirzaeian and Habidi (2013) elucidated readiness for change on two levels: the truth-seeking of philosophical level as being sincere and geared to determine a change; while on the sensible or practical level which includes laid down, vibrant and internal capabilities that allow a rural school to become accustomed to them. They further refer to readiness for change as a requirement that should be controlled by school Heads, teachers, and the surrounding community to managing change, which can be the manner in which specific practices are conducted; teaching methods; and learning for sustainability understood. Hence, they made it clear that a school must emphasise its organisational readiness for change in order to achieve total inclusion for sustainable teaching of hearing- and intellectually-impaired learners (Isfahani, Mirzaeian & Habidi, 2013). Taking into consideration this understanding of organisational readiness for change, Isfahani et al., (2013) expounded the motivational and philosophical issues of readiness for change through relying upon the aptitude to change, known as 'changeability'. Changeability of a school is equal to the necessities of the context in which the school is located to select various improvement strategies for achieving a change. Thus, according to Isfahani, Mirzaeian and Habidi (2013), the concept of readiness for change in a school is an ingredient of changeability.

In their research, based on a study of five thousand leaders in various countries worldwide and their workplaces, Nordin and Deros, (2017) and Isfahani, Mirzaeian and Habidi (2013) recognised readiness to change as a significantly important achievement issue. They further refer to readiness for change as a requirement that should be controlled by school Heads and teachers, as well as the surrounding community, to manage change as a process of practicing, teaching, and understood learning for sustainability. This research therefore, probes the use of one-on-one, semi-structured interviews targeting diagnosis of the requirements, work-related actions, and community culture-related aspects, to achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners through inclusion. The ORCT was selected to influence my research because of its traits of enhancing the desire for change around the theory perceptibly (with change efficacy and change commitment at the forefront). I therefore considered the organisational readiness for change theory by Weiner (2009) as the most appropriate for my research.

Sun and Qu (2014) and Weiner (2009) explicated ORCT by means of aspects of motivating behaviours that produce required results: ORCT in this case encompasses stimulation of behaviours and attitudes that enhance a change. In order for this stimulus to materialise, there should initially be evidence of discontent, or a lack in the existing system, as well as a comprehensive idea of the aspired situation (Sun & Qu, 2014). This explanation offers requirements for readiness for change rather than only the stimulating interests. It also defines an encouraging appreciation of readiness for change in an institution. Weiner (2009) attributes readiness for change through laid-down requirements, that is, contextual factors, change valence, and informational assessment. If these requirements are found in a process of acquiring change, they enhance and facilitate the process, though they are not quite all that is needed to achieve anticipated results. Weiner (2009) actually advocates that organisational readiness for change is concerned with the organisational members' change commitment and change efficacy to put into practice organisational change.

In order to develop a clear appreciation of the abovementioned explanation, Nordin and Deros, (2017) and Yusof and Aziz (2015) defined change

commitment as the power of thinking that pushes and encourages a person into achieving desired goals and set targets. In other words, it is the inward drive that stimulates a necessary action which heightens a change. This dedication can be deemed of merit (affective dedication to change). The dedication can be expenses connected to failure (maintenance dedication to change) and commitment in order to fulfil a duty (normative dedication). The said commitment in an organisation is influenced by how individuals see the context of the organisation, in this case, a school; and the programmes surrounding the proposed transition. Nordin and Deros (2017) contended that commitment to change interprets sympathetic change behaviours that contribute to the enhancement and supporting insights for an actual change introduction.

The idea of change efficacy is a highly important measure of nearly every conceptualisation of organisational readiness. El-Mahalli, El-Khafif and Yamani (2016) as the passion that one has in order to accomplish the actions that rightfully help the production of required results defined it. As a result, self-efficacy is an important prerequisite for performance change. In addition, it provides an estimation of time and effort to be spent before managing a complete change as well as the temperament to endure when facing certain challenges in effecting the desired change. Yusof and Aziz (2015), support this, stating that the stronger the supposed self-efficacy, the more powerful will be the people's hard work. Overall, the personal fulfilment desires evaluate how efforts to achieve change situation can be put into effect. Therefore, it is so important to achieve self-efficacy in a rural school context where inclusion change is enhanced for hearing- and intellectually-impaired learners to effectively achieve sustainable learning in a rural school context.

2.2.1.2 Possible related factors

Related researches on the ORCT propounded some possible related factors that have an effect on adapting change in an organisation; according to Yusof and Aziz (2015), the organisational culture that influences improvements, taking risks, and learning the ropes in the organisational readiness for change. This suggests that practices, which are normally undertaken in the organisational context, have a bearing on the acceptance and adoption of change-related

thought in an institution. These issues may include methodologies that are employed to solve challenges in the organisation's day-to-day running, and the strategies involved therein. On a similar note, Hassard (2012) contended that the organisation's policies, procedures, and constructive organisational ambiance; for instance, amicable working interactions, are vital to the promotion of organisational readiness for change. In this research study, the researcher contends that possible related factors impinge on the organisational readiness for change in the course of variable close conditions, as afore mentioned. El-Mahalli, El-Khafif and Yamani (2016) and Badham, Mead and Antonacopoulou (2012) argued that organisational culture poses high possibilities of intensifying the change valence related to explicit organisational change.

The abovementioned either depends on the efforts of change fit, or conflicts the context's values of the culture. Similarly, either the policies and procedures adopted by the organisation could have positively or negatively a bearing on the appraisals of the organisational members' demands on tasks, availability of required resources, as well as situation-related factors (Mason, 2013).

To conclude, the experiences that were accrued on the possibly related factors in the past within the organisation when change was initiated, could also affect the organisational members' ability and desire to embrace the impending change and change efficacy judgments. This research study highlights the importance of recognising that school policy, cultures, and procedures, may have a detrimental effect on embracing inclusion of sustainable teaching for hearing- and intellectually-impaired learners. In addition, past experience of how the school was managed, and how other issues related to change were administered, affect the acceptance of change and availability of resources by teachers, learners, parents, and all stakeholders per se. If teaching and learning resources are available, teachers may feel comfortable with the change process, but if the school has a history of failing to provide the teaching and learning resource material, teachers might prove to be strongly resistant to the proposed change.

2.2.1.3 Change valence

Change valence is linked to change commitment. Commitment to change as a major function of change valence is linked to the value that people within the organisation attach to the impending change, asserts Kivunja (2015). If the institution really finds it befitting that the change is actually needed. That it is really important. And that it is of significant benefit, they will help all concerned to embrace it. The more the organisation's members put value into the proposed change, the greater the probability of success in executing it. In other words the greater the resolve to engage, the actions that are in any way concerned with the change implementation. According to Glanz (2017) and Johnson and Christensen (2017), change valence is the prudent assembly that brings a quantity of theoretical consistency to various supporters of readiness for change. Organisational members give value to a well-planned change in an organisation since they will accept that some transformations are critically and urgently required. The change may be valued if it is believed to be promoting effectiveness and efficiency. It may be valued if it is providing solutions to the problems which the system is encountering. Also, it can be valued because the change is seen as the conveyor of more benefits that are anticipated within the organisation and the system at large, to emancipate and liberate the organisational stakeholders (Ravitch & Riggan, 2017). In this study, change valence proposes that inclusion for sustainable teaching of hearing- and intellectually-impaired learners may be valued importantly because it resonates with the global sustainable development goal of 'education for all learners'. Since the national governments and their related Ministries of Education value sustainability and sustainable learning, it therefore means that orders from above will induce school Heads, teachers, and parents, to support the initiative. Conversely, Mason (2013) together with Wilson (2013) are of the opinion that whenever change is proposed in an organisation, it doesn't necessarily mean that all organisational members will accept it enthusiastically. Some will regard it with contempt as opposed to those who value it. The change valence that emanated from incongruent thinking may be as important and strong as the determining factors of change commitment that result from commonly shared

interests. Contextually, sustainable learning change in a rural school context becomes a success if we know from the start that the members of the school and its community support the initiative and pledge its implementation despite their possibly dissimilar personal reasoning.

2.2.1.4 Change efficacy

Glanz (2017) and Kivunja (2015) observed that change efficacy is complete engagement of desired abilities to accomplish an anticipated mission and objective. In order for change efficacy to be achieved, the change implementers should be cognisant of the necessary course of action to implementing the proposed change, the types and nature of resources needed for the change to be successful, the amount of time necessary to accomplish the change process as well as the procedures of effecting the change. Johnson and Christensen (2017) thought that in order to have knowledge of what form of change is necessary, the members of the organisation should evaluate the resources available and the extent of change desired. Thus, the ORCT informs the researcher that the school should first consider whether there are enough trained teachers to function in inclusion settings that accommodate hearing- and intellectually-impaired learners, the school's finances are stable and adequate to manage procurement of the educational material resources (Ravitch & Riggan, 2017). In order to effectively achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners' success, sustainable learning measures should be put into place and operation in a rural school context.

2.2.1.5 Underlying values of organisational readiness for change theory

Readiness – aptly defined as “willingness, a state of being prepared”, “the quality of being happy to do something if it is needed”. Readiness for change in an organisation, according to Timmings et al., (2016) and Hargreaves and Fullan (2012), occurs in different stages, whereby each poses its own interventions, namely, the passionate, responsive state of readiness, and the unstable state of readiness. Hattie (2012) and Lynch and Madden (2015) reckoned that passion, communication and information, contribution, supervision, support, and confidence, as stimulated by the leaders in an

organisation through the provision of knowledge, counsel and guidance, are the underlying values of readiness for change.

Adding to the notion, Bawack and Kala Kamdjoug (2018) and Scheerens (2016) postulate that principles such as self-efficacy and training, anxiety, and perceptions, need to be rebuilt so that workers are motivated and conditioned to seeing themselves as the change drivers without any inferiority complex. In a school the plan is first to learn whether the teachers are prepared to execute the imminent sustainable learning, and then, crafting the intervention strategies with the said principles in mind. Thus in this section, Hattie (2012), Lynch and Madden (2015), Bawack and Kala Kamdjoug (2018) and Scheerens (2016), identified ten values of readiness for change, namely, *Passion, *Communication and information, *Contribution, *Supervision, *Support, *Confidence, *Self-efficiency and training, *Anxiety, *Perceptions, *Other values, as change enhancement strategies from deduction interested in an observed process of achieving inclusion, for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.2.1.5.1 Passion

Hattie (2012), Lynch and Madden (2015), Bawack and Kala Kamdjoug (2018) and Scheerens (2016) all pronounced 'passion' as an inclination or preference towards a self-defining action that people like (or even love), discovered as crucial, to which they invest time and vigour on a regular basis. In this study, despite the flexibility of the enrolment policies of the school, accommodating sustainable learning strategies therein brings change to bear, where school Heads and teachers, together with the community, will be changing the routine to accommodate the hearing- and intellectually-impaired learners into the mainstream. The underlying belief of readiness for change is that the school Head and teachers may individually only be agreeable to work with other members of staff in unity to achieve sustainable learning, for just a certain number of days, but then fall back to an oppressive stigma and discrimination attitude (Kala Kamdjoug, 2018; Hargreaves & Fullan, 2012). Also, in a rural school context the school Head and teachers may find it agreeable to enthusiastically explore sustainable learning strategies to face new challenges

and motivate each other to ground-breaking work for the benefit of their learners (Hattie, 2012). The passion amongst the school staff and the community at large, if not ignored, enhances readiness for change in a school. In this research study context, to instil in parents, teachers, learners and the whole community, a passion for sustainable learning, the motto “Education is Power” should be strengthened. This will help to stimulate ingrained behaviours; to formulate procedures for achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.2.1.5.2 Communication and information

Weiner (2009); Rafferty et al., (2012) and Zigarmi et al., (2018) described communication, basing on its accuracy, as the magnitude of information encoded and decoded, reliability and fluency, to influence organisational readiness for change. Thus, communication in a school needs to be effected throughout the whole change process and communicated messages should specify the underlying principle to change, improvements effected by the change, and even difficulties faced in initiating the change (Kala Kamdjoug, 2018; Zigarmi et al., 2018). Additionally, they advised that the message should be properly understood and stressed to teachers, as well as all to whom it is made known, so that it can be efficiently comprehended, and passed on accurately, without any alteration to it. All the same, Yulk (2013) surmises that communication should be dispersed simply and transparently at the specific schools, so that teachers are aware of the effected change to be introduced, thereby avoiding confusion and misunderstandings.

Effective communication to teachers enables them to interact amongst themselves and they would presumably then provide creative ideas (Rafferty, et al., 2012). In the context of this study, the school Head is required to conduct school staff briefings and meetings with teachers and parents; discussing the project, as well as encouraging each other regarding enhancement strategies and the merits of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners.

2.2.1.3 Contribution

Contribution by colleagues or workers in the organisation's readiness for change follows closely on communication (Kala Kamdjoug, 2018; Zigarmi, Nimon & Conley, 2018; De Vries, 2016; Elster, 2015). Further, Furnham et al., (2013) illustrated that contribution of colleagues or workers to the readiness for an organisational change augments the organisation's passion and commitment while at the same time, reducing possibilities of confrontations and resistance to change. On the other hand, Schiemann, Morgan and Seibert (2013) and Thompson and Cook (2014) were of the opinion that it is the contribution of workers to planned change, and not to their contribution to strategic or premeditated decisions, which influence the change acceptance.

Contextually, various stakeholders need to be consulted in order to create a vibrant pool of ideas, contributing to the prospective change. This reminds me of an adage that goes "one man cannot besiege an anthill". In order to achieve a desirable inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context, the school Head should invite contributions from the community homes to the school learners, despite their impairment statuses. Also, the teachers' input is fundamentally considered, for it increases workers' morale if incorporated in the decisions. Both the community and workers should experience the honour of the sustainable learning change achievement, not just to accept it as the fulfilment of autocratically delegated tasks.

2.2.1.4 Supervision

In so many researches, supervision is repeatedly called upon regarding readiness for change as an underlying value, through its vast formula enduring the course of those researches. If the supervision is disbursed with an optimistic approach towards the change, readiness for change is improved, suggested, Nimon and Conley (2018); Scheerens (2016; 2013); Schiemann (2014) and Vellerand (2012). Similarly, noticeable dedication of supervisors with reference to the change adds to readiness for change (Hart, 2018; Johnston, 2014). On the other hand, Timmings et al., (2016) and Lizar et al., (2015) argued that if the superiors and the supervised are communicating well

and have mutually positive rapport and the supervised given chances to air their views in free interactions mode with supervisors, the impression derived is of increasing the readiness for change. Mangundjaya and Rachmawan (2015) further stated that the development of trust in each other between the supervision hierarchy enhances readiness for change. Likewise, Candido and Santos (2015) together with Briniol et al., (2013) and Mangundjaya and Rachmawan (2015) maintained that if there is no trust in their supervisors, the attitudes of worker resentment and resistance to change are increased, which will conversely decrease readiness for change.

In this study the school Head is advised to gather and accept views from teachers and community about their opinions of strategies for teaching the hearing- and intellectually-impaired learners in a way that accords them sustainable learning despite it's being in a rural school context. There should be intense reciprocal trust between the school Head and all the stakeholders, as well as amongst teachers and the community collectively. Readiness for change will supersede, and sustainable learning will definitely be achieved, if democracy and trust within the school prevails.

2.2.1.5.5 Support

According to Nimon and Conley (2018) and Candido and Santos (2015), the change that undertake sustainability support of workers, increase readiness for change. However, Nimon and Conley (2018) hinted that support from supervisors and relative stakeholders may increase readiness for change; whereas Candido and Santos (2015) and Elster (2015) referred to the physical and material resources in their studies as aids of readiness for change. If teachers came to realise that school administrators are supporting them by providing a helpful and workable environment, they would submit positively to the improvement of the change achievement (Ashforth, 2012). In this context of the study it is likely that if the school Head provides teachers with learning resources which are fundamental for their learners, including those with hearing- and intellectual- impairment, perceived support will boost teacher confidence and morale, as well as their readiness for change to achieving sustainable learning.

Achieving sustainable learning is simple if hearing- and intellectually-impaired learners are supported by teaching aids that encourage them to achieve the same level of education as that of their mainstream peers (Boddy, 2014), and school teachers accepting change enthusiastically, when they are equipped with change-related teaching materials that make their work easier and more achievable.

2.2.1.5.6 Confidence

Confidence is described as “eagerness of one party to exist in harmony with the proceedings of another party considering some prospects, being that the one party will perform scrupulous proceedings vital to the other, despite capability to supervise, control and scrutinise that other party” (Mingers, 2015; Morse, 2015) and it is crucial amongst people generally (Fischer, Dietz & Antonakis, 2016). Having confidence in the school administration, and the school Head in particular, reduces any potentially pessimistic objections of teachers (Bailey & Raelin, 2015). The transparency of confidence motivates the readiness for change in a learning institution. According to Gerard et al., (2017), teachers observe the dependability of their school administration by its method of operation; that is, the stability and honesty of their works; the manner in which they hand over work and their distribution of power; the accuracy and sincerity of school Heads’ exchange of information and their sincere interest in the concerns of teachers.

Contextually, this notion suggests that the school Head is expected to be aware of teachers’ regard for him and his interest in sustainable learning initiatives, since teachers effectively have the power to determine the success of sustainable learning, by their support, or otherwise. Not being supportive depending on their assumptions regarding the school head’s moral, open, ethical, and unswerving attitude of receiving and accepting their advice, information and concerns. Zigarmi et al., (2018) added that the desires of teachers to support the school programmes and functions rest on the affirmative, motivating confidence in their school Head being the reason for their stimulating connectedness and unity. While their zeal to apply

unrestrained hard work to support the school objectives is dependent upon their opinions of the school Head.

2.2.1.5.7 Self-efficacy and training

Petrou et al.,(2016) and Rusley, Corner and Sun (2012) defined self-efficacy as the people's viewpoint on their abilities to project stimulating behaviours that encourage output, provide cognitive resources; and appropriate activities to taking charge of proceedings. Readiness for change in an organisation means adapting and being prepared to deal with situations that affect workers, their work environment and conditions (Fischer et al., 2016). Resources have to be available to workers in order to deal with potential nervous tensions (Elster 2015; Boddy, 2014). Bailey and Raelin (2015) were of the view that increasing workers' self-efficacy bolsters their self-confidence, so that they become suitably competent to enhance the change. Thus, affirming the readiness for change. In this research study context, Heads of schools are encouraged to provide on-the-job induction and opportunities for in-service teacher training to strengthen their confidence in the ability to meet the requirements of the proposed transformation, reducing mal-adaptation to change. Mangundjaya and Rachmawan (2015) and Briniol et al., (2013) supported this assertion in their submissions, holding that training is utmost in edifying readiness for change, since it helps by way of changing the working environments' customs and outlook and manages the workers to adapt to the change.

In addition, training and development, displaying of experience and teamwork, are necessary to increase readiness for change (Hart, 2018). In a school situation where change is needed, teachers are more motivated when being trained in preparation for the change. Their self-confidence and sense of value is stimulated by their notion of value placed upon them by being selected for the training programme for inclusion of sustainable learning in schools.

2.2.1.5.8 Anxiety

Pollack (2015) and Morse (2015) explained that workers experience anxiety for the reason that they are expecting a major force and impact of the change on

themselves, and those workers would adopt change and increase readiness for change that anxiety is reduced during the change process. If in a school change resistance can be reduced while increasing readiness for change by stimulating behaviours of workers from within that produces desirable outcomes through dealing with the stresses that affect teachers at work (Hart, 2018; Fischer, Dietz & Antonakis, 2016; Elster 2015; Boddy, 2014). If the school Head introduces stress management programmes and gives an eye to teacher grievances and uncertainties about the change, readiness for change increases in a school to the fruition and achievement of inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.2.1.5.9 Perceptions

Perception is viewed as a vital underlying value that positively influences readiness for change. According to Timmings et al., (2016) and Scheerens (2016), perception is the course of action of attaining consciousness or understanding of sensory information. Gerard, McMillan and D'Annunzio-Green (2017) were of the opinion that worker views and thoughts on the situations surrounding their workplace have a strong bearing on their ability to change. On the same note, Pollack (2015) maintains that if workers think there is a definite need for a change, the readiness for change indeed increases. Contextually, the school Head, teachers and the community at large should be in a position to recognise the imperative need for sustainable teaching of hearing- and intellectually-impaired learners, and understand how it is an advantage to both hearing- and intellectually-impaired learners if the sustainable learning change effect is achieved. The school should be in a position to view every learner as equal and possessing all the achieving qualities if given equal learning opportunities in the same learning environment or school context.

2.2.1.5.10 Other values

Some researchers are of the opinion that there are certain underlying values that some researchers are not considering when discussing enhancing readiness for change. These underlying values are grouped in four different categories.

Firstly, the nature of the change which is argued by Tarmala and Petty (2013) that a shorter period of change enhances readiness for change. Pollack (2015) and Nohria and khurana (2014) reckoned that the frequency of organisational change has a bearing in the readiness for change.

Secondly, readiness for change can be influenced by the nature of the organisation as well as its management. Nesterkin (2013) is of the opinion that readiness for change rests on the nature of the organisation and its surrounding environment for change to be successfully achieved at the same time, Woodman and Bartunek (2014) declared that a solid and vibrant management positively influences readiness for change.

Thirdly, the character and qualities of workers also influence readiness for change. They are self-esteem, optimism and qualities such as personal risk, tolerance, and crisis management abilities, impact readiness for change (Froehlich et al., 2014).

Fourth and lastly, the immediate actions, response and behaviours of the leaders influence change.

In this research study context, the Head of school as a leader should support the change through implementing it. should establish rapport, while avoiding harassing his teachers (Mingers, 2015) should involve other teacher and school development committees in decision-making process, (Pollack, 2015), motivates and introduces non-financial incentives linked to the sustainable learning attainment process (Armstrong & Taylor, 2014); and should reduce position obscurity and increase organisational recognition (Boddy, 2014). If the actions mentioned are effected and take precedence in a school environment, organisational readiness for change will increase. In other words, the school will succeed in its endeavour to achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.2.1.6 Implementation efficiency

Checking the results and correcting deviations after the implementation of a programme, is the last stage that authenticates the practicality of success or failure. Nimon and Conley (2018) and Candido and Santos (2015) suggested that the greater the level of organisational readiness to change, the more positive the direction of growing change realisation. This entails that if the readiness for change in an organisation is high, the members of that organisation are more likely to be motivated to implement and initiate the change forcefully (for instance establishing new policies, measures, or practices); apply more pressure to bolster the coming change, show greater persistence in solving the stumbling blocks [or challenges] confronted during the implementation process (Garel, 2013).

The higher the organisational readiness, the more its members will demonstrate pro-social support actions that enhance the achievement of the expectations. A study by Hart (2018) supported this assertion, pointing out that the organisation's members who are committed to change, basing on wants rather than needs, shows the primary characteristics that promote the importance of the change in the system. To put it clearly in this context, if the teachers are more ready to deliver sustainable learning-prone activities in the school, the community will also be motivated to send their learners to school for the benefit of education as the teachers will be achieving good results. Dissimilarly when the readiness for teachers to change is low, then the community resistance to sustainable learning programmes will increase. The readiness for change in a school does not guarantee that the change is going to be successfully achieved, but just means that the possibilities of change are so high and the chances of proper management of that sustainability will be high. It is more important to note that the schoolteachers may be happy about the introduction of sustainable learning initiatives to their school, believing that they really know what it is, while their knowledge may well not be adequate. This situation might therefore misguide subordinates into proper implementation of the change process. In this regard, it is vital for teachers to receive useful predictions basing on loaded, precise information if at all possible, centring on actual experiences that are more analytical than those

that are imperfect. The above discussion holds water to therefore employ ORCT as a theoretical framework that informs strategies of achieving sustainable inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.2.2 Theories-based inclusive education practice

This section considers the theories of behaviourism, cognitivism, and constructivism that shall stand as the conceptual framework informs strategies of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context. The UNESCO (2018), UNCRPD (2016) and Subotic and Andic (2014) were of the views that what is happening in the acquisition of teaching, and particularly teaching of hearing- and intellectually-impaired learners, rests on behaviourism, cognitivism, and constructivism-based perspectives or approaches. In applying an assorted approach of using a theory-based inclusive education practice conceptual framework, the researcher maintains that it is a superlative framework that addresses the needs of hearing- and intellectually-impaired learners in a rural school context for them to achieve sustainable learning (Adom et al. 2018; Latham, 2017; Ravitch & Carl, 2016).

2.2.2.1 Origins of inclusion in education

Alberta Education (2010) stated that the aim of an inclusive system is to offer conducive learning space and opportunities to all learners so that they can manage to reach their goals and learning objectives. It emerged as the most acknowledged educational and guiding strategy that started a long time ago, and at times was not easy. In 1948, the Universal Declaration of Human Rights (UDHR) incorporated human rights and freedom that have since attained inclusion in education. According to Botha and Kourkoutus (2016), Doolittle (2014) and Boyle and Rivera (2012), article 26 of the Declaration ensured that the parents have legal right to their children's education and to making a choice of where they should have that education. This then assisted the parents and teachers to augment campaigns for equal admission of hearing- and intellectually-impaired learners into regular schools of their parental choice not

determined by impairment status. Subotic and Andic (2014) together with Swanson et al., (2014) reckoned that the concept of inclusive education was then derived from the Education of All Handicapped Children Act (EAHCA) in the United States in 1975. Revised in 1990, 1997 and 2004, it was renamed: 'Individuals with Disabilities Education Act' (IDEA) (Swanson et al., 2014; Hunter et al., 2018). These laws were becoming more particular that learners should learn in areas that have no restrictions to them of which the least limiting place is the classroom.

After that there comes the United Nations (UN) International Year of Disabled Persons in 1981, and the UN Convention on the Rights of Persons with Disabilities in 2006 (UNESCO, 2018). The main aim of the UN initiatives was to give people with disability the right to contribute fully in society. This aim has understandable results on how education would help learners (Hunter et al., 2018; Main et al., 2016). This research study was thus prompted to incorporate the theories-based inclusive education practices as a conceptual framework, which will help guiding the acquisition of strategies that enhances the achievement inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.2.2.2 Transition from theory to practice

Inclusive education is regarded as the addition of hearing- and intellectually-impaired learners in schools where they shall receive learning together with their same-age peers in a natural setting (Akpan & Beard, 2016; Abramson, 2013). It is through this inclusion that the suitable teaching and learning methods employed in various schools are determined in order to ensure that most, if not all, learners receive education and best learning in a way that suits their abilities and capabilities (Akpan & Beard, 2016; Vasianovych & Logvinenko, 2018). As so, Salend (2011) defined inclusion as a viewpoint or philosophy that unites relevant people in the education fraternity to craft and form a suitable learning platform for learners to feel welcome and be part of the entire school they are learning in, as well as the community they are living in. The school achieves this philosophy by way of encouraging ways that enhance sustainable teaching of hearing- and intellectually-impaired learners.

Transition of theory to practice simply means engaging the theories that have to do with inclusive education putting them in the classroom context of application. The aim of this is to accentuate the change introduced by the theories putting them in the classroom situation of application of teaching and learning in order to achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context (Ertmer & Newby, 2013).

Harold and Corcoran (2013) as well as Botha and Kourkoutas (2016), and supported by Ertmer and Newby (2013), implied that gaining the knowledge of theories of inclusive education helps those who plan the curriculum with the instructional strategies. And also the means for providing appropriate learning in the real classroom situation, which encompass putting into practice teaching in general, as well as of hearing and intellectually challenged learners. In this research study, the three most important theories selected to form a conceptual framework that shall inform the study are the behaviourism, cognitivism, and constructivism-based inclusive education theories. Ravitch and Carl (2016) together with Nalliah and Idris (2014) argued that successful inclusive education actions should embrace some thoughts and visions from the behaviourism, cognitivist, and constructivism theories, if the education system aims at effectively producing quality curricular and teaching methodology decisions that shall help every learner in a classroom. In this study, a particular case is the hearing- and intellectually-impaired learners. Consequently, the theories on the bottom of inclusive education practice are tentatively detailed as follows.

2.2.2.3 Behaviourism-based Inclusive Education Practice (BIEP)

In theory, behaviourism is one of the traditional theories of learning, regarded as the oldest (Botha & Kourkoutas, 2016; Nalliah & Idris, 2014). It is also acknowledged as a leading psychological mould (Harold & Corcoran, 2013), at the same time recommended by the figure of speech, 'learning as the acquisition of stimulus-response pairs' (Doolittle, 2014). The behaviourists "think that the purpose of their theory is to inform learners the knowledge of reality" (Hickey, 2014, p. 17). When the results are connected to the stimulus or response that is followed by reinforcement, behaviourism is said to have been

maintained (Hickey, 2014; Ertmer & Newby, 2013). According to Abramson (2013) this theory had been strongly opposed since years ago, but it still holds value in the scientific enterprise. It is selected for this research study because of its main beliefs that behaviour is learned. Behaviour depends on where it happened. There is no teaching without learning. Learning is the same as changing the way behaviour is exhibited. Behaviour is governed by what follows proceedings, and it emphasises the need to concentrate on things that can be seen (Harold & Corcoran, 2013).

In this study, BIEP means putting into effect the behaviourism-related traits in the teaching of hearing- and intellectually-impaired learners in a rural context in order for these learners to achieve sustainable learning, as well as emphasising on learners' behaviour and performance in employing motivation material (Ertmer & Newby, 2013). This can be achieved through execution of step-by-step processes of imitation where a teacher gives an example then the learners follow the given instructions (Al-Shammari, 2019A; Zhang et al., 2016). At the same time, simple and soluble tasks assigned to learners in reasonable packages that enable those with impairments to grasp and implement,

Fundamental assumptions and personalities of behaviourism are entrenched in several current instructional methods employed. For example, some of the most excellent interventions of hearing- and intellectually-impaired learners include: straight teaching, functional behavioural analysis and appraisal, assessment, and commenting (Hickey, 2014; Hornby, 2014). These are all present in a school with the main goal of achieving sustainable teaching of all learners regardless of learners' impairment situations.

2.2.2.4 Cognitive-based Inclusive Education Practices (CIEP)

Hypothetically, cognitive-based theories aim at the attributes of a person's thoughts, recollection, self-reflection, and zeal to be educated. According to Lenjani (2016) and Evgeniou and Loizou (2012), a renowned writer, Piaget, argued that the ability to learn and the way people learn are different throughout the developmental stages of growth. This approach deals considerably with the mental faculties of the learner that guide and persuade

responses and welcome the manner and systems of psychological development, setting of goals, and the formation of strategies in an institution or organisation. Petersen (2014) and Shi (2013) was of the opinion that the cognitive theories' thrust is to render information as more important, meaningful, and useful to learners so that they become able to distinguish right from wrong, good from bad, and at the same time being able to analyse and relate new knowledge to that already acquired. This means that more emphasis is on thinking and the significance to learning that embraces memory, opinion, expression, generalisation, and metacognition, which are the major facets necessary to the learning process (Zhang et al., 2016; Petersen, 2014). Thus, the information and teachings from cognitivist followers shall first consider what the learners know and have in their minds, so that the given information copes with the learners' mental structures or schema for it to be effective (Zanenko & Kolupayeva, 2017; Budnyk, 2015; Ertmer & Newby, 2013).

In this study context CIEP engages the application of mind-related philosophies in the teaching of hearing- and intellectually-impaired learners in a rural school context, which will stand as intellectual dispensation and communications in execution of teaching these learners (Al-Shammari, 2019B; Ertmer & Newby, 2013). Learners are motivated to impart and bond with the information they have, their previously learnt experiences and capabilities to the newly acquired knowledge they acquired in order to achieve sustainable learning. Zanenko and Kolupayeva (2017) and Budnyk (2015) supported this concept, commenting that the use of abbreviations, mnemonics, outlining, framing, and concept mapping, are imperative to enhance the psychological needs of learners with learning impairments. Adom et al., (2018) and Hunter et al., (2018) observed that the precise cognitive assumptions in the school are unswervingly relevant to imparting knowledge to learners, encompassing the active participation of learners in the teaching and learning processes. As well as application of sequential methodologies and strategies, to understand and demonstrate prerequisite interaction, and establishment of quality conducive learning environments which develop learners to intervene with previously learnt

knowledge as part of their recollection in order to achieve from learning, sustainability in the future.

Furthermore, CIEP could be enhanced by use of memory enhancement strategies like the use of note-taking methods (Lyons et al., 2016), summarising and outlining (Swanson et al., 2014), and underlining/highlighting texts (Boyle & Rivera, 2012). These offer a positive result to a low-mediocrity learner in a school context. The cognitivist practices discussed above could be coupled with concept mapping and reciprocal teaching (Al-Shammari, 2019B; Hornby,2014). In this regard the study encompassed the theory-based inclusive education practice as a conceptual framework of its inclusion of cognitivist-based practices that are a crucial component in inclusive education; assisting as it does, hearing- and intellectually-impaired learners in a rural school context, to assimilate and accommodate learned knowledge and information despite their impaired conditions.

2.2.2.5 Constructivism-based Inclusive Education Practices (CIEP)

Notionally, constructivism is utilised by people who intensely regard the importance of collective association during the process of acquiring knowledge through annotations, conduct, understanding, and adjustment of information on constructing thought composition (Zanenko & Kolupayeva, 2017; Lyons et al., 2016; Boyle & Rivera, 2012). According to Vasianovych and Logvinenko (2018) and Adom et al., (2018) constructivism as postulated by Vygotsky (1962) when he emphasised the collective function of learning for the intention of its impact on cognitive development in the course of teaching and learning and interface among learners who are disabled, including their peers, parents and teachers. It is as equal to the learning that encompasses building, creating, and inventing, specifically for persons to upgrade their personal knowledge and perception. Constructivists are of the opinion that acknowledgement of individuals' instincts and brain levels informs teaching (Lenjani, 2016; Hunter et al., 2018). Akpan and Beard (2016) advocated that constructivism is one of the greatest paradigms for teaching hearing- and intellectually-impaired learners. The key values to constructivism indicate that learning is more learner-centred, task-based, hands-on and minds-on activities (Vasianovych, 2015; Shi, 2013) and is

also connected to practical and actual experiences (Lenjani, 2016) that provide both inside and outside scaffolding methodologies being in favour of every learner with impairments (Savchyn, 2016; Filipchuk, 2014).

Contextually, CIEP assist learners to discover multifarious topics aggressively. For the hearing- and intellectually-impaired learners, the vital information or knowledge connected to the teaching of the day should be prioritised by the teachers: as a result, not burdening learners with memorising (Latham, 2017; Main et al., 2016). Through the constructivism viewpoint, Botha and Kourkoutas (2016) elucidated the support that learners with learning impairments have and receive, as well as accomplishment of inventive practices that sustain them. Being that collaborations are well thought out since they are a requirement for inclusion. As a result, a group of people of practice using a constructivist approach embraces collective rendezvous in practices that are in a straight line with the role of schools, families, and communities (Hunter et al., 2018). It will also provide an opportunity in a school situation to enhance the social incorporation of learners and inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context (Vasianovych & Logvinenko, 2018; Botha & Kourkoutas, 2016).

Conclusively, learners in CIEP background profit from peer teaching and supportive learning. Within constructivist inclusive education the assurance is that learners absorb from experience and real-life submission. As a result, the discussed conceptual framework will be used to inform the means of enhancing the achievement of inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.3 THEORETICAL INTEGRATION

In this research study I had considered the ORCT and the TIEP as closely and directly linked in formulating the methods of achieving inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context. The ORCT could be, and has been, used in various organisations to influence the required change across the world (Luter et al., 2017). In addition,

the major vital aspect of the TIEP is that it processes intensive and analytical methods of addressing the challenges that are faced by people having different forms of ability (Akpan & Beard, 2016). Theories-based inclusive education practice is therefore a complete, comprehensive, integrating, and universal, approach to analysing how the hearing- and intellectually-impaired learners can effectively achieve sustainable learning.

Mutually, the ORCT and TIEP regard socialisation as of prime importance in enhancing change; encouraging and empowering the oppressed and looked-down-upon individuals as well, in a bid to achieve sustainability in their lives. This became a success through using a case study with the full participation of parents and teachers, as well as all related stakeholders within the rural school context. Accordingly, in this research study ORCT and TIEP were understood to share the mutual aim of creating a society that unites people to tolerate one another, ruling out stigma and discrimination (Hunter et al., 2018; Hickey, 2014; Hornby, 2014), resulting in the two theories encouraging unity among learners, schoolteachers, as well as parents in the communities where the school is located, plus all stakeholders in the education fraternity within a rural context. Thus leading to enhancing change and redeeming the oppressed and unfortunates. In this regard the two theories used informing, encouraging, and empowering learners so that they achieve inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.4 THE ROLE OF THE RESEARCHER

As a researcher, my role in this qualitative study is significant, since I propose to connect the study to the theory that informs its existence: in this case the Organisational Readiness For Change Theory (ORCT) and the Theories-based Inclusive Education Practice (TIEP). I shall also direct the participants in generating data, and utilising the analysis and presentation. According to Creswell (2012), the researcher is expected to be sufficiently competent to gather exact and thorough knowledge and information from the participants. Moreover, my responsibility in this research is the role of researcher-participant, since I took charge in generating data, coding, and analysing the data acquired from the focus group interviews; one-on-one semi-structured interviews;

document analysis and observations. All in a bid to divulge the situations around reviewing the situations surrounding the study area, and to analyse and interpret the generated data.

2.5 RELATIONSHIP BETWEEN THE RESEARCHER AND THE RESEARCHED

The accomplishment of this research study rests in the contributions of both the researcher and those who participated in the research. Every participant's contribution was regarded as important and unique to the study: considering what they know, together with what they experience in their lives, and in relation to serious assessments and analysis of the methods that enhance the achievement of inclusion for sustainable teaching of hearing- and intellectually-impaired learners (the researched). The study took cognisance of the responsibility of both the researchers and the researched, and treated them all as equally important. Despite not having involved the learners as participants in this study, their parents and teachers (as loco parentis) represented the learners' emotional state and rights. As supported by Mthiyane (2015) who stated that social situations may be transformed through the incorporation of the affected into the study. To achieve the desirable change in an organisation, Chevalier and Buckles (2013) assert that the community should be involved in the transitional process in order to ascertain a major transition, The data generation methods herein employed, that is, focus group interviews; one-on-one semi-structured interviews; observations and document analysis, clearly represented the voices of the researcher and the researched, which were decisively observed.

In conclusion, the researcher and the researched worked most agreeably as a team to reach conclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

2.6 SYNTHESIS

This chapter discusses and outlines the ORCT and the TIEP as the theoretical frameworks that informed my study. The opinions regarding the underlying values on the readiness for change are discussed and correlated to this research study's objectives. Theories of inclusive education are discussed in

detail. Through the use of case study research design, the theoretical and conceptual frameworks applied were regarded as essential and of value in arriving at education strategies that enhance inclusion for sustainable teaching of hearing- and intellectually-impaired learners in a rural school context.

The chapter that follows informs the review of related literature relevant to this study.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

The previous chapter discussed the theoretical frameworks that underpin this study. This chapter reviews the international and local literature relevant to the study. It focuses on inclusion of learners in schools and methods of achieving sustainable learning for hearing- and intellectually-impaired learners in a rural school context. It also examines the literature on understanding inclusion and its related policies. Inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school contexts views are discussed internationally, sub-Saharan African and Zimbabwean contexts. How inclusive schools are managed and the challenges that are faced in such schools are further explained. Furthermore, it details strategies that can be employed to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The chapter will be discussing the gaps in the literature that this study sought to fill.

3.2 LITERATURE REVIEW

Ganga (2013) noted that literature review sheds light on the topic under investigation by reviewing previous studies in the field. It covers books, academic articles and other sources that are similar to the research area, theories employed in such studies and descriptions, summary, and critical assessment of work (Fink, 2014; Jesson, 2011; Sutton, 2016). Sutton (2016) argued that a literature review is a dually compiled presentation of data on a specific topic in existing secondary sources, while Fink (2014) and Rodley (2012) noted that it also identifies the gaps in current knowledge. The researcher contributes to existing knowledge and ideas by addressing such gaps. Jesson (2011) supported by Rodley (2012) pointed out that literature review sets out academic context of a researcher's work and enables one to position one's research in relation to others in the same field. Ganga (2013) suggests that such a review also helps the researcher to discover suitable methods for his/her study.

3.2.1 Inclusion and its related policies

This study examines the explicit education-focused laws and policies needed to uphold and enhance inclusion. However, significant inclusion cannot be embraced without a total allegiance to the government in that it introduces general laws and policies that can continue to strengthen an inclusive learning environment. Inclusion comprises a philosophical change in principles and approach to every institution, and has a significant result to related areas (UN 2016). A realistic approach should be adopted from the institutions of interest that create a common sense of rationale and a logical and unswerving understanding of laws and policies throughout all spheres embracing the following:

(a) Ending institutionalisation

United Nations (2016) pronounced that impaired learners' only condition is their integration into a learning institution. It becomes inauthentic to affirm the right of every child to inclusive education, since a considerable number of impaired learners are still being institutionalised. Governments should systematically abolish this practice by eradicating the custom. Children under the age of ten are declared by psychological and psychiatric research as being at high risk of cognitive and emotional injury (UNESCO, 2017). This proves the data gathered depicts that learners in such specialised institutions that are not schools are worse off educationally, socially, medically and psychologically as compared to those being developed in supportive community settings. GGSD 4 (2016) concurred that the impact of institutionalisation is classified as violence against children, as elucidated by the World Report. It therefore should be in the mandates of the government to introduce some laws and policies that attain de-institutionalisation. All children should be accorded opportunities to learn in company with their peers regardless of their impairments and financial strength (UN 2016). In 2012, the Inclusion Development Programme for 2011-2020 was approved, which reflects the reform of education in Moldova (UN 2016). The Moldovan State recognised that inclusion is assisting to transform the viewpoints of parents, teachers and community members, creating union and acceptance in the society.

(b) Guaranteeing the right to non-discrimination

UN (2016) makes it clear that in order to protect the rights of children who are living with impairments, the government should approve the Conversions on the Rights of Persons with Disabilities (CRPD), and devise some laws that foster its applicability under domestic law. Resulting in individuals having the powers to hold the governments accountable when claiming their rights to education. For this to work successfully, these necessities must be tacit and extensively publicised. Children with impairments and their families need rights of entry to information about their entitlement to non-discrimination, where to go and what to do if those rights are not respected, as well as support to enable them to become self-advocates, claiming their rights when they are neglected, enabling them to become self-reliant and self-sufficient (UNESCO, 2017). They can be supported in this process by people who represent them, being Heads of schools and national and international NGOs affiliated to human rights initiatives.

(c) Right to respect for personal and physical integrity

The Conversions on the Rights of Children (CRC) don't only advocate for abolishing violence against learners, but also the administration of discipline in schools in a manner consistent with the child's decorum (UNESCO, 2017). A recognised number of countries eliminated corporal punishment in schools from their Constitutions. However, in order to establish a violence-free culture in a country it needs more activities and support than only a legal framework of protection. Reducing violence in schools, legislations should be put across the board that are supported by various mechanisms (Knapper, 2016). Schools also have a contribution to make by ensuring the safety of their learners from aggression and promotion of ethnicity, conflict resolutions, and encouragement of open-mindedness. A school instils in learners and parents the knowledge and skills to communicate in ways that reduce violence, helping to resolve conflicts in a constructive manner. To achieve this, appreciation of equal rights to every citizen and equal rights to education should be a priority (UN, 2016).

(d) Respect for children's participation rights

According to UN (2016), there are a number of factors that hinder the rights of all children to be heard and allowed to decide for themselves. These hindrances have a greater bearing especially to children living with impairments for example, lack of recognition of the value of listening to them, under-estimation of children's abilities, assumptions that they would not have views to communicate, communication barriers and inferiority complexes and skills on the part of teachers. In order to deal with the above examples, legislations, laws and aggravating policies should be enacted that enhances exercising of rights to hearing- and intellectually-impaired learners. There are vast probable approaches that can be adopted to create opportunities for opening up spaces to afford learners with impairments some powers. Some such opportunities already exist in schools, but are taken for granted to emancipate impaired learners.

3.2.1.1 Inclusion in school contexts

The Zimbabwean Ministry of Primary and Secondary Education (MoPSE) agreed and implemented UNESCO's Salamanca framework for action on Special Needs Education (UNESCO, 2017; UNESCO, 1994) leading to inclusion of learners with diverse learning disabilities in educational settings which provide education to all children. In views of UNESCO, inclusion is the means of development that addresses and responds to the various needs of most learners through adding to their chances of learning and reducing their elimination of opportunities from the schools of their choice (Nguyet & Ha 2010). In Zimbabwean schools, inclusion is a procedure of escalating the attendance in schools, contribution and accomplishment of all learners. (Mutepfa, Mpofu & Chataika, 2017; Mnkandla & Mataruse, 2002). This procedure has to do with placing learners in a school where they study together with other peers regardless of impairment statuses, sharing everything from teachers, to teaching and learning material, side by side. Learners are enrolled in schools of their parental choice, which they would have attended education if it was not because of their impairments status. This has introduced a positive effect in academic and social spheres to learners and their learning, for everyone regardless of their physical status.

3.2.1.2 Inclusion for sustainable learning in rural school contexts

Hlalele (2014a) advocated for a “sustainable rural learning context”, where learning takes place “within, between and across contexts”. This is especially true for learners with hearing- and intellectually-impaired learners. Mapesela, Hlalele and Alexander (2012) described sustainable education as a holistic, multi-faceted and trans-disciplinary concept which considers the needs of prospective generations and promotes social justice and cultural and economic development. As such, the world is changing at a fast pace and there is a danger of some individuals and societies being left behind. Knapper (2016) remarked that in the 21st century people need to do away with discrimination and stigmatisation, to upgrade their skills on a continuous basis in order to remain abreast of technology, despite creed, race or physical impairments. He added that human beings have the innate ability to become accustomed to change through learning and enhancing their lives. GGSD 4 (2016) stresses that quality education, which aims to ensure inclusion and equitable learning opportunities, should be accessible to all. According to UNESCO (2017), Education for Sustainable Development (ESD) is crucial for the achievement of the GSDGs. This study vital to ensure that the authorities consider changing their approach with regard to the function of education in global development because it (education) has a strong effect on the welfare of individuals and their future despite their geographical locations.

At the heart of the learning context is the comprehension that learning is not something that can be easily planned. It is an often random and can even be a messy process (Mapesela, Hlalele, & Alexander, 2012; Williams, 2011). The definition of a learning context makes it clear that learning takes place through the connections of learners with various resources and people in physical and virtual spaces. They further suggested that it cannot be influenced by individuals of their own accord but can be by the community at large. This means that learners, teachers, community members and other stakeholders need to be involved in the learning process and its challenges, since aspirations of the 21st century call for education that nurtures appropriate values and skills leading to sustainable learning (Bernier, 2010; Bonn

Declaration, 2009) and thus sustainable growth. As such, Education for Sustainable Development (ESD) has been embraced across the world to allow learners to make informed decisions and take appropriate actions ensuring environmental integrity, economic viability, and a fair society for all generations (UNESCO, 2017).

The Community School (2014) notes that to achieve GSDG 4, the United Nations has set a number of targets, including free quality primary and secondary education for all by 2030. The Bonn Declaration (2009) noted that education should embrace values, knowledge, skills and competencies which facilitate sustainable living and participation within societies. Given the economic and social set-up in the Lupane rural area in Zimbabwe, such education could enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners. According to the Community School (2014), sustainable learning restores and maintains the social structure of the community and contributes to local economic development. It adds that inclusion results in a durable sense of identity, reduction of inferiority complexes, the yearning for a positive future, power to work with other peers, and learning from one's own problems and experiences. This study is thus aimed at developing such attributes for hearing- and intellectually-impaired learners to achieve sustainable learning in a rural school context.

3.2.1.3 Hearing- and intellectually-impaired learners

Inclusion can be interpreted as the thought and practice of educating impaired learners in school contexts with other learners of the same age. It came as a salvage mission in the actualisation of educational and psychosocial services for learners with impairments (Ozegya & Babudoh, 2012). Notably, the Salamanca statement and its associated framework for Action (UNESCO, 1994) is possibly the single most significant international document in the field of special education. The statement urged government to give the highest policy and budgetary priority to improve education systems to enable them to include all children regardless of individual differences or difficulties. To adopt, as a matter of policy, the principle of inclusive education (UNESCO, 1994). This is to endorse that for improvement to occur in a society, both individuals as

well as the State should have access to quality education. Education, therefore, becomes the tool for measuring the development capacity of both individuals and the State (Daura & Audu, 2015). It becomes an important social commodity that is most desired by all, but not affordable by all, either on the basis of limited resources or ill-equipped teaching personnel. Some scholars regard education as a 'right for all', that is supported by the Universal Declaration of Human Rights (1948), which contends that everyone has the right to education, and that education should be made available to all (Daura & Audu, 2015). Therefore, there is need for understanding hearing-impaired and intellectually impaired scholars in the context of such learners to benefit academically from, and to achieve, sustainable learning.

3.2.1.3.1 Hearing-impaired learners and learning

Hearing impairment according to Isaiah and Aderibige (2013) is a broad description, which involves losing hearing, varying from mild to profound. Including hearing-impaired learners in inclusive education is a fulfilment of the universal rights to education, extended to all ages. In addition, inclusive progress asserts that hearing-impaired learners should be placed in the regular school system which they would have otherwise attended had they not been impaired. In other words, the hearing-impaired learner belongs in the regular classroom and therefore, there should be no condition to exclude them from that environment (Daura & Audu, 2015). In order to cater adequately for the needs of the hearing-impaired learner in a school context, Ozegya & Babudoh (2012) reiterated that inclusive curriculum and policies must accommodate the teaching needs of all learners.

Hearing-impaired learners effectively learn together with their peers in an inclusive setup using various communication techniques and educational strategies (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). Such strategies include oral, manual, total communication, amplification systems.

(a) The Oral Method

This method involves the development of speech by the teacher, and the use of residual hearing by the learner (Daura & Audu, 2015). However, the oral approach is more successful among those who have partial hearing (the 'hard-of-hearing') and among those who are post-lingual hearing-impaired. [Post-lingual deafness is a deafness which develops after the acquisition of speech and language, usually after the age of six]. As a result, this method leads to poor academic achievement if used without complementary methods.

(b) The Manual Method

This involves the use of sign language, finger spelling, facial expression and miming in communicating with the hearing impairment in the classroom (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). Instructing the hearing impairment in an inclusion context can best be achieved through a communication process that is understandable to the learners and a manual method (which is regarded as the first language of the hearing-impaired learner) is one method that can lead to such success.

(c) Total Communication

This approach recognises the use of speech, sign language, finger spelling, body language, drawing, writing, painting, gestures [miming], and aided hearing (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). In Nigeria total communication is widely used since it is regarded as the most effective modality for teaching learners with hearing impairment.

(d) Amplification system

The amplification system employed for hearing impairment in an inclusion context consists of a teacher's microphone with an associated radio transmitter in a single unit and a number of learners' radio receivers with audio amplifier units (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). The teachers can reach the learners with hearing impairment with amplified speech. Other support equipment and materials are overhead projectors, cassettes, computer-assisted instructional television, and so on.

3.2.1.3.2 Intellectually impaired learners and learning

A contemporary practice in the education of intellectually impaired learners encourages inclusive learning and introduction to the standard education curriculum (Ozegya & Babudoh, 2012). Inclusive learning therefore is seen as the enrolment of the intellectually-impaired learner in a general education classroom with supplemental supports and adaption that allow the learner to benefit from that placement (Isaiah & Aderibige, 2013). Inclusion thus involves sharing of learners with intellectual impairment in all the activities of the classroom or school together with non-impaired peers of similar age. The inclusion of intellectually-impaired learners in the school context is supported by the findings of studies which indicate that learners' achievement in regular schools depended upon the combination of teaching methods used for all learners and those used to meet the unique learning needs of individual learners (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). The need to individualise teaching to take into account the learning needs of intellectually-impaired learners is a matter of best teaching practice rather than a result of having a learner with impairment in a class (Daura & Audu, 2015).

In Zimbabwe there is no specific policy on inclusion (Nziramasanga, 1999). There is also need for improvement in funding of inclusion to make inclusive education a success (Badza and Tafangombe, 2010). This would enable motivation of teachers, uplifting the standards in various schools, minimising attrition of professionals and making inclusive education a success. The ideal school classroom should be able to provide quality instruction to learners with some kind of impairments; in this regard, intellectual impairment. While inclusive education is advocated for in this modern society, the inclusion of intellectually impaired learners within general schools is still needed for these learners to achieve sustainable learning. The purpose of inclusive education in a rural context is to provide more intensive, combined attention to the learners so that all learners receive shared efforts and assistance (Daura & Audu, 2015). However, in implementing inclusive learning among the general school context, there can be a wide range of skill levels and abilities teachers could use to the benefit all of their learners.

(a) Form small groups

Forming small groups of two or three learners within the class, grouped according to their intellectual level, can help with personalising teaching while not sacrificing class instruction time (Daura & Audu, 2015). For example, in mathematics class, one group could be working on the basics while a more advanced group could be working on their geometry skills. Learners would be grouped together according to similar skills levels and objectives along their education pathway.

(b) Create classroom centres

Classroom centres are another effective way intellectually impaired learners can be classified (Isaiah & Aderibige, 2013). Each centre would specialise in one area or level. The centres would be self-contained in terms of instructions and all lesson materials. They would also be somewhat self-explanatory and self-guided to allow the teacher to rotate among the different centres and provide appropriate guidance. A teaching assistant, parent or volunteer could help facilitate the groups. Such centres would strike a balance between being self-explanatory, without totally giving up more direct teacher time.

(c) Blend 'the Basics' with more specialised instruction

Still another strategy of teaching intellectually impaired learners in school context is to teach general concepts to the whole group while pairing it with individual instruction (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). Since every school subject has some general concepts that could be relevant, individual learners can benefit from this no matter what their level of proficiency. Reading comprehension strategies, the basics of mathematics, organising writing ideas, or even a scientific theory are some examples of general concepts that could be taught to support that each pupil is learning in that area. Learners can then apply this knowledge to their particular individual assignments. However, the teacher could in fact add some additional content for more advanced learners.

(d) Thematic instruction

Thematic instruction is where a single theme is tied into multiple subject areas (Daura & Audu, 2015). This method of teaching has been shown to be very effective in special education classrooms. A “theme” could be anything from a current event, to honing the skill of reading comprehension. A writing topic, or an historical event. For example, an historical event could be integrated into all other subjects. The theme should be attention-getting, something that will attract the learners’ attention and maintain their interest.

3.2.1.3.3 International views and practices on inclusion for sustainable learning

Myende (2014) noticed that sustainability has been embraced by many international organisations as a means to transform societies and change the way people believe that inclusion could be a process of strengthening the capacity of an education system to embrace all learners (UNESCO, 2017), therefore an overall principle that should guide all educational policies and practices, starting from the supposition that education is a fundamental human right and the foundation for a more just society (International Conference of Education, 2008). This rights-based philosophy is outlined in international declarations, conventions, and reports significant to inclusion. In order to realise this right, the international EFA movement has worked to make basic quality education available to all learners (UNESCO, 2017). Inclusion takes the EFA agenda forward by identifying means of enabling schools and other centres of learning to serve all learners in their communities. It focuses predominantly on those who have usually been deprived of educational opportunities.

The EFA Declaration agreed in Jomtien (1990) sets out an overall vision: universalising admission to all learners, both youth and adults, and promoting equity. It is about being proactive in identifying the barriers some groups encounter when attempting to access educational opportunities. It is also about identifying all the resources available at national and community level and enabling them to overcome those barriers (UN 2016). This vision was reaffirmed by the World Education Forum meeting in Dakar in 2000, which was held to review the progress made. The Forum declared that EFA must take account of the needs of the poor and disadvantaged, including working learners, remote rural dwellers and nomads, ethnic and linguistic minorities,

children, young people and adults affected by conflict, HIV and AIDS, hunger and poor health; and those with impairment needs (UNESCO, 2017). It is in addressing these issues that inclusion has a particular role to play. The major impetus for inclusion was identified during the World Conference on Special Needs Education. More than 300 participants representing 92 governments and 25 international organisations met in Salamanca (Spain, June 1994), to further the objective of EFA by considering the fundamental policy shifts required to promote the approach of inclusive education, namely, enabling schools to serve all children, particularly those with impairment needs.

Although the immediate focus of the Salamanca Conference was on inclusion and education, its conclusion was that: “Special needs education is an issue of equal concern to countries of the North and of the South; cannot advance in isolation. It has to form part of an overall educational strategy and, indeed, of new social and economic policies. It calls for major reform of the ordinary school (UNESCO, 2017)”. The aim, then, is to develop inclusive education systems. This can only happen, however, if ordinary schools become more inclusive or, if at least they become more capable of educating all children in their communities. The Conference concluded that: “Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 2017). Moreover, they provide effective education for the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system”.

Inclusion has been defined in a myriad different ways. Perhaps the most authoritative definitions come from United Nations agencies and from treaties such as the Convention on the Rights of Persons with Disabilities and the Incheon Declaration. According to the Committee on the Rights of Persons with Disabilities (UN 2016). Inclusive learning means a fundamental right to education, a principle that values learners’ wellbeing, dignity, autonomy, and contribution to society, a continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all learners.

Additionally, and most importantly, inclusion means that learners with impairments and other disadvantages are taught together with their peers in a normal classroom for a majority of the school day. When most experts speak of 'inclusion', this does not include special units or special classrooms (segregation), or placing children with disabilities in mainstream settings so long as they can adjust (integration). Inclusion begins with the assumption that all learners have a right to be in the same educational space (Cobley, 2018; Florian, Black-Hawkins & Rouse, 2017; Hehir, Grindal, Freeman, Lamoreau, Borquaye, & Burke, 2016; Schuelka & Johnstone, 2012; UNESCO-IBE, 2016). The importance of inclusion is defined in its positive outcomes for all learners – both with and without impairments or other disadvantages. For example, the European Agency for Special Needs and Inclusive Education (EASNIE) (2018), has provided ample evidence that inclusion increases social and academic opportunities for learners both with and without impairments, as well as significantly increases the likelihood that learners with disabilities enrol in higher education and have better employment and life outcomes (Florian, Black-Hawkins & Rouse, 2017; Hehir, Grindal, Freeman, Lamoreau, Borquaye, & Burke, 2016).

One of the fundamental ways in which Australia has historically understood inclusion success is through quantitative tools that measure access. It is straightforward, though simplistic, to merely count the number of learners with impairments in schools and classrooms as an inclusion outcome. However, in the last decade or so there have been more innovative tools developed to capture not just access to education, but also the quality of education, educational outcomes, and experiences of inclusion for learners with learning impairments (Florian, Black-Hawkins & Rouse, 2017). In short, the current world thinking is to move beyond measuring and accounting for simply just barriers to access, and offers more of a systems thinking approach (Carrington, et al., 2017; EASNIE, 2017; Sailor, 2015; Schuelka & Johnstone, (2012). Well-known measurement tools, such as the Index for Inclusion (Booth & Ainscow, 2011), offers both a set of evaluative tools as well as developmental application to facilitate increased inclusion in school systems. Loreman, Forlin, and

Sharma (2014) suggest that evaluating successful inclusion can be distinguished through inputs, processes, and outcomes; as well as conceptualised from the national level (macro), to the district (meso) and to school level (micro).

In the United States there have been many notable projects that have sought to identify and measure effective inclusion practices of American teachers. UNESCO-IBE (2016) has produced a thorough training toolkit for teachers, school leaders and policy-makers. Similar materials have come from agencies such as EASNIE (2011), the Commonwealth (Rieser, 2012), and Save the Children (2016; Save the Children & EENET, 2018). The Supporting Effective Teaching [SET] longitudinal project (Jordan & McGhie-Richmond, 2014) is a particularly excellent exemplar in identifying, measuring, and enhancing inclusive teaching practices. Through a rigorous Classroom Observation Scale, SET project members identified and evaluated effective classroom practices for inclusive education, such as classroom management, time management, lesson presentation, large group and whole class instruction, small groups and individual instruction, predominant teaching style, and classroom tone (Jordan & McGhie-Richmond, 2014).

For many years the notion of inclusion was associated with the provision of education for children with special needs (UNESCO, 2018), (e.g. the Salamanca Statement and Framework for Action on Special Needs Education of 1994). However, it is misleading to think that inclusion mainly concerns the disabled. The concept has moved far beyond the narrow perception of inclusion as a means of understanding and overcoming a deficit (defectology). Today, it is defined much more broadly and encompasses issues of universal involvement, access, participation and achievement. UNESCO, (2018), defines inclusion as “the process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all [...] and a conviction that is the responsibility of the regular system to educate all”(UNESCO, 2018).

Sustainable learning should be offered within a framework of democratic values, such as justice, independence and autonomy. In Brazil it is underpinned by values such as respect for the traditions of indigenous peoples, for different religions, for the environment (UNESCO IBE, 2016). Sustainable learning in turn can help to promote and cultivate these values. It can develop people's capacity to effectively fulfil the various roles demanded of them as social beings, as citizens, as employees, as entrepreneurs or as members of a family. It can inculcate certain key competencies such as critical thinking and critical acting. It can help to transform inequality, poor conditions of dependency and one-sided, excessive behaviour. Sustainable learning and the development of key competencies can help individuals to live and create social cohesion within an equal and democratic society, free from extremism (UNESCO, 2018). Any system of education that aims to be inclusive, and to cater for the needs of all learners, must therefore embrace sustainable learning. Which is why this study is carried out, to see the conformability of a Zimbabwean rural primary school to the teaching of hearing- and intellectually-impaired learners.

3.2.1.3.4 The Sub-Saharan African views and practices on inclusion for sustainable learning

UNESCO's (2017) framework to support and motivate teachers is based on the conviction that sound investment in teachers will transform the education system to the benefit of learners. The framework was implemented in Nigeria. It focuses on the needs of teachers, and it yielded positive results. A similar framework could be used to address the plight of learners with hearing and intellectual impairments in order to achieve sustainable learning in a Zimbabwean rural primary school context. The National Education Collaboration Trust's (NECT) aims to promote systematic, sustainable improvements in education (NECT, 2013). It focuses on six themes, namely

- (i) Professionalisation of teaching services
- (ii) Courageous and effective leadership
- (iii) Improving government capacity to deliver

- (iv) Increase learning resources to create conducive and safe learning environments, and provide teachers, books and infrastructure
- (v) Community and parental involvement in learning, and (vi) Learner support and well-being.

However, this framework does not specifically consider learners with intellectual and hearing impairments in a rural school context. Etange (2014) proposed an integrated framework to support school management teams in handling inclusive learning environments on the part of learners. While the study focused on hearing- and intellectually-impaired learners, it did not examine how they learn in a rural context, which is cause for concern in the current study.

Furthermore, the context of the research differs from our South African context to the Zimbabwean context. I thus concluded that such improvements could be applied in a Zimbabwean rural school context, to enhance inclusion for sustainable learning among hearing- and intellectually-impaired learners. I say so because literature review revealed that much of the existing literature on inclusion does not focus only on specific impairments, while studies that do, tend to be confined to higher education institutions and urban context. Thus this study comes down to a rural primary school.

3.2.1.3.5 Zimbabwean views and practices on inclusion for sustainable learning

Presently there is no explicit inclusive legislation in Zimbabwe (Mutepfa, Mpofu & Chataika, 2017). However, a number of government policy issues were formed to provide a foundation for inclusive learning. These are the Zimbabwe Education Act (Education Act, 1996), Disabled Persons Act (Disabled Persons Act, 1996), and Education circulars (Education Secretary's Policy Circular No. P36, 1990) requiring learners of different race, religion, gender, creed and disability, to have access to basic or primary education (up to Grade 7). Yet, the Disabled Persons Act (1996) does not commit the government to providing inclusion in any concrete way. In fact, it specifically prevents citizens with impairment from suing the Zimbabwean government regarding government facility access issues that may impair their community participation (Mutepfa,

Mpofu & Chataika, 2017). In the absence of any mandatory order stipulating the services to be provided and by whom, how, when, and where, there could be no meaningful educational services in Zimbabwe for learners with hearing and intellectual impairments.

Zimbabwean teachers teach using the national based curriculum as the yardstick regardless of learners' abilities (Education Secretary's Policy Circular 36 of 1990). The minimum expected educational outcome for all learners is functional literacy and numeracy by the end of primary school, or Grade Seven (Education Secretary's Policy Circular No. 12, 1987). In Zimbabwe the education system put into effect four curriculum and instruction options to sustain school participation of hearing- and intellectually-impaired learners. [i] locational inclusion, [ii] inclusion with partial withdrawal from ordinary classroom settings, [iii] inclusion with clinical remedial instruction, and [iv] unplanned or de facto inclusion (Mnkandla & Mataruse, 2002). A school shall adopt any of these options when dealing with impaired learners. Learners are getting into unplanned or de facto inclusion by default, rather than by design. As a result, this research study aims to fill the gaps identified in the literature reviewed in this sub-section by investigating inclusion for hearing- and intellectually-impaired learners in order to achieve sustainable learning.

3.2.2 Challenges facing inclusion support systems in achieving sustainable learning in a rural school context

Appreciating inclusive learning implies viewing hearing- and intellectually-impaired learners not as problems, but considering the education system as an instrument that strengthens and assists learners. Inclusive learning requires engagement and support that the support levels such as Ministry of Education, community, school and class management level can offer to enhance sustainable learning. The referred engagement involves coordination, commitment and shared responsibility among relevant stakeholders. UNESCO identified four tenets as inclusive learning systems. These are:-

- (i) Inclusion as a process.

- (ii) Inclusion as disturbed with the recognition and elimination of challenges to learning.
- (iii) Inclusion as about the existence, contribution, and achievement of all learners and
- (iv) Inclusion as embracing that list of learners who are on the brink of marginalisation (UNESCO, 2017).

This study therefore combines international experiences on challenges facing inclusion support systems, in inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural context. Its impetus is to enhance sustainable learning through inclusion.

In order to implement a policy of inclusion, schools must increase their ability to respond to the diversity of learners (Mestry, 2017). Schools do not work in a vacuum. They are often dependent on the impact of social and political policies for their daily activities. For this reason, in Richard (2013), three conditions necessary for the development of inclusion were outlined. Which are:-

- (i) The teacher (attitudes, being able to create a sense of belonging and pedagogical skills),
- (ii) The school (whole-school approach, flexible support structures, visionary leadership).
- (iii) The external conditions (including a clear national policy for inclusive education, flexible funding arrangements, visionary leadership at the level of the community and regional coordination).

This research study examines some of the enhancement strategies and systems level of support used to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural primary school context.

3.2.2.1 Ministry of Education as a support system

Lead policymakers in the education sector play a pivotal role in shaping educational policies and reforming curriculum and delivery systems in a country. To advocate for inclusive learning for all learners these policy bodies

must include experts in the field of special education who are knowledgeable about the advantages of inclusion (UNESCO, 2017).

3.2.2.1.1 Support services

The Ministry of Education should be responsible for the education of all children, including those who are hearing -and intellectually-impaired. In developing countries the conscientious learning of hearing- and intellectually-impaired learners is alienated across separate entities: the Ministry of Education and other ministries, such as the Ministry of Social Affairs, the Ministry of Health, or the Ministry of Social Protection (WHO, 2011). This means that the Ministry of Education is responsible for issues in the education sector. The issue of education for all children becomes a priority. Likewise, any policy that is passed into effect but not emanating from the Education Ministry is not considered as an education policy (Sightsavers, 2011). As a result, it is recommended to have only the Ministry of Education responsible for the teaching of learners across the board.

In Zimbabwe the Schools Psychological, Social and Learner Welfare Services (SPSLWS) within the Ministry of Education is responsible for the teaching of hearing- and intellectually-impaired learners. Regardless of the internal structure, people responsible for directing and managing inclusive learning in schools should receive appropriate training and be guided by policies that embrace hearing- and intellectually-impaired learners, providing the oversight required to ensure the provision of inclusion. Referral networks ensure that learners receiving necessary services should be established and accessed within the school community (UN, 2016a). In particular, the management, implementations and executions of inclusive learning are a channel in many schools, hence this study for verification.

3.2.2.1.2. Schools administrators

Schools inspectors and stakeholders are responsible for ensuring that the laws formulated at national and local levels are followed and supported by teachers with regard to hearing- and intellectually-impaired learners. Taking a lead in school programmes is fundamental for the enhancement of educational

opportunities for all learners (UN, 2016a). Previous studies indicated that office bearers prevent inclusive learners more than do teachers in the classrooms. Studies carried out in the United State, Egypt, and Finland, revealed that schools inspectors and Heads of schools may lack understanding of inclusive learning due to limited training or preparation on how to run an inclusive school (Daane, Beirne-Smith, & Latham, 2000; Moberg, 2000; Sadek & Sadek, 2000). Thus, providing training for teachers, school Heads and school staff on issues regarding including learners is vital. Building knowledge on ethical principles, delivery, and impact of inclusive learning is not enough. The reaction and attitudes portrayed by school administrators towards inclusive learning and hearing- and intellectually-impaired learners in particular should be addressed. Initiatives involving personal and collaborative reflexives and communication are a result of this study to help explore and enhance leaders' attitudes from resistance to inclusion, to support sustainable learning of hearing- and intellectually-impaired learners in rural school contexts.

3.2.2.2 Community

Many studies (Elboj and Niemela, 2010; Racionero and Padrós, 2010; Heystek, 2016) have emphasised the importance of support from the local community as a key factor in the development of inclusive learning systems. Inclusive education is a process that requires the active participation of the local children's learning, cannot be alienated from the wider social and cultural context or from the local community in which the school is located (Elboj and Niemela, 2010; Racionero and Padrós, 2010). Similarly, schools cannot be separated from the social context in which they are embedded. This is very clearly stated in the following quote: "The success of creating inclusion as a key to establishing sustainable learning through inclusive societies depends on agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice. The barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media" (UNESCO, 2017).

Although there are many reasons for involving the local community, it is possible to identify two main arguments:

First, involving the community in the process of providing support to local schools is a key component to making schools inclusive.

Second, because inclusive learning is not an end in itself. Rather, the means to an end, being that of creating sustainable inclusive communities and societies (Heystek, 2016).

The latter can only be achieved if communities hold stakeholders responsible for the education of all learners, decide to commit their resources to achieving goals, and fight against all forms of discrimination and exclusion. Hence, this study examines the engagement of the community, especially parents, in enhancing sustainable learning through inclusive education of hearing- and intellectually-impaired learners.

3.2.2.2.1 Parental engagement

Downey's (2014) study in Washington D.C. concluded that communication with parents and their full participation in school activities is important as it enables them to understand the teaching of their learners. Parents should also help their children with school work at home as a means to enhance their education. Involving parents in their children's learning promotes continuity and thus enhances sustainable education for all learners in this study for hearing- and intellectually-impaired learners in a rural school context. It is not unusual for parents of such afflicted children not to welcome school reforms that plan to enhance inclusive learning, because of the fear that it may contribute to losing essential knowledge in the name of inclusive learning (USAID, 2017). Parents also may be fearful for their children's safety. Behaviours of other learners towards theirs, staff and programme quality; and transportation (International Standards Organisation, 2017). However, engaging parents can motivate the understanding of their children's impairments, resulting in their acceptance. Thereby improving learning and changing class behaviours (Klein, 2014). Some researches supported clarifying that as inclusive learning becomes more established, parents would adopt a decisively more positive view of inclusion.

Furthermore, facts suggest that the more parents are engaged in inclusive learning of their children, the more successful the learning results of those students (Klein, 2014). This explains that parents should be involved in the education of their children through teacher coordination. Teachers should try to share classroom achievements and challenges with parents. Berger (2017) highlighted that marginalised rural communities' parents have a penchant for not being involved in their children's education, claiming that they do not have the time to do so. Muchuchuti's (2014) research in the Matabeleland Province in Zimbabwe pointed out that parents with children attending public rural schools do not participate in school activities and meetings (they occasionally attend consultations or have personal discussions with either the school Head or the class teacher regarding their children). This study aims at encouraging parents to work with school authorities and stakeholders to ensure the achievement of sustainable learning for all learners, especially through inclusion.

3.2.2.2.2 Multi-agency practices

Soan (2012) and Bottery (2016) indicated that, many people deal with hearing- and intellectually-impaired learners and their involvement increases with the severity of the learners' impairments. There are four services that traditionally support impaired learners, which are;

(i) Educational

(ii) Health

(iii) Social

(iv) Voluntary Sectors

Bottery (2016) argued that in order for inclusive learning to be achieved, there is need first to dismantle all probable forms of segregated requirements. It is the duty of the school to provide, through the education system, comprehensive services for all learners rather than focusing on learners' defects. Bottery (2016) explain that concerted systems need to be allied to wider economic, political and social forces. He also stressed the importance of considering the issue of power relations. This study's intention is to examine resource

allocations in a rural school context in such a way that it enhances achievement inclusion for sustainable learning of hearing- and intellectually-impaired learners.

In her research on multi-professional working and its impact on the education of learners with disabilities, Soan (2012) drew an interesting picture of the most commonly used terminology in this area and how it reflects differences in the approaches used to deliver services to support learners with disabilities. First, she indicates that there has been a shift from words such as 'multi-agency' and 'multi-disciplinary', where the emphasis was on different adults working together to support learners (but on a separate basis), to words such as 'inter-disciplinary' and 'inter-agency', where diverse adults start to work across boundaries and professions.

Finally, words such as 'trans-agency' and 'trans-disciplinary' (Soan, 2012) have begun to be used to show how different services are working across disciplines to respond to learners with disabilities in a holistic way. This support needs to be provided in a way that goes beyond schooling and ensures that pathways to further education and employment are also investigated (Queen-Mary & Mtapuri, 2014). Any support should also be provided as close to the family as possible (Agency, 2010a). Queen-Mary and Mtapuri, (2014) suggested that the services which provide support to learners with impairments can be divided into the team and the network. She writes that the former refers to the people who work closely with the learner with impairments (e.g. the teacher, the parent and the teaching assistant), while the latter is concerned with the work of different experts who work in a consultative role to provide brief and often intermittent services. Since the aforementioned researches were not confined to a context, this study now affirms whether the outcomes can be similar to hearing- and intellectually-impaired learners in inclusive learning in a rural school context.

According to Ebersold (2012), impairment is viewed with an ecological approach where the mantra is on human, economic and material means essential to create conducive learning contexts and provide a continuum of interventions throughout a learner's life. However, it is not always that services

are available and whenever tensions emerge, they need to be solved. In particular, poor communication (Spaull, 2013) maybe a challenge since it increases a delegation phenomenon where each service works separately from the others.

Spaull (2013) maintains that diverse programmes were established to cater for both different and specific aspects affecting learners. These programmes include the parent on upkeep, the doctor on health situations, the teacher on the intellectual development, and social services on after school social integration. The researcher will explore how hearing- and intellectually-impaired learners are encompassed in an inclusive learning situation.

Inclusion encounters challenges in accessing services due to disproportionate bureaucracy and confusion between the various organisations that have dissimilar regulations and administration procedures, such as application processes and information requests (Ebersold, 2012 & Soan, 2012). Since many services are under-resourced, there are constraints in the use of funds that can undermine the availability of resources when and where they are needed (Mestry, 2017). The evidence indicates that in order to improve the organisation of support for inclusion, a series of interventions is required both inside and outside the classroom. Heystek (2016) make a case for services to be built upon shared principles rather than prescribed models. They also suggested using local experience and knowledge to ensure that policies designed at a national level are locally formed and implemented. Schools are therefore required to design their own models of service delivery and partnership. What remains crucial is that various services are organised into a team, or a single service, in order to avoid tensions and conflicts that may arise from the various cultures and organisations of service providers; for example, in relation to how resources should be provided and used. This would also equip families and schools with a single location for contact. There is clearly not merely one single model of service delivery, which can fit in with all schools and contexts. However, this study seeks to establish factors for the effective delivery of services that may impact positively upon the participation of hearing-

and intellectually-impaired learners in rural schools and attain sustainable learning.

3.2.2.2.3 Partnerships in the Community

According to the UNICEF report (2012), Inclusion should be determined through strategic partnership of diverse actors. For these partnerships to be effective, the responsible partners should produce written agreements clarifying their duties and roles, meeting details [date, time, venue] they plan to convene, and the expertise they share (Heystek, 2016 & Mestry, 2017). These agreements are important since their follow-up enhances goal orientation and problem solving in an institution. In addition, agreements and contracts aid and strengthen working together. In conducting this research study, the context of the school understudy is not being organised by persons living with impairments, hence the need to explore how decisions are made and developing structures that accommodate teaching hearing- and intellectually-impaired learners to achieve sustainable learning in a rural school context.

3.2.2.2.4 Networking

A network consists of a set of actors connected by a set of common goals, attributes or objectives (UNESCO, 2017). The analysis on networking in education conducted by the Centre for the Use of Research and Evidence in Education (CUREE) acknowledged that networking has specific merits in the lives of people. Some of those merits include the development of inclusive cultures, amplified learners' enrolment, innovation facilitation, transformation and modification, improvements in teachers' knowledge, classroom skills and behaviours, and the fabrication and transfer of dedicated knowledge (UNESCO, 2017). Networking in itself is a neutral tool. It can be influenced by values such as fairness, empowerment, and involvement that are firmly associated with those supporting inclusive learning.

Many countries around the world are developing networks in education (USAID, 2017; UNESCO, 2017 & Mestry, 2017). In this regard, projects formed under the networking mantra have proved to be most useful, by both enhancing social inclusion of impaired persons and contributing to the sustainability and

transformation of the community itself. Networking also fosters honesty among people working together. This research study is carried out in this manner, to help draw inferences on the basic systems of support that improve inclusion of hearing- and intellectually-impaired learners both inside and outside the classroom. As well as acting as crucial levers for change, if teachers increase the efficiency and efficacy of learning provision and, in the long term, contribute to quality assurance.

3.2.2.3 The school

Creswell (2014) contended that the way schools are operated, as well as the practices implemented therein, constitutes vital aspects of enhancing inclusive learning. This motion envisaged the need to encourage schooling characteristics that enhance inclusive learning. Schleicher (2014) and Heystek (2016) studied the school factors, which affect inclusion and argue that if schools are not getting adequate support, they will have challenges in dealing with inclusive learning of hearing- and intellectually-impaired learners. This support can be rendered in the form of workshops and briefings with teachers while also enhancing the development of inclusive contexts. Contextually, literature affecting the school should be reviewed on factors that include training teachers, school culture, school ethos, as well as quality and accountability.

3.2.2.3.1 School management and practices

Hoppey and McLeskey (2013) applaud Heads of schools for their unwavering commitment to supporting hearing- and intellectually-impaired learners in a rural context. They further elucidated that Heads of schools are mandated to lubricate the human machinery, supporting school staff, with teachers included to work constructively in order to produce desired outcomes. Heads of schools have a complex role since it is them who will prepare for the effective implementation of inclusive learning in their schools. They are responsible for influencing the development of learning cultures (Hoppey and McLeskey, 2013). Work by Spaul (2013) indicated that effective school management is important since it improves efficiency and equity of schooling. Levin (2013) elicits that school Heads should be influenced by public confidence and

support. They should manage the political environments properly both within and the school, and outside, in order to sustain strong support. The Organisational Readiness informs this study for Change Theory as well as the theories-based Inclusive Practices Frameworks, so it becomes feasible to be carried out so that the differences in the development of inclusive learning capacities are recognised.

3.2.2.3.2 School structure and support personnel

According to Donohua and Borman (2014), the guiding principles on implementing inclusion in schools provided fundamental strategies to improve the support structures. Berns (2012) position fundamental strategies within the ecological model of Bronfenbrenner. Chinyoka (2013) explains that the school functions well if it creates a web of interconnected support structures: as supported by Bronfenbrenner (1979) who described the environment as a set of interrelated structures. These structures are the micro, meso, exo, macro, and chrono-structures, which have an impact on the personal development and learning of a learner. Berns (2012) reckon that the innermost learning structure that contributes to the learner is the interaction of peers, childcare, family and school. This means that learners are motivated to learning from the interactions between their parents and the school regardless of their impairment conditions. Makhalemele (2011) argues that interconnections and effective connections or interactions between micro systems are crucial as they influence the ability of learners to achieve their most favourable learning potentials.

In this study, Donohue and Borman (2014) suggest that learners need support and school structures which offer additional support and placement to all learners including those with hearing- and intellectual-impairments. More so, Nel et al., (2013) assert that the education department should draft education curriculum, which is accommodative to all learners, inclusive. Teaching methods and assessment strategies must be more flexible to suit all learners. More learning programmes must be provided coupled with user-friendly learning support material and assessments instruments, as well as inductive on-going support for teachers to ensure that they provide all learners with the

required curriculum irrespective of learners' disability status but rather, considering their intellectual capabilities.

3.2.2.3.3 Teacher training sessions

In order for teachers to be able to teach their hearing- and intellectually-impaired learners adequately, they should be fully prepared. Gwala (2006) concerning the relationship between teacher qualifications, attitudes, gender, large classes plus problems and challenges associated with the implementation of inclusive learning. She explained that there are several factors which obstruct inclusive learning. Supporting the notion above, Marimuthu and Cheong (2014) elicit on the effects of readiness and competence on regular teachers in Malaysia. That observes that inclusive learning needs well-equipped, knowledgeable and competent teachers who are able to foster the required values, confidence and support in learners with special needs for it to be successful. Haitembu (2014), in another study, revealed the practice of inclusive learning in Namibia where they discovered that education officials were abreast of their inclusive learning responsibilities. Even so, she indicated having mixed feelings and misconceptions on the importance of inclusive learning. Her study also revealed that in-service training, teaching information and knowledge are challenges faced by teachers with respect to enhancing sustainable learning of impaired learners. All the same, Odhjambo (2014) indicated problems that are encountered when conducting the inclusive learning programme in Rarieda. The suggestion is that the curriculum, policy- and resource-related constraints as well as inadequate training given to various stakeholders upset inclusion for hearing- and intellectually-impaired learners. This is mainly because stakeholders will be lacking necessary knowledge and skills to achieve sustainable learning.

3.2.2.3.4 School culture and ethos

It is acknowledged that teachers play a crucial role in enhancing inclusion for sustainable learning of hearing- and intellectually-impaired learners in schools but they are not the only stakeholders responsible for such learners. The Agency's Profile of Inclusive teachers (2012A) reported that there are certain conditions across Europe, values and principles that teachers need to fulfil for

them to implement inclusion in their schools. School culture and ethos that are supported by school Heads are equally shared by all school personnel (The Wallace Foundation, 2013). According to Watkins (2007) organisational tendencies concluded that an organisational culture is needed which promotes inclusion and leads teachers and school leaders to re-think and re-structure their teaching and assessment practice to improve the education for hearing- and intellectually-impaired learners. Thus, this report shares the European experiences – which may differ from the Zimbabwean rural school experiences. This study seeks to explore whether everyone is sharing of conscientiousness for useful working ambience and contributions in the learning context can enhance sustainable learning in particular.

3.2.2.3.5 School-to-school teamwork

The teamwork developed between schools has proved its being an effective tool that can be used to enhance schools' abilities to deal with inclusive learning initiative. Sebring & Montgomery, (2014) and Vaz, Wilson, Falkmer, Sim, Scott, Corider, and Falkmer, (2015) highlighted the importance of schools working together. They listed, among other issues, the improved ability to solve challenges being confronted, raised learning expectations, problem-solving strategies for vulnerable impaired learners, as well as strengthening the learning opportunities. However, commitment and ethos in individual schools, chain of command, and hierarchy of command are conceptual factors that must be taken into account (Mariga et al., 2014). This study explores the teamwork of a school in Matabeleland province in particular as to how it works together with other schools on issues of inclusion and ensuring sustainable learning, since it is the only one in the province having this type of inclusion.

3.2.2.3.6 Lack of adequate support and resources

Petriwskyi (2010) carried out a research study that mainly targeted children's development, achievement and adjustment. It revealed the need for teachers to have access to professional learning that is relevant to their work specialisation and instils contemporary approaches to inclusion. They should also have limited access to support services, access to available resources and to adequate skills for successful implementation of inclusion. Teachers in schools

should be adequately supported to meet the needs of hearing- and intellectually-impaired learners in their classes (McLeskey, 2014). The support explained could come from educational psychologists, remedial and special education through sufficient teacher training, ample resources provisions, collaboration and accessibility when decisions are made or when materials are developed. In their study, Calero and Benasco (2015) explored quality factors that enhance inclusive learning in Austria, Spain, Finland, France, Ireland, Iceland, UK and Czech Republic. They emphasised the lack of support from educational authorities, and shortage of additional teaching resources as major lacking of quality factors. Chaula (2014) noted that teachers in Tanzania are challenged to implement inclusive learning in primary schools due to the large number of learners in their classes, lack of teamwork between teachers and parents, lack of support from government, plus unclear policies on inclusive learning.

In addition, Chinhenga (2016) conducted a study to assess whether resource materials in Bulawayo, Zimbabwe, affected the implementation of inclusion for children with learning disabilities in primary schools. She noted the lack of material resources available for the implementation of inclusion, such as trained teachers, computers, finances, classrooms, among others, for use by hearing- and intellectually-impaired learners.

3.2.2.4. Classroom practices and individual learner support systems

Classroom management support is influential in the development of inclusion in rural primary schools (Hargreaves & Braun, 2012). However, research also suggests that where inclusive environments are poorly designed and organised, the chances of any inclusion improvement are drastically reduced (Bottery, 2016). From an inclusive perspective, it is crucial to hear from the learners themselves when providing individual support, rather than planning according to a normative system of categorisation. In fact, learners who are hearing- and intellectually- impaired reported that they appreciate support given when it reduces impairment effects (Save the children ENET, 2018).

3.2.2.4.1. Individual educational plans

All the assistance required at the level of an individual learner is usually reflected in the Individual Educational Plan (IEP). The IEP suggests a way in which the learning progress can be monitored. They include information about the medical conditions and needs of the learner with impairments. Ideally, this tool embraces important information that safeguards the social inclusion of learners with hearing and intellectual impairment in different phases and aspects of life (Save the children ENET, 2018). It therefore engages a range of staff from the school, resource centres and, where necessary, local health units as well as personnel from voluntary organisations. It is actually vital for this study to be carried out since it examines inclusion for sustainable learning of hearing- and intellectually-impaired learners.

3.2.2.4.2 The role of learner support assistants

Along with the IEP, learning support assistance is used to match impaired learners in the mainstream classroom (Blatchford, 2012; Giangreco, 2012). Rose and O'Neill (2009) indicate that the number of teachers has increased in recent years. The literature on learning support assistants suggests that the role is contentious (Giangreco, 2012) and requires further scrutiny. UNESCO, (2017) argued that it is difficult for teachers to conduct their lessons seamlessly in their classes, where there are extra 'assistant teachers'. They tend to delegate duties to share the task. Similarly, UNICEF (2018), is of the view that teachers are often unsure of the benefits that assistant teachers provide for their learners. All the same, other researchers (Blatchford, 2012; Giangreco, 2012) indicate that impaired learners who receive education with the help of support learning assistants are inclined to perform better than those without assistant teachers. This study explores the manner in which inclusion is managed in a rural Matabeleland school context and whether sustainable learning can thus be achieved.

3.2.2.4.3 Teaching and learning approaches

The roles of teachers are very fundamental if coupled with support within the classroom (Mestry, 2017). A study conducted by Heystek (2016) in Ireland showed that teachers are seriously in need of inclusive learning, meaning that they should go through initial teacher education and continuous professional

development to meet the requirements of hearing- and intellectually-impaired learners in rural primary schools. He recommends that continuous professional development can be accessed in the form of online training opportunities, so that teachers can take the courses when they are relevant for their own teaching. Teachers have a duty to create conducive classrooms that suit all learners and plan their support to be discreet and natural within the normal flow of the lesson (UNICEF, 2017). Elboj and Niemela (2010) related the development of interactive groups of learners as a method of promoting the learning process and converting learners' diversities into opportunities for their academic success to achieving sustainable learning. A number of others (Racionero and Padrós, 2010 and Heystek, 2016) agreed that learning is a social process based on the dialogic and egalitarian interactions between learners and their peers, as well as between learners and adults. The role of the teachers and development of such interactive groups of learners as effective teaching approaches are herein examined as to whether there are some directions that would enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context, thus the existence of this study.

3.2.2.4.4 Curriculum and assessment

UNICEF (2017) explained that teachers are responsible in their classes for implementing and unpacking the curriculum to accommodate impaired learners. Differentiation is a key to ensuring the participation of hearing- and intellectually-impaired learners in inclusive classes. It encompasses the adjustments of classroom organisation and management, lesson content (including the provision of additional content), learning outcomes, learning resources, pedagogy and assessment methods (UNICEF, 2017). However, Sebba (2010) and Baglieri (2011) suggested that differentiation might risk reproducing the same limits it purports to avoid. Similarly, Persson (2012) argued, basing on the risks of adopting differentiation, individualisation and ability grouping as ways of responding to learners' diversity, in Sweden. In fact, his research indicated that such procedures might impact negatively on learners' self-perception and teachers' expectations. The class management

under study in Sweden presented a seriously negative impact that hindered sustainable teaching for learners with disabilities.

Mestry (2017) and Heystek (2016) also provide further evidence that involving learners and affording them greater responsibility for their own learning is a key in the development of inclusion. They also believe that schools must have a commitment to high quality learning and teaching for all learners. Otherwise, they merely support an inappropriate curriculum by providing incremental amounts of support for individual learners to ensure their accomplishments.

In Italy research on inclusive school practices indicated a link between the individual educational plans for hearing- and intellectually-impaired learners and the general class programme with regard to accessing and fulfilling the curriculum objectives (Piggott-Irvine, Howse & Richard, 2013). The current study aimed to encourage teachers to ensure that sustainable learning for hearing- and intellectually-impaired learners is achieved. While learner support is critically needed in supporting impaired learners in the rural school context, it was imperative for this study to examine the role of support services, ensuring that they take a wider support role and do not inadvertently contribute to learner isolation or stigmatisation, thus threatening sustainable learning opportunities for all in Zimbabwean rural school context.

3.3 CHAPTER SUMMARY

This chapter reviewed related literature relevant to this research study. It examined international, African, and local literature on inclusion for sustainable learning of hearing- and intellectually-impaired learners, of which their current situations were analysed. The review also focused on realisation of inclusion for sustainable learning of hearing- and intellectually-impaired learners. Proactive strategies for sustainable learning of hearing- and intellectually-impaired learners were herein explored. In addition, it focused on factors affecting inclusion systems and sustainable learning in schools, and how to strengthen the capacity of mainstream systems of levels of support. The following chapter presents the research design and methodology employed to conduct this research study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter presented a review of related literature (internationally, sub-Saharan & locally) on inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school context. This chapter discusses the research design and methodology employed to conduct this study. It focuses on the interpretivist paradigm, the case study design and the qualitative research approach. The sampling methods used to select the study participants are detailed, as well as the tools adopted for data collection and analysis. The chapter concludes with a discussion on issues of trustworthiness and ethical considerations taken into account. The research paradigm, design and methodology employed are shown below.

RESEARCH PARADIGM <ul style="list-style-type: none">▪ Interpretive in nature▪ Ontology, Epistemology, Axiology, Methodology
RESEARCH DESIGN <ul style="list-style-type: none">▪ Qualitative in nature▪ Case Study
DATA GENERATION PROCEDURES (PARTICIPANTS AND METHODS) <ul style="list-style-type: none">▪ Research Context▪ Purposive Sampling in 1 Rural Primary School.▪ Triangulation of Participants Selection▪ 1 School Head, 3 teachers 1 from mainstream, 1 from hearing impairment, and 1 from intellectually impaired resource units = 7 Participants.▪ Triangulation of Data Collection Tools▪ Focus Group Interviews, One-on-One Interviews, Observations, Document Analysis, Audio Recording
DATA ANALYSIS PLAN Braun and Clarke's Thematic Analysis Approach, 2006
TRANSCRIPTIONS AND MEMBER-CHECKING <ul style="list-style-type: none">▪ Trustworthiness Issues▪ Ethical Considerations▪ Limitations of the Study

Table 4.1 The research paradigm, design and methodology

4.2 RESEARCH PARADIGM

Various scholars understand the term paradigm differently. Tharh and Tharh (2015) described a research paradigm as comprising of three elements, being [1] Belief about the nature of knowledge [2] Methodology [3] Criteria for validity. Creswell (2012) refers to the paradigm as: epistemology, ontology, research methodology. Research paradigm is an approach or research model that is accepted by the scholarly community as a valid and appropriate approach to guide the development of a research methodology (Punch, 2014; Hutt; 2011; Mertens, 2015). According to Salvador (2016) and Kivunja and Kuyini (2017) a paradigm is a pooled world observation that explains the beliefs and values in a discipline and that guides how challenges are resolved, which in this study is inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school context. According to Mbhele (2015) research paradigms include positivism, interpretivist, critical/emancipatory and post modernism.

This study is therefore underpinned by the interpretivist paradigm. Mbhele (2015) maintained that researchers who use interpretive paradigm favour qualitative methods of gathering data such as case study and ethnography. As explained by Mbhele, qualitative approaches are favourable because they clearly give rich insight that the researchers understand simply.

According to Kivunjaa and Kuyini (2017) interpretivists usually support qualitative methods, because the interpretive paradigm portrays a world in which reality is socially constructed, complex, and ever-changing. The central role of the interpretive paradigm is to comprehend the real world of human experience (Guba & Lincoln, 2011). It helps to understand what is in the minds of the participants; understanding and interpreting the significance those participants are finding in the rural learning context. The key tenet of interpretive paradigm is that knowledge is drawn socially from the experiences of people from where they spent their time (Punch, 2014; Bogdan & Biklen, 2010). This means that participants intermingle, dialogue, question, listen, read, write, and record, research data through interpretive process. In this research

study, One-on-one semi-structured interviews, observations, focus group interviews, and documents analysis, are the key data collection methods used. The interpretivist research process has four major dimensions, namely: nature of reality (ontology), nature of knowledge and relationship between the inquirer and inquired-into (epistemology); axiology and methodology (Creswell, 2012), as outlined in Table 4.2, and discusses their characteristics and purpose of the research study below:

Features	Description
Purpose of the research	Understand and interpret learners' and teachers' perspectives on inclusion for sustainable learning of hearing- and intellectually-impaired learners.
Ontology	<p>There are multiple realities.</p> <p>Reality can be explored, and constructed through human interactions, and meaningful actions.</p> <p>Discover how people make sense of their social worlds in the natural setting by means of daily routines, conversations and writings while interacting with others around them.</p> <p>Many social realities exist due to varying human experience, including people's knowledge, views, interpretations and experiences.</p>
Epistemology	<p>Events are understood through the mental processes of interpretation that is influenced by interaction with social contexts.</p> <p>Those active in the research process socially construct knowledge by experiencing the real life or natural settings.</p> <p>Inquirer and the inquired-into are interlocked in an interactive process of talking and listening, reading and writing.</p> <p>More personal, interactive mode of data collection</p>
Axiology	<p>The nature of value/ quality, or goodness in general.</p> <p>Considers caring, impartiality and diligence.</p> <p>Confidentiality and ethics are defined</p>
Methodology	<p>Processes of data collected by text messages, interviews.</p> <p>Research is a product of the values of the researcher.</p>

Table 4.2 Characteristics of Interpretive paradigm

4.2.1 Ontological assumptions

Ontology is the nature of reality. Interpretivist researchers believe that if a case is studied, multiple realities are explored through human interactions between the researcher and the research participants (Freshwater & Cahill, 2013). Following a close analysis of the narration of the study context, teachers, parents and other stakeholders critically analyse the situation of learners with disabilities through mixing or interacting with them and raised awareness among those learners of the importance of taking inclusion seriously, hence promoting sustainable learning.

4.2.2 Epistemological assumptions

According to Noel (2016), the epistemological assumptions of interpretivist paradigm are, that through meeting and interacting with participants the researchers make sense of their data through their own rationale and cognition. There is the understanding that knowledge is constructed socially as a result of personal experiences of real life within the natural settings investigated (Punch, 2014). Creswell (2012) further noted that knowledge acquired in this discipline is socially constructed rather than objectively determined. I thus engaged in interactive processes with participants' asking questions and experiences as to what they thought of enhancement and inclusion for sustainable learning of hearing- and intellectually-impaired learners. There was close Interaction with participants in a real situation in order to delineate the account and the social background of the disabled and develop new knowledge through assessment. Merriam (2015) notes that qualitative researchers seek to know how individuals interpret their personal and worldly experiences.

4.2.3 Axiological assumptions

Dawood and Underwood (2010) defined axiology as the nature of value/quality, or goodness in general. Oppong (2014) noted that axiological concerns infuse research. For example, it considers aspects such as, what makes a good researcher, which includes caring, impartiality and diligence. Furthermore

interpretivist researchers introduce themselves, and actively report their values (Fuchs & Mosco, 2012; Aliakbari & Faraji, 2012; Merriam, 2015). In this regard, I focused on that research and exercised impartiality with all the participants taking part in this study in order to yield fruitful results. Kimu (2012) also cites that researchers need to be concerned that their research is ethically undertaken. On a similar note, Kivunja and Kuyini (2017) believes that axiology is when one understands, evaluates and defines the concepts of behaviour; whether it is right or wrong in carrying out the research. That is, privacy, accuracy, accessibility of data. This, according to Mthiyane (2015) motivates, transforms and empowers, changing lives through building self-esteem and encouragement. However, Merriam (2015), affirms that confidentiality is essential, which I considered most important as I generate data with my participants.

4.2.4 Methodological assumptions

Methodologically, an interpretivist researcher uses qualitative data generated, using interviews, discourses, text messages, and reflective sessions, in a natural setting (Creswell, 2012). Hence Focus Group interviews, one-on-one interview.

Observation and data analysis were employed to obtain desired knowledge and deeper understanding of the study's objectives. One-on-one and Focus Group Interviews enabled me to conduct collaborative conversation with parents and teachers concerning inclusion, and to reflect on their responses. School documents were analysed and learning environment observed in order to acquaint the researcher with information about the situation under study, and the role played by teachers to enhance inclusion bringing forth sustainable learning to the community. With interpretive approach, the researcher maintains the roll of a participant observer, and does not stand over or outside the research. (Creswell, 2012) engages in the activities and discerns the meanings of actions as they are expressed within specific social contexts, encouraging participants to share knowledge in order to identify strategies or ways to enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

4.3 Research questions and objectives

Research design aims at answering the following research questions and objectives:

4.3.1 Research questions

1. What is the conceptualisation of inclusion for sustainable learning in a rural school context?
2. What are the conducive conditions for inclusion that are made available for sustainable learning in a rural school context?
3. How is inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school context managed, and why, in the way it is managed?
4. What strategies could be used in a rural school context to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners?

4.3.2 Objectives of the study

1. To understand the conceptualisation of inclusion for sustainable learning in a rural school context.
2. To establish conducive conditions for inclusion that are made available for sustainable learning in a rural school context.
3. To explore how inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school context is managed and why in the way it is managed.
4. To propose strategies that could be used in a rural school context to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners.

4.4 RESEARCH DESIGN: CASE STUDY

Boyle (2012) describes research design as a detailed outline of how an investigation takes place. Additionally, McMillan and Schumacher (2010), held that research design is the planning and structuring of the investigation used to obtain information that helps to answer the asserted research questions. They further stated that a thorough research should be planned. Shuttleworth, (2015)

asserted that planning is needed when researching the lives of public individuals as well as learners, because a research does not just happen; rather, it is carefully planned. Yin (2014) indicated that the research design is meant to direct the research so that it answers research questions being sought to be addressed. A case study was used as the research design.

A case study is a systematic and in-depth study of one particular case in its real-life context (Poth & Creswell, 2018; Rule & John, 2011). Case studies define being in a particular situation. They are generally descriptive in nature. They are also used to generate claims for further verifications (Manion, Morrison & Cohen, 2018). In this study, the case is Inclusion in a Rural Context, which is a broad and contemporary phenomenon.

Case study can employ a variety of diverse methodologies and turn opinion into facts, since they are defined as 'an empirical research method used to investigate a contemporary phenomenon, focusing on the dynamics of the case, within its real-life context' (Poth & Creswell, 2018). Case study as a research method is inexpensive and can be remotely administered. Case study is an ideal method, when the aim of research is to find answers to 'why and how' types of questions (Bertram & Christiansen, 2017). Hence, case study is the only suitable method under the prescribed conditions.

Case studies offer verifiable data from direct observations of the individual entity involved. These observations provide information about input processes. They can indicate the path taken which led to specific results being generated. Those observations make it possible for others in similar circumstances to potentially replicate the results discovered by the case study method. Case studies provide facts to study because one is looking at data which was generated in real-time. It is a method for researchers to turn their opinions into information that can be verified as fact because there is a proven path of positive or negative development. Singling out a specific incident also provides in-depth details about the path of development, which gives it extra credibility to the outside observer. Case studies that are well chosen will be relevant to everyone who is participating in the process. Because there is such a high level

of relevance involved, researchers are able to stay actively engaged in the data collection process. Participants are able to further their knowledge growth because there is interest in the outcome of the case study. Most importantly, the case study method essentially forces people to make a decision about the question being studied, and then defend their position through the use of facts.

The case study method involves more than just interviews and direct observation. Case histories from a records database can be used with this method. Researchers do not need to be present at a specific location or facility to utilise the case study method. Research can be obtained over the phone, through email, and other forms of remote communication. Even interviews can be conducted over the phone. This means that this method is ideal for formative research, which is exploratory in nature, even if it must be conducted from a remote location. Compared to other methods of research, the case study method is quite inexpensive. The costs associated with this method involve accessing data, which can often be done at no cost. Even when there are in-person interviews or other on-site duties involved, the costs of reviewing the data are minimal. The case study method puts data into a usable format for those who read it and note its outcome. Although there may be perceptions of the researcher being included in the outcome, the goal of this method is to help the reader being able to identify specific concepts to which they also relate. That allows them to discover unusual features within the data, examine outsiders that may be present, or draw conclusions from their own experiences.

4.4.1 Merits of case study style and relevance in this study

Case study research design can be used by a variety of different methodologies, and turn opinion into facts since they are defined as an empirical research method used to investigate a contemporary phenomenon, focusing on the dynamics of the case within its real-life context (Poth & Creswell, 2018; Liubchenko, 2016). Nazimuddin (2015) added to which Sharafiet et al., (2016) stated that case study design as a research method is inexpensive and can be remotely administered. This is because the participants are drawn from the natural context where the research study is taking place. Contextually, the researcher included the parents of learners at the selected

school, as well as teachers working at the same school. Reliability is therefore added to the results of the study, because the participants are people who are actively involved in the research context. Case study is an ideal method to use especially when the aim of research is to find answers as to 'why and how' types of questions (Bertram & Christiansen, 2017; Renau, 2016). In this research study the Case Study Research Design was found to be appropriate to use for its ability to draw inferences from a natural setting.

4.4.2 Critiques of case study style

The challenges of conducting a case study are that the researcher must start with a theory that supports the description of the phenomenon or story (Gaille, 2018). If this fails, then there is a possibility that the description lacks value and substantiation, leading to research challenges. Conducting a case study may produce bias-prone information, since the researcher classifies what is taken as facts (Austin & Sonnevile, 2013). In this case, the collection of data will be dependent on the researcher's thinking. Bertram & Christiansen (2017; Yunet al., 2016) also pointed out that case study is an inefficient process and it takes such a long time to analyse its data. This is because it is not only the researcher who influences the study results but also, the participants themselves. Some participants respond to questions asked with unnecessary information, which will take a skilful researcher to establish good rapport and probe the participants, sift through given information, restructuring questions and analysing given data correctly.

According to Beckisheva, Gasparyan and Kovalenko (2015), every person has his or her own unconscious bias. Although the case study method is designed to limit the influence of this bias by collecting fact-based data, it is the data collector who gets to define what a "fact" is [and when it is not]. That means the real-time data being collected may instead be based on the results the researcher wants to see from the entity. By controlling how facts are collected, a research can control the results this method generates. The information collection process through the case study method takes much longer to collect than other research options (Bonney, 2015). That is because there is an enormous amount of data which must be sifted through. It's not just the

researchers who can influence the outcome in this type of research method, participants can also influence outcomes by having given inaccurate or incomplete answers to questions they are asked. Researchers must verify the information presented to ensure its accuracy, and that takes time to complete.

Case study methods require the participation of individuals or entities involved for a successful process (Damrongpanit & Reungtragul, 2013). This means that the researcher's skills will help to determine the quality of information being received. Some participants may be reticent and unwilling to answer even basic questions about what is being studied. Others may be overly talkative, going off on tangents that have nothing to do with the case study at all (Tello et al, 2016). If researchers are unsure of how to manage this process, then often-incomplete data may be the result. Even though these are the weaknesses of the case study research style, they are outweighed by its merits which render this research study informed by the Case Study Research Design.

4.5 THE QUALITATIVE RESEARCH APPROACH

A qualitative research approach was used in this study. It describes learners' experiences of the inclusion for sustainable learning of hearing- and intellectually-impaired learners. Qualitative research is applied mostly in the social sciences field to generate non-numerical data. It seeks to interpret significance from the data gathered, therefore helping people to understand social life through studying a particular population in a specific habitation. (Crossman, 2017), Simon (2011) disclosed that qualitative research develops concepts that help the researcher to understand social phenomena in natural rather than experimental settings. It provides due emphasis to meanings, experiences and participants' views. In other words, participants share their experiences and views in natural settings with reference to inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural context. According to Berg (2012), the term 'qualitative' denotes that the focus is on qualities of entities and processes, and implications that are not experimentally examined or measured in terms of quantity or amount. Qualitative research is interested in the socially constructed nature of reality, and there is a close relationship between the researcher, their co-researchers

and the studied. Crossman (2017) adds that social and behavioural scientists to offer perspectives on how to approach a problematic situation use qualitative forms of inquiry.

The purpose of carrying out a qualitative research is to describe the actual experiences of a phenomenon. Hammarberg (2016) pointed out that when a researcher wishes to gather data using open-minded and conversational communication they should use the qualitative research approach. It is a method used not only to understand what people think, but also the reason for their thinking. Using the qualitative research approach enables in-depth and further probing and questioning of participants, depending on their responses. McDonald (2012) contends that researchers who employ qualitative research seek deeper facts, the aim being to study situations in their natural setting. By doing so, researchers will be attempting to make sense of, or interpret, phenomena in terms of peoples' intimation of understanding. The researcher went to the school to investigate inclusion of hearing- and intellectually-impaired learners. However, Creswell (2014) reckons that the researcher will be trying to gain access to the learner's learning world, which is their worldly experience. This research study generated quality interview notes, tape recordings and other records, all of which have to be analysed.

The researcher opted for qualitative research approach because it has several merits. Kennedy (2018) claims that qualitative phenomenology methods are by nature humanistic "humanistic perspective value and respect for co-workers for who they are, regardless of perceived differences. This leads to stronger workplace relationships and a more inclusive work environment".

In this sense, it simply means that the ways we study people influence how we assess them. When people's words are converted to statistical equations, the human side of their social life is lost but, when people are studied qualitatively, there is a clearer understanding of their personal experiences in their daily struggles in society and lives. In this case, inclusive learning (Mitchell & Clark, 2018). Hence this approach enabled all the participants to collaboratively work in their natural settings. Through qualitative approach, we learn the concepts of

beauty, pain, suffering of communities understudy concerning inclusive and sustainable learning whose essence is lost through other research approaches, which are not within qualitative approaches (Borg, 2012; Korstjens & Moser, 2018). Therefore, qualitative methods enable team members to discover how to identify successes and challenges inclusion for hearing- and intellectually-impaired learners in the rural school context under study.

4.5.1 Elements of qualitative research approach

Merriam (2015), Crossman (2017) and Berg (2012) identified three key elements that define qualitative research namely: naturalistic, emergent and purposeful.

4.5.1.1. Naturalistic

This concerns the study of real-life situations in their natural settings and the researcher does not attempt to manipulate and control the situation (Merriam, 2015; Berg, 2012). The study was carried out in the actual learner learning settings and yielded exact information that helps enhance inclusion for hearing- and intellectually- impaired learners.

4.5.1.2 Emergent

According to Merriam (2015), qualitative researchers should avoid rigid designs that constrain opportunities to pursue new systems of discovery. An interpretivist design was selected due to its flexibility in valuing points of view of different participants. Berg (2012) affirms that this entails adapting inquiries through deep understanding of changing situations. All the participants in this study were able to share their opinions freely, and to make suggestions for enhancing inclusion for hearing- and intellectually-impaired learners in the rural school context.

4.5.1.3 Purposeful

Merriam (2015) reckons that people offer useful interpretations of the phenomenon under study, enabling beneficial insight. The researcher recognised that disability presents obstacles to achieving sustainable learning in a rural context. Crossman (2017) notes that cases studied should be selected in a decisive way that provides rich, illuminative information. In

addition, qualitative research approach does not allow for empirical generalisations of situations. As a result, all information in this study was generated purposefully, for a reason.

4.5.2 Relevance of qualitative approach in this study

The above discussion pinpointed a considerable number of shortfalls of the qualitative approach. To conduct a research study, the impetus start as a universal challenge that has no specific questions (Nachimias & Nachimias, 2016). Thus, the qualitative study provides the universal standpoint of the experience that is studied and as the result formulates useful data generating methods. The results found under qualitative research study are presented without being interpreted (Chinyoka, 2013; Ganga, 2013; Chindanya, 2011). In order to deal with this challenge, this research study was informed by well-prepared research questions that strengthened and directed the procedural choices (Mthiyane, 2015). Furthermore, this research study utilised a number of data gathering methods to generate data from the area of the study's natural settings which includes, the FGIs, One-on-one semi-structured interviews, document analysis and observations, depicting the reliability of research conclusions as well as enhancing the trustworthiness of the study.

4.6 THE RESEARCH PROCESS

This section presents a crisp summary of the process followed to conduct this study and an explanation of the different activities that took place. The study was conducted in three years, with a session of FGI with school Head and teacher and, one-on-one semi-structured interview with school Head and three parents each from the mainstream hearing- and intellectually-impaired learners' resource units in a bid to enhance sustainable learning through inclusion. The FGI was conducted after school hours and lasted one-and-a-half hours. While one-on-one semi-structured interviews were conducted at participants' convenience, lasting four to five minutes. Documents were analysed and observations made to increase the trustworthiness of the data generated through the FGI and one-on-one semi-structured interviews. A digital voice recorder was used, having gained the participants' permission, to ensure

accurate recording of the data. Some participants also provided written opinions.

4.6.1 Research context

This research study was conducted in a Zimbabwean rural primary school context. Geographically, the school is located in Lupane district, forty-four kilometres along the Victoria Falls road on the North-Western side of Lupane District, in Zimbabwe. This district is in the midst of the remote province of Matabeleland North and the far northern periphery of Bulawayo city. It is one of the most marginalised areas in Zimbabwe with a high level of illiteracy among the community members. In this context, in consultation with teachers, my observation was that most parents and learners do not take school seriously enough. Economically, most of the local people have cattle (more than twenty per individual family) and are regarded as a symbol for wealth. This rural school accommodates a mainstream unit of two hundred and eight-seven (287) learners and a special education unit of thirteen (13) learners, boys and girls, and thirteen qualified teachers, with only one who holds a Bachelor of Education degree. Learners walk more than six kilometres to get to school, which understandably can have a negative effect on their learning. Parental engagement with teachers in the community is limited since parents do not attend most school meetings and consultations with teachers. The school caters for mainstream hearing- and intellectually-impaired learners and they share the standard curriculum despite their different abilities, together with the un-afflicted learners. During breaks and lunchtimes, learners mingle together around the schoolyard. Some teachers share cottages and classrooms, despite their diverse areas of specialisation. The share situations are considered an advantage to the learners. On the other hand, it can create some challenges if the mixed groups of individuals lack tolerance of each other. Also, teachers share resources in executing their duties and teaching roles as they are under the same administration as the school Head.

4.6.2 Selection of participants

Selection is the process employed to choose suitable samples of participants (Stat Pac, 2012). Given the nature of this study, the researcher used purposive

selection which selects participants considering their knowledge, relationships and expertise on the subject researched (Simon, 2011; Creswell & Plano Clark, 2011). Also known as subjective sampling, purposive sampling relies on the judgement of the researcher when it comes to selecting the units that are to be studied. I captured a range of perspectives relating to participants and the phenomenon in this case, inclusion (Poth & Creswell, 2018; Manion, Morrison & Cohen, 2018). In selecting participants for this study, I was guided by the principle of informed consent.

According to Best and Khan (2010) informed consent involves the participant's complete understanding of the procedures employed, risks involved and the demands that may be made upon the participants. Written consent for all stakeholders was signed by all participants (Creswell, 2014, Manion et al., 2018). All participants had the right to privacy and anonymity where their names or identities were not divulged (Best & Khan, 2010; Mugenda, 2011; Kour, 2014) including the name of the selected school. Participants were verbally informed as well as in writing that their right of remaining anonymous would be fully respected in cases where conferences were attended and presentations on the study conducted, journal publications, as well as in the final report (Thesis) (Mugenda, 2011).

One primary school was selected, since it is the only school in Matabeleland North province, Lupane district, offering inclusive education in the mainstream school that has the resource units in the same vicinity and which accommodates hearing-impaired together with intellectually-impaired learners. I outlined my research study intentions to the school Head. The topic, objectives, research instruments, and targeted participants. I confirmed that participation was voluntary as well as explaining further on other ethical issues. I also declared my allegiance to his work in office and invited him to participate. I further requested participation of his teachers from both units in his school that is, one who teaches at the intellectually-impaired resource unit, one who teaches at the hearing-impairment resource unit and one teacher in the mainstream unit.

I requested introduction to those educators, for easy accessibility. Upon being granted permission to meet with the teachers, I thereafter requested a brief meeting with them to explain the objectives of my study and most importantly to explain to them that the participation was voluntary, and more on other ethical issues. Upon their confirmation that they were willing to participate I requested them to assist in identifying and meeting with the parents from the resource unit and one parent from the mainstream who were willing to participate. From those identified I requested one volunteer from each unit. Three (3) parents were selected. One (1) parent of a hearing-impaired learner, one (1) parent of intellectually challenged learner and one (1) parent of a learner from the mainstream resource unit so that learners' challenges, needs and concerns were fully represented. These were selected for the opinions they expressed on how they experience parenting their children and their relationship with this school and strategies to mitigate challenges (if any) faced by their children and themselves, as well as the school and families in general in this rural context. All ethical consideration was adhered to and parents were requested to study and sign the consent forms. I used one-on-one semi-structured interviews to gather information from parents.

The research sample for this study included one (1) primary school in a rural context and seven (7) participants who were all purposely selected in Lupane district, Zimbabwe. The participants included one (1) school Head, three (3) teachers and three (3) parents of whom each is from the mainstream, hearing-impaired, and intellectually-impaired resource units respectively, was selected.

These are profiled below

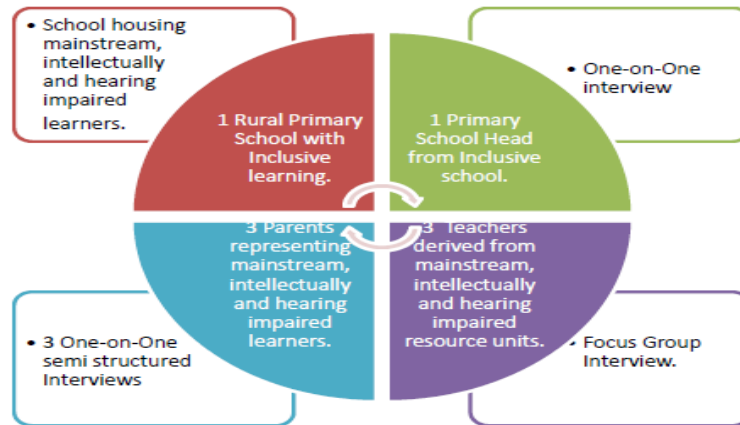


Figure 4.1: The sample of the study

Figure 4.1, outlines the sample of seven participants, being, the school Head, teachers and parents, who were identified using purposive sampling method. One (1) school Head, three (3) teachers and three (3) parents each of whom being from the mainstream, hearing- impaired, and intellectually-impaired resource units respectively, was selected.

Cox (2011) asserts that determining ample sample size in quantitative research is ultimately a matter of judgment and experience in evaluating the quality of information collected, against the use to which it can be put, the particular method and purposeful sampling strategy employed, and the intended end result of the research product.

Punch (2011) argued that two to ten [2-10] participants are sufficient for the saturation, while Creswell (2014) recommends seven to ten [7-10] participants for a phenomenological research study to reach saturation. With regard to focus group interviews, the following recommendations were made, namely four to seven [4-7] participants by Bertram and Christiansen, (2017) and six to twelve [6-12] participants by Manion, Morrison & Cohen, (2018). In general, as noted by the above researchers, the sample size should not be too small in qualitative research study, which could jeopardise the data saturation. The foregoing also implies that the sample size should not be too large to make it difficult to achieve data saturation and undertake deep analysis. It is thus against this background that the sample size of seven participants [7] was

considered adequate for this research study, including the Head of school and teachers provided, corroborative data on sustainable learning of hearing- and intellectually-impaired learners in a rural school context. Since anonymity and confidentiality should be maintained, all participants, that is, the school Head, teachers and parents in this study were coded and the school was given a pseudonym.

4.6.3. Profiling of participants

Sandra (2014) explains that profiling participants is when some individuals are regarded more suitable than others to participate in a research basing on their experiences, knowledge and interest in the topic. I profiled prospective participants based on their perceived characteristics and on information gleaned on the role they were playing in education. Below is the profiling of the Head of school, teachers and parents who participated in this study.

4.6.3.1 Head of school

One (1) Head of school was selected by virtue of being the Head of the selected school. The Head of school is responsible for day-to-day running of the school; is the overseer of all activities; as well as the role of accounting officer to the Ministry of Primary and Secondary Education and parents. I approached the school's office with permission letters from the Ministry of Education, and requested permission to use his school as my research site. I also produced a permission letter from the University where I am registered as a PhD student. I explained the purpose of the study and requested him to participate in the study with selected teachers and parents of the learners.

4.6.3.2 Teachers

Three (3) teachers were selected, of whom one (1) was from the mainstream, one (1) from the hearing-impairment resource unit, and one (1) from the intellectually impaired resource unit. These teachers were selected for their knowledge and experience of teaching and learning in these respective areas. Thus they helped in generating actual and appropriate data on exploring ways of enhancement for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. I requested the school Head to introduce me

to the teachers. It was acknowledged that it might be difficult for hearing- and intellectually-impaired learners to feel completely included in the mainstream; hence the addition of an inclusive teacher was to ensure equal responsibility of all learners, and to be treated equally.

4.6.3.3 Parents

Three (3) parents were selected. one (1) parent amongst hearing-impaired learners, one (1) parent amongst intellectually-impaired learners from the resource unit and one (1) parent from the mainstream, as was suggested by teachers, so that learners' challenges, needs and concerns were fully represented. These were selected since they gave information on how they experienced matters related to parenting their children's schooling in this inclusive learning school. I requested the school Head to refer me to the learners' teachers; to further introduce me to parents because teachers are supposedly working closely with the parents. It is acknowledged that the responsibility of parents is to nurture, motivate, and equip their children with adequate resources to ensure that their development and wellbeing is respected.

4.7 DATA GENERATION

Thomas and Hodges (2010) submitted that data generation is at the core of all research. It refers to the supposition and methods utilised by the researcher to gather data from a selected source of information in a qualitative study. Nelson (2018) suggested that without factual material, there is no basis upon which to draw reasonable conclusions. Chinyoka (2013) submitted that data generation is an important element in bringing together a fluent research. Therefore, this research study generated data using focus group interviews (FGIs), observation, document analysis and one-on-one semi-structured interviews.

4.7.1 Focus Group Interviews (FGIs)

Focus Group Interviews are a procedure whereupon dependence is the communication the group of participants depend upon when deliberating the issues brought in by the researcher searching for collaborative thoughts and ideas from individual participants (Manion, Morrison & Cohen, 2018). They

further assert that Focus Group Interviews are a form of carefully planned group of between four to twelve [4-12] people who converge, bringing together various ideas in a conducive environment about the given topic that answers the research objectives without more pressure. According to Creswell and Poth (2018), FGIs provides an environment of closely related participants giving their opinions and views on questions asked by the researcher. Moreover, Krueger (2012) argued that focus group interviews set a more natural and informal environment, since participants will be conversing naturally.

Creswell and Poth (2018) views FGIs as aiming to collect high-quality data in a social context, which primarily helps to understand a specific problem from the participants' viewpoint, in the research. I administered Focus Group Interview to three (3) teachers each from the mainstream, hearing- and intellectually-impaired learners' resource units. The interview prompts were used for deeper insights into the phenomenon from teachers and their experiences in a rural school setting. In some cases/instances I used a tape recorder (with permission) to capture conversation, supported with note taking, since it was not possible to record everything discussed within the group. I recorded the interviews using a tape recorder since scholars recommend it for its merit of preventing data from being lost by storing it (Manion, Morrison & Cohen, 2018). It is recommended that the researcher use an inconspicuous recording device that would not disturb the group of participants interviewed. Using tape recorders enhances access to gathering vital spoken information from the participants. All speech would be captured so the possibility of losing information would be minimal. To sum up, the transcription of tapes is essential for data analysis.

4.7.2 Observations

Marshall and Rossman (2011, p.179) observed "...the systematic description of events, behaviours, and artefacts in the social setting chosen for study". Also, Chinyoka (2013) explains observation as a process that assists researchers to learn more about the researched participants while they are in their normal areas where they are used to being, through just observing them doing their errands. The rationale behind using this observation method was that it assists

the researcher to develop a full and consolidated understanding of the situation under study as objectively and accurately as possible (Morgan, 2010; Kitchin & Tate, 2010).

I conducted an informal observation, meaning not going through a checklist, but just writing down an informal description of what I observed (Creswell & Plano Clark, 2011; Simon, 2011). The observation method was advantageous since it gave me an actual insight as to what was happening in the school and how some of what was observed might be likely to change the way in which they would have been predicted; in this case, what and how the school operates. Unstructured observation is characterised by such actions as having an open, non-judgmental attitude, being interested in learning more about others, being a careful observer and a good listener, and being open to the unexpected in what is learned (Poth & Creswell, 2018 ;Manion et al., 2018).

In this study, I spent two school days at the school and observed what was actually taking place there, in order to obtain first-hand information.

Following is the information I gathered:

- Physical setting of the school structure, and movements around the buildings, visibility and access to the school environment.
- Sharing of resources: How people (the school community, teachers, learners and parents) did so, and to explore how relationships through communication in the school as well as in the classrooms were developed. This also included observing whether teachers and learners from the mainstream section engage and share resources with those in the special unit; how and when.
- Interactions and communication (strategies) between learners and their teachers, teachers and management, and management with learners, particularly in the special needs unit, parents and people in the surrounding areas to ascertain their relationships.
- Verbal and non-verbal interactions to be well-placed as to how they communicate.

- Break times and supervision (if any), playtime (supervised and unsupervised) assemblies, beginning of the day [in the morning] and at the end of the school day.
- Security services. Verbal and non-verbal interactions during school assemblies and how management manages these two units and how all of these activities are communicated.

I conducted unstructured non-participant observation, which means not going through a checklist, but writing a casual description of what I would have observed, which is relevant to the study, and sometimes intriguing. The observation method was advantageous since it gave me the actual insight of what happens in the school during the day, in the two days spent there.

4.7.3 One-on-one semi-structured interviews

An interview is a conversation that takes place between two people, being the researcher and the researched (Bertram & Christiansen, 2017). Kimu (2012) and Chiromo (2010) explained that conducting an interview is a general method used to acquire data, through communicating directly with the participants. Adding to which, Tuckman (2012 p.216) described an interview as “a way of getting data about people by questioning them, rather than observing and sampling their behaviour” which reveals what is “inside a person’s head”. This method of data generation enables measuring what a person thinks, their attitudes and beliefs (Kitchin & Tate, 2010). I used semi-structured one-on-one interviews for generating data, as well as gaining knowledge from individual participants. Semi-structured interviews are flexible, and can be applied to illiterate individuals, plus, they are also catering to participants who prefer talking to writing (Walsham, 2012 & Hartley, 2014); they further assert that with semi-structured interviews ambiguities can be clarified, and incomplete answers acquired through probing, can be tailored with precise wording to participants, with precise meaning of questions being clarified. In one-on-one semi-structured interviews, others are not influencing interviewees in the group, while some interviewees may be less self-conscious in a one-on-one situation.

In this study, I used one-on-one semi-structured interviews with the school Head and each of three (3) parents of the learners, being one from the mainstream, one from the intellectually-impaired resource unit, and one from the hearing-impaired resource unit. The school head provided me with full information particularly on questions regarding management of his inclusive school, the challenges they face as a school community and how they navigate them. I first declared my appreciation to him for interviews and sharing knowledge. I also discussed issues with him, related to his general management. I asked about the support systems provided by the Ministry in the operation of such a school and how inclusivity between teachers, learners and parents, teaching and learning culture, teacher-learner ratio, and support, required to manage two schools as one (mainstream and resource unit), application of the educational policies on inclusion, and inclusive education, together with other school issues.

I engaged the parents representing hearing- and intellectually-impaired as well as the mainstream learners, on their understanding of how they care for them, their relationship as well as with the school, and the future ambitions they have for their children. More so, understanding how learners communicate with the school head and teachers when suggesting intervention strategies in the effort to enhance sustainable learning. I included the community and family support strategies and engagement criteria employed by teachers to improve the education of the learners. All questions for one-on-one interviews were centred on the research objectives, and each session took forty-five minutes per participant. I audio-recorded each session [with participants' permission] and later translated and transcribed the data for analysis.

4.7.4 Documents analysis

Analysis of documents generated data on sustainable learning of hearing- and intellectually-impaired learners in a rural primary school context. Borg (2012) asserted that documents analysis is a research tool that can be used as enhancement to focus group interviews. I therefore applied its usefulness in this study. Kennedy (2018) defines document analysis as organised process for evaluating documents, being both written and stored material. In this regard I

needed to review various school documents which shed more light on issues of inclusion. Akawa (2013) confirm that analysing documents needs to ensure that data was scrutinised and explained so that the meaning of the data is interpreted and understood. McMillan and Schumacher (2014) further described documents as "records of past events that are written or printed". Moreover, they elucidate that documents may merely be unreliable notes, letters, diaries, tax records and receipts, maps, journals, newspapers and official minutes. I therefore analysed facts from the learners' exercise books to ascertain whether the content taught is the same for hearing- and intellectually-impaired learners and their unimpaired colleagues in the same class. I also checked the contents of the syllabus as to whether it accommodates inclusion. My particular concern was on activities suggested and teaching methods proposed, to see whether they accommodated the presumed ability of learners.

The researcher analyses the documents, giving voice and meaning to an assessed topic (Bowen, 2017). I did this analysis incorporating coded content into similar themes indicating how focus groups or interview transcripts are analysed. The information in those documents I analysed cannot be utilised, but I hoped that they would provide details that participants had forgotten, and could trace change and development. Document analysis also pointed to questions that need to be asked or to situations that need to be observed. Making use of document analysis was a means of ensuring that my research is critical and comprehensive (Bowen, 2017). I checked how the curriculum is planned and the way it is designed. Jazeel and Saravanakumar (2017) who held that teachers must be equipped with necessary skills that help them to be aware of their learners' needs support this. They should be acquainted with the development of learners through management skills. Teachers should learn how to put special equipment to use for teaching their impaired learners; adopt special instructional methods and material; adapt the normal educational curriculum to suit the situation and, above all, be considerate of the humane approach when engaging with impaired learners (Poth & Creswell, 2018; Manion, Morrison & Cohen, 2018). For hearing- and intellectually-impaired learners, teachers must be skilled to adapt the curriculum in order to

accommodate those learners. I analysed the schedules of content, timetables, reading textbooks, and attendance registers, as well as marks allocations to learners, and how they were allocated.

4.8 DATA ANALYSIS

Flick (2013) indicated that data analysis is the key initiative when conducting a qualitative research. The outcome of every research is dependent upon the method of analysing data used. Additionally, Thomas and Hodges (2010) aver that data analysis is collecting information in a systematic way, organising and recording it in such a way that the reader will be able to interpret the information accurately. In this principle, data was collected through FGIs, one-on-one interviews, observations and documents analysis, audio-recorded, and thereafter analysed. I employed Thematic Analysis Approach (TAA) to analyse data generated.

4.8.1 Thematic analysis approach

Thematic analysis is a procedure of identifying patterns within qualitative data. Braun and Clarke (2006) suggested that it is the first qualitative method that should be learned as it provides core skills which will be useful for conducting many other kinds of analysis” (p.78). Clarke and Braun (2013) alluded to thematic analysis as a method rather than a methodology, best analyses teaching and learning which have a comparative advantage over other analysis approaches. This explains that it is not aligned to various epistemological or theoretical perspectives such as other qualitative methodologies. This makes thematic analysis approach a very pliable method, a substantial benefit considering the miscellany of work in teaching and learning. Thematic analysis interprets a range of aspects of researched data (Poth & Creswell, 2018). This analysis method begins with having a specific data that will be converted to themes. Scholars pronounced that the solution to meaning is based on the interpretation of the data given (O’Leary, 2010, & Bree & Gallagher, 2016), implying that when data is collected it remains raw until it is correctly interpreted and interrogated systematically. That is, when it carries meaning. Ibrahim (2012) supported that thematic analysis becomes most appropriate for findings through interpretation.

4.8.2 Phases of thematic analysis approach

In qualitative research the process of data collection, data analysis, and report writing, are not always distinct steps; they are often interrelated and occur simultaneously throughout the research process (Creswell, 2013). Because data collection and data analysis may be concurrently accomplished, it is important to acknowledge that the data analysis process may not be entirely distinguishable from the actual data (Poth & Creswell, 2018). Thematic analysis as documented by (Clarke & Braun, 2006) is herein described as a linear, six-phased method. In fact an iterative and contemplative progression takes more time to be accomplished. When doing thematic analysis, it is important to acknowledge that its six stages do not function in isolation, but rather, as a unit. There is continued referencing from one-phase forwards, and to another stage, backwards. This research study will adopt the six stages of thematic approach by Braun and Clarke (2006) which shall provide a functional framework for conducting it. The diagram below summarises theoretical coding thematic analysis approach, as detailed therein.

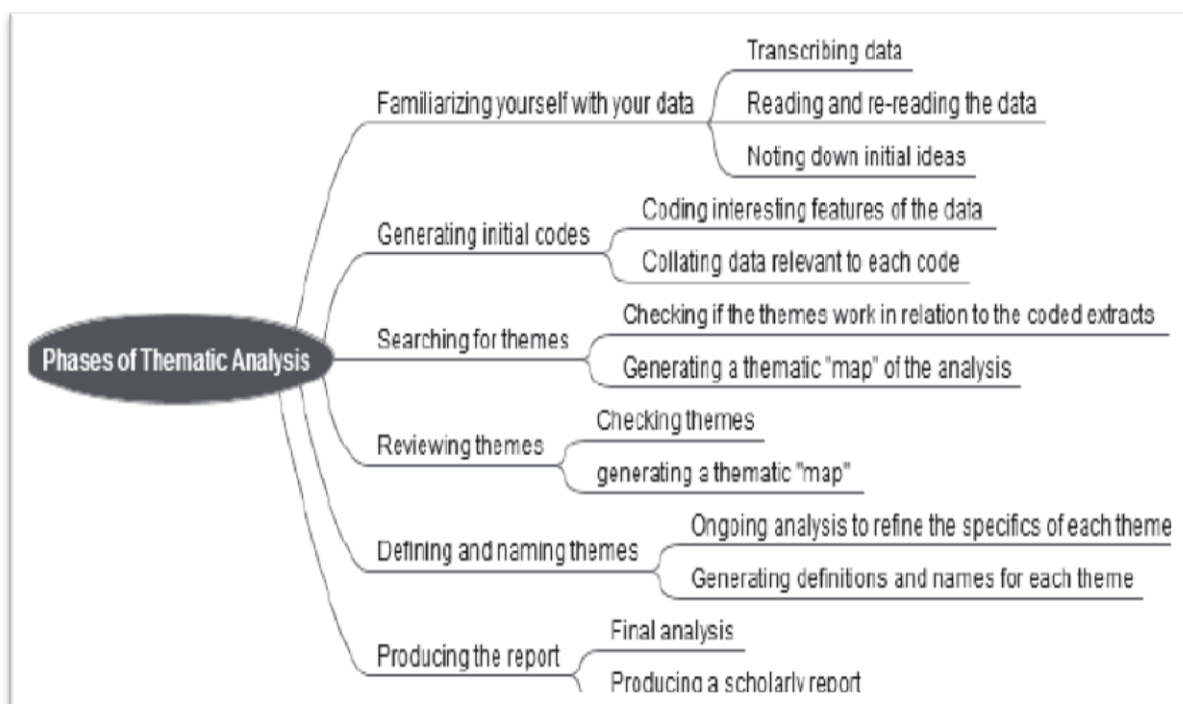


Figure 4.2 Phases of thematic analysis as adapted from Braun & Clarke, 2006, p87

4.8.2.1 Phase 1: Become familiar with the data

The first step in any qualitative analysis is reading and re-reading the transcripts. The researcher should be completely familiar with the entire body of data or data corpus (i.e. all the interviews and any other data that may be used) before proceeding further. At this stage, it was useful for the researcher to make notes and jot down early impressions. Qualitative data come in various forms including recorded observations, focus groups interviews, texts, documents, multimedia, public domain sources, policy manuals, and photographs (Thorne, 2016). Textual data may also include field notes from participant observations, reflexive journal entries, and stories and narratives (Poth & Creswell, 2018). Qualitative researchers may triangulate different data collection modes to increase the probability that the research findings and interpretations will be found credible (Lincoln & Guba, 2013). Regardless of the form of data collection, archiving all records of the raw data provides an audit trail and a benchmark against which later data analysis and interpretations can be tested for adequacy (Ibrahim, 2012; Lincoln & Guba, 2013).

If data were composed through interactive means, researchers will approach the analysis with some prior knowledge of the data and possibly some initial analytic interests or ideas. Documenting these ideas during data collection may mark the beginning of data analysis, as researchers may note initial analysis ideas, interpretations, and questions (Nowell, 2017). The volume, complexity, and varied formats of qualitative data (e.g. audio recordings, transcriptions, documents and field notes) often lack consistent structure; however, all are useful and imperative for conducting a comprehensive analysis (Thorne, 2016). To become immersed in the data involves the repeated reading of the data in an active way searching for meanings and patterns. Clarke & Braun (2013) recommended that researchers read through the entire data set at least once before beginning coding, since ideas and identification of possible patterns may be shaped as researchers become familiar with all aspects of their data. During this phase researchers might also make notes about ideas for coding that can be referred to in subsequent phases (Lincoln & Guba, 2013). Data management was imperative to the success of this research hence all files (i.e.

raw data) were named to represent the case Inclusive Education (IE) from which the data came; a unique identifier for the source (e.g. participant code, type/name of document or meeting), and the date originally created. Observation notes and interview transcripts were easily coded.

4.8.2.2 Phase 2: Generate initial codes

In this phase the researcher organised the data in a meaningful and systematic method. Coding reduced copious data into small portions of meaning. There are various ways to code, which are determined by my objectives and research questions. I used open coding, which means I did not have pre-set codes but developed and modified the codes as I worked through the coding process. This phase involves the initial production of codes from the data, a theorising activity that requires researchers to keep revisiting the data. Qualitative coding is a process of reflection and a means of interacting with and thinking about data (Poeh & Creswell, 2018). During coding, researchers identified important sections of text and attached labels to index them according to how they related to a theme or issue in the data (Nowell, 2017). Nowell (2017) suggested that a “good code” is one that captures the qualitative richness of the phenomenon.

Clarke and Braun, (2013) recommended that researchers work systematically through the entire data set, giving full and equal attention to each data item, and identifying interesting aspects in the data items that might form the basis of themes across the data set. Codes should have explicit boundaries, ensuring that they are not interchangeable or redundant (Poeh & Creswell, 2018). There can be as many levels of coding as the researcher finds useful; however, on the other hand, too many levels can be counterproductive to the goal of attaining clarity in organising and interpreting the data (Nowell, 2017). Sections of text can be coded in as many different themes as they fit, being either, not coded, coded once, or coded as many times as deemed relevant by the researcher (Clarke & Braun, 2013). Hierarchical coding allows the researcher to analyse texts at varying levels of specificity with broad higher order codes providing an overview and detailed lower order codes allowing for distinctions to be made within and between cases (Nowell, 2017). Accounts that depart

from the dominant story in the analysis should not be ignored when coding (Clarke & Braun, 2013).

A consistent approach is necessary to begin coding the data, and there are several approaches that can be used in a disciplined way. Creswell (2014) described a systematic process for coding data in which specific statements are analysed and categorised into themes that represent the phenomenon of interest. Nowell (2017) outlined the process of creating a provisional template to use on the full data set, suggesting that using a template forces the researcher to justify the inclusion of each code, and to clearly define how it should be used. The development of thematic networks aims to take the researcher deeper into the meaning of the texts, exploring the themes that emerged and identifying the patterns that underlie those (Poth & Creswell, 2018). Whichever technique is used, it is important to apply it consistently to all of the data. Any changes to the analytic approach need to be documented in auditable notations, while any data approached in the old way need to be revisited with the new approach (Thorne, 2016). The researcher chose to use one of the software programmes to aid in sorting and organising the data. Software can enable the researcher to work efficiently with complex coding schemes and large amounts of text, facilitating depth and sophistication of analysis (Nowell, 2017). It is important to note that although computer programmes may be helpful to organise and examine large amounts of data, none are capable of the intellectual and conceptualising processes required to transform data, nor can they make any kind of judgment (Nowell, 2017). Regardless of the analytical procedure used, credibility is enhanced if the data are analysed by the researcher (Lincoln & Guba, 2013). The notes created become auditable evidence to support the trustworthiness of the study.

4.8.2.3 Phase 3: Search for themes

The third phase begins when all data have been initially coded and collated, and a list of the different codes identified across the data set has been developed. This phase involves sorting and collating all the potentially relevant coded data extracts into themes (Clarke & Braun, 2013). They define a theme as a pattern that captures something significant or interesting about the data

and/or research question. Nowell (2017) that a theme is an abstract entity that brings meaning and identity to a recurrent experience and its variant manifestations. As so , a theme captures and unifies the nature or basis of the experience into a meaningful whole. As Braun and Clarke (2006) explain, there are no hard and fast rules about what makes a theme. A theme is characterised by its significance. If I have a very small data set (e.g. one short focus-group) there may be considerable overlap between the coding stage and this stage of identifying preliminary themes.

A theme is initially generated inductively (from the raw data) or generated deductively (from theory and prior research) (Creswell, 2014). With an inductive approach, the themes identified are strongly linked to the data themselves and may bear little relation to the specific questions that were asked of the participants. Inductive analysis is a process of coding the data without trying to fit it into a pre-existing coding frame or the researcher's analytic preconceptions. In this sense, this form of thematic analysis is data-driven (Clarke & Braun, 2006). In contrast, deductive analysis is driven by the researchers' theoretical or analytic interest and may provide a more detailed analysis of some aspect of the data but tends to produce a less rich description of the overall data (Clarke & Braun, 2006). Researchers need to distinguish if they are conducting an inductive or deductive thematic analysis as it will inform how themes are theorised (Clarke & Braun, 2013).

Part of the flexibility of thematic analysis is that it allows researcher judgment to determine themes in a number of ways; however, it is important that researchers are consistent in how this is done within any particular analysis (Clarke & Braun, 2013). Researchers might use tables, templates, code manuals, or mind maps (Clarke & Braun, 2013). Thematic networks may be used to create a web-like network to organise codes and themes, making the procedures employed in going from text to interpretation explicit (Poth & Creswell, 2018). Some researchers use generic data analysis tools whereas others use less structured and more creative approaches. Maps, matrices, and other diagrams may be useful to explore and display relationships between themes beyond the linear template (Nowell, 2017). What is important is that the

process of data collection, coding, organising, and analysis is described in sufficient detail to enable the reader to judge whether the outcome is rooted in the data generated. Nowell (2017) suggested, when searching for themes, the best place to start is with a few predefined codes to help guide analysis. However, he warned that starting with too many predefined codes may prevent the consideration of data that conflicts with previously made assumptions, and starting with too few predefined codes may leave researchers lacking in any direction and feeling overwhelmed by the amounts of complex data. Novice researchers may attempt to examine and interpret every code to an equal degree of depth, when instead they may seek to identify those themes, which are most relevant to building an understanding of the phenomena under investigation (Nowell, 2017). Nowell warned researchers not to be strongly guided by the research question that themes, which are not obviously of direct relevance, are disregarded.

Initial codes may begin to form main themes, and others may form subthemes. Researchers may also find codes that do not seem to belong anywhere. Clarke & Braun (2013) recommended the creation of a “miscellaneous” theme to temporarily house the codes that do not seem to fit into main themes. It is important not to abandon data or codes at this stage, as without looking at all the extracts in detail during the fourth phase of thematic analysis, it is uncertain whether the themes will hold, or be combined, refined, separated, or discarded (Clarke & Braun, 2013). Themes that seem marginally relevant may play a significant role in adding to the background detail of the study (Nowell, 2017). Thorne (2016) recommended researchers keep detailed notes about the development and hierarchies of concepts and themes to be included in the audit trail and help establish conformability .

In this research, the researcher covered a wide variety of concepts in focus group interviews and one-on-one interviews, so he initially utilised the conceptual framework to develop broad, higher order codes to help organize the data. These deductive codes often formed main themes, some of which matched an interview question, and were represented as parent nodes. I used both excel and printed copies of the coded data within each theme to

subsequently develop subthemes, if required. Subthemes were formed inductively without trying to fit it into a pre-existing coding framework, often represented in excel. Detailed notes about the development of subthemes were kept in the codebook and included in the audit trail and help establish conformability . The researcher also retained miscellaneous codes in separate free nodes to ensure they were not lost. One so example was the code commentary. When participants were asked to define inclusion for example, many responded with laughter, amusement, or comments about the need for a definition or the trendiness of the term. These comments did not specifically answer the question but were important data that illuminated the contextual nature of the question in the organisation.

4.8.2.4 Phase 4: Review themes

The fourth phase begins once a set of themes has been devised, and they now require refinement (Clarke & Braun, 2013). During this phase, the researcher review the coded data extracts for each theme to consider whether they appear to form a coherent pattern. The researcher reviewed, modified and developed the preliminary themes which he identified above. This was checking if they were sensible. At this point it was useful to gather together all the data that was relevant to each theme. I easily did this using the 'cut and paste' function in any word processing package, by taking scissors to my transcripts or using Microsoft Excel as echoed by Bree and Gallagher (2016). Again, access to qualitative data analysis software made this process much quicker and easier, but not essential. The validity of individual themes was considered to determine whether the themes accurately reflect the meanings evident in the data set as a whole (Clarke & Braun, 2013). In the course of this phase, inadequacies in the initial coding of themes were revealed and required various changes (Nowell, 2017). If the researcher identifies a relevant issue in the text not covered by an existing code, a new code was be inserted. The need for recoding from the data set is to be expected, as coding is an on-going organic process (Clarke & Braun, 2013).

During this phase, it became evident that some themes do not have enough data to support them or the data are too diverse (Clarke & Braun, 2013). Some

themes collapse into each other while other themes were broken down into separate themes (Clarke & Braun, 2013). Selected themes were refined into themes that are specific enough to be discrete and broad enough to capture a set of ideas contained in numerous text segments. Data were reduced into a more manageable set of significant themes that succinctly summarise the text (Poth & Creswell, 2018). The data within themes cohere together meaningfully, with a clear and identifiable distinction between themes (Clarke & Braun, 2013). At the end of this phase, the researcher had a good idea of the different themes, how they fit together, and the overall story they tell about the data (Clarke & Braun, 2013). The researcher was now able to clearly show how each theme was derived from the data. Testing the referential adequacy was accomplished by returning to the raw data and comparing it to the developed themes to ensure that all conclusions are firmly grounded in the data (Lincoln & Guba, 2013).

During this phase, the researcher reviewed the coded data extracts for each subtheme to determine if a coherent pattern was apparent. All themes and subthemes were vetted during team meetings and it became evident that some themes and subthemes did not have enough data to support them while other subthemes needed to be broken down further. This was particularly apparent once the beginning of cross-case analysis, as the richness and diversity of the data were more apparent with a larger data set (in comparison to single-case data set). To ensure that the themes reflected the participant voice, the researcher also returned to the raw data.

4.8.2.5 Phase 5: Defining and naming themes

During the fifth phase, the researcher determine what aspect of the data each theme captures and identify what is of interest about them and why (Clarke & Braun, 2013). This is the final refinement of the themes and the aim is to '...identify the 'essence' of what each theme is about' (Braun & Clarke, 2006, p.92). This explained what the theme is saying and if there are subthemes, how do they interact and relate to the main theme and how do the themes relate to each other. In this analysis, what learners want from feedback is an overarching theme that is rooted in the other themes. For each individual

theme, the researcher would conduct and write a detailed analysis, identifying the story that each theme tells (Clarke & Braun, 2013). Braun and Clarke suggest that theme names need to be punchy and immediately give the reader a sense of what the theme is about. Sections of data may be included in multiple themes with some overlap between themes (Nowell, 2017). At this stage, researcher would consider how each theme fits into the overall story about the entire data set in relation to the research questions (Clarke & Braun, 2013).

Nowell (2017) advised that it is possible to go on modifying and refining definitions of themes forever, and one of the most difficult decisions to make is where to stop the process of development. Nowell (2017) suggested that if there remain any sections of text which are clearly relevant to the research question, but are not included, the themes cannot be finalised. As a solo researcher, I consulted outside experts to determine whether the themes are sufficiently clear and comprehensive to call a halt to modifications (Nowell, 2017). The process of peer debriefing, with someone who knows a great deal about the substantive area of the inquiry and the method of thematic analysis, help expose the researcher to aspects of the research that might otherwise remain unspoken (Lincoln & Guba, 2013). Written records of each peer-debriefing encounter can help to develop the audit trail and serve as a reference for methodological decisions and rationales (Lincoln & Guba, 2013).

Nowell (2017) also suggested that themes should not be considered final until all of the data have been read through and the coding scrutinised at least twice. Investing sufficient time to develop the themes increased the probability of developing credible finding (Lincoln & Guba, 2013). It is important that by the end of this phase, the researchers clearly define what the themes are and what they are not (Clarke & Braun, 2013). If the researcher clearly and succinctly describes the scope and content of each theme, he would be ready to move onto the next phase; if not, further refinement would be required (Clarke & Braun, 2013). During this phase, the researcher wrote detailed analysis for each individual theme, identifying the story that each theme told while considering how each theme fit into the overall story about the entire data set in

relation to the research questions. The researcher checked personal insights into the research findings to ensure that all aspects of the data were thoroughly analysed. The themes were not considered final until all of the data had been read through and the coding scrutinised to ensure the credibility of the findings. Part of telling the story was ordering the themes in a way that best reflected the data. The themes were organised and reorganised until the researcher was satisfied that all data were represented and displayed in a meaningful and useful manner. Finally, the researcher revisited the names of all themes with the intent to ensure that the words of participants were used in the names.

4.8.2.6 Phase 6: Producing the report

The final phase begins once the researcher has fully established the themes and is ready to begin the final analysis and write-up of the report (Clarke & Braun, 2013). The write-up of a thematic analysis should provide a concise, coherent, logical, non-repetitive and interesting account of the data within and across themes (Clarke & Braun, 2013). Thorne (2016) encouraged researchers to clearly communicate the logical processes by which findings were developed in a way that is accessible to a critical reader, so the claims made in relation to the data set are rendered credible and believable. Nowell (2017) suggested that direct quotes from participants are an essential component of the final report. Short quotes may be included to aid in the understanding of specific points of interpretation and demonstrate the prevalence of the themes. More quotations that are extensive may be included to give readers a flavour of the original texts. Extracts of raw data need to be embedded within the analytic narrative to illustrate the complex story of the data, going beyond a description of the data. Convincing the reader of the validity and merit of the analysis (Clarke & Braun, 2013). In this case, I am writing a dissertation on an exploration of sustainable learning of hearing- and intellectually-impaired learners in a rural school context. Thematic analysis of qualitative data can present challenges, not least for inexperienced researchers. In order to make explicit the 'how' of analysis, I applied Braun and Clarke's (2006) thematic analysis framework to data drawn from a rural school context based research.

4.8.3 Advantages of thematic analysis approach

Thematic analysis is very flexible when it comes to its user friendliness in many studies since it provides a very rich, detailed and complex account of data due to its theoretical freedom (Clarke & Braun, 2006; Poth & Creswell, 2018). It provides a more available structure of analysis especially to amateur researchers in the researching field since it does not need detailed technological and theoretical knowledge of certain qualitative methods (Clarke & Braun, 2013). It enables researchers new to the qualitative approach to more easily understand and apply it, since it has only a few events and prescriptions (Clarke & Braun, 2013; Poth & Creswell, 2018). The researcher chooses thematic analysis as a novice investigating its user-friendliness. According to Clarke & Braun, (2013) and Poth & Creswell, (2018), thematic analysis is regarded as a helpful method for probing the line of thinking from selected participants though their ideologies vary, since it highlights differences, similarities, and produces unexpected views. It is also helpful in summarising important characteristics of data volumes provided, thereby encouraging the researcher to adopt a coherent approach to managing data, helping to produce an plausible, planned, final report (Poth & Creswell, 2018). The advantages of using thematic approach outweigh the disadvantages, which cannot be ignored, as their availability should be acknowledged.

4.8.4 Disadvantages of thematic analysis approach

Thematic analysis has a lack of strengths that is more apparent when compared to other qualitative research methods. It lacks substantial literature that may lead new researchers to panic and insecurity when conducting rigorous analysis (Poth & Creswell, 2018). It becomes difficult for the researcher to make assertions about language exploit (Clarke & Braun, 2006). Even though this claim is vital, the researcher during this research study more support was gained from his supervisors who could guide accordingly as to the language being used, through advising on how rigorous analysis is conducted. Although thematic analysis is flexible to use, it could possibly have caused inconsistency and lack of rationality when devising themes, being plagiaristic from the research data (Poth & Creswell, 2018). Hence, in this research, reliability and solidarity were obtained through the submission and construction

of clear ontological and epistemological positions that coherently underpin the study's pragmatic claims.

4.9 TRUSTWORTHINESS

Trustworthiness is described as the procedure by which qualitative researchers gather the criteria of (a) credibility; (b) transferability; (c) conformability and (d) dependability (Harrison, MacGibbon & Morton, 2002 & Patton, 2002). To ensure trustworthiness in this study, I employed various participants (school Head, parents and teachers) to engender, authenticate and examine data to provide confidence in my findings (Yin, 2014).

4.9.1 Dependability

To accomplish dependability, the researcher must ensure that the research procedure displays common sense, noticeability, and it is clearly acknowledged (Streubert, 2011). It is in the view of Lincoln and Guba (2013) that when the researchers examine the research process, they will be able to review the dependability of the research. This means that the research study may exhibit dependability if its research procedures are able to be audited (Gunawan, 2015). In this study, I made sure that the outcomes of the findings are dependent on utilising appropriate research designs. As defined by Guba and Lincoln (2013), trustworthy research study should be precise and unswerving. Dependability of the research study data includes stepwise replication and inquiry audit. Stepwise replication is when a number of researchers are separated into team pairs to investigate divided inquiries in that they compare researched data in addition to findings; while inquiry audit is when an external reviewer evaluates researched data and specific documents. This should be done to substantiate the accuracy of the findings and to ensure that the findings are backed up by collected data. The researcher ensures that data interpretations and conclusions were examined to establish that they were supported by the researched data itself. In this regard, audio-recordings made from data generated were given to participants to confirm an accurate reflection of what transpired in FGIs.

In this study, the consistence of data was achieved when the steps in the research study were verified by means of raw data processing and analysis (Creswell, 2012). The assessment of trustworthiness is important to ensure the reliability of a qualitative research. A school visiting schedule was prepared so that participants were made known of data gathering procedure. Parents were slotted in on days when they were relieved of their household tasks; and teachers after lunch so that the research would not interrupt their teaching syllabus at the school.

4.9.2. Credibility

Bertram and Christiansen, (2017) explained that credibility of a research study is defined when readers are confronted with the experience they acknowledged. Credibility is achieved when the participants' views correspond with the researcher's presentations (Manion, Morrison & Cohen, 2018). According to Guba and Lincoln (2013), a technique that addresses credibility includes actions so as lengthy meetings, importunate observations, data anthology and researcher triangulation. In this study, strategies employed encountered credibility threats. Information gathered from teachers and parents on inclusion of hearing- and intellectually-impaired learners in their respective one-on-one semi-structured interviews, FGIs settings, document analysis and observations, was crosschecked and verified, using various information sources (Conrad & Serlin, 2012). The researcher gathered audiotaped information. Copious notes of observations were simultaneously made. This strategy ensured that there was no inaccuracy or incompleteness of data, which, according to Bertram and Christiansen (2017) is the main threat to a valid description of what the researcher experienced. It was also critical to employ the approach so that anyone assessing this investigation could access the evidence to authenticate the accuracy of the accounts given. In order to achieve interpretive validity, the researcher continuously ensured that he was measuring what he intended to convey as the objectives of his study. Throughout the research study, participants' responses were recorded, being in the form of one-on-one semi-structured interviews and FGIs which aims to evaluate enhancing sustainable learning of hearing- and intellectually-impaired

learners in a Zimbabwean rural context. Validating the content of one-on-one semi-structured interviews and FGIs was necessary to ensure that research questions and answers achieved the objectives.

To ensure credibility, detailed descriptions of inclusion for sustainable learning in a Zimbabwean rural context were employed to portray the representation and reaction of the situation. As reflected in transcripts, the views of participants on their responses to means of enhancing inclusion for sustainable learning in a Zimbabwean rural school context were presented. The researcher, being a teacher, avoided researcher bias by being vigilant of his attitude, opinions, experience, and expectations (Manion, Morrison & Cohen, 2018). The data collected and analysed was logical, perceptible and well acknowledged (White, 2012). Prolonged engagement in the research field, quality audio recordings and use of multiple data sources improved the credibility and dependability of the research study. Therefore, in this research study, the organisational learning theories as well as theories were used based on inclusive education practice. In addition, the FGIs, one-on-one semi-structured interviews, document analysis and observations were used, thus triangulation. It is explained as mixing of data -collecting methods so that miscellaneous viewpoints cast light upon a research topic (Moon, Brewer, Januchowsky-Hartley, Adams & Blackman, 2016). The mixing of data types, known as data triangulation, is usually understood to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies is a more profound form of triangulation. In this study, the researcher used FGIs, one-on-one semi-structured interviews, observations and document analysis to ensure credibility.

4.9.3. Transferability

Transferability is described as the generalisability of research inquiry. Gunawan (2015) argued that in qualitative research, transferability concerns case-to-case transfer. The researcher was to provide valid descriptions so that those seeking to transfer research findings for their use can judge transferability (Lincoln & Guba, 2013). According to Moon, Brewer, Januchowsky-Hartley, Adams and Blackman (2016) and Gunawan (2015), transferability is related to the extent when the findings of the research study are generalised, with confidence, to a

wider population of targeted groups. I therefore established transferability by providing the readership evidence that the study's findings were not generalised but are also applicable to other contexts, situations, times, and populations. In this research study, the researcher used the Organisational Readiness for Change Theory and Theories-based Inclusive Education Practice.

4.9.4 Conformability

Conformability is when the researcher ensures that his findings and interpretations are clearly derived from the researched data, demonstrating how research conclusions and interpretations are being reached (Korstjens & Moser, 2018). According to Lincoln & Guba, (2013), conformability is achieved when credibility, transferability, and dependability are all achieved. Gunawan (2015) recommended researchers to include markers so that the reasons for theoretical, methodological, and analytical choices throughout the entire research study in order that those who read the study understood how and why decisions were made. It is the last criterion of trustworthiness that a qualitative researcher must establish. Korstjens and Moser (2018) argue that it affirms the confidence level of the researcher with his findings basing on the participants' responses and explanations and not the researcher's biases. To achieve conformability, the research study must demonstrate that the results are undoubtedly correlated to conclusions coherently and as a genuine process (Moon, Brewer, Januchowsky-Hartley, Adams & Blackman, 2016). I used this assertion to establish conformability of my research study's findings, through performing an audit trail explaining the details and procedures of data generation. I merged codes, and explained the meanings of themes.

An audit trail provides decisions and evidence to the readership about the choices made, using the theoretical and methodological issues throughout the study (Lincoln & Guba, 2013). According to Manion, Morrison and Cohen (2018), a study and its findings become auditable when some researchers can, with certainty, track the decision trail. Furthermore, Lincoln and Guba (2013) argued that if other researchers researched the same topic, using the same perspectives, and research situations, they should arrive at the same and not

contradictory conclusions. Keeping records of the raw data, field notes, and transcripts, can help researchers systemise, relate, and cross reference their data. It eases the reporting of the research procedure (Bertram & Christiansen, 2017).

4.10 Ethical Considerations

Ethical considerations in research study are conscientiously critical (McMillan & Schumacher, 2010; Swartling et al., 2014). Ethics are those norms that differentiate between right and wrong. They assist to establish the difference between behaviour within research that is accepted, and that which is not accepted. I sought permission to conduct this research study from the University of KwaZulu-Natal (UKZN) Ethical Research Committee (Appendix O) through application and presentation of my research proposal. I also sought permission to conduct the study from the Ministry of Primary and Secondary Education (MoPSE) (Appendix A) in Zimbabwe, Provincial Education Director (PED) Matabeleland North Province (Appendix B), the Lupane District Education Office District School Inspector (DSI) (Appendix C), and the school Head as the gatekeeper (Appendix D). I further request participation of selected teachers and parents from the Head teacher (Appendix G & H) respectively.

I abide by the principle of informed consent (Appendix E, F & G). According to Best and Khan (2010) informed consent is when the participant is given accurate information about the procedure that shall be employed to gather data, risks involved and the demands that it takes to be a participant. All these should be clearly understood. Participants (Creswell, 2012, Fouka & Mantzorou, 2011) signed written consent of all stakeholders. The participants were given to understand that their participation was voluntary and that there would be no consequences for refusing to take part in the study or answering specific questions. All participants have the right to privacy. Ethical principles denote that names or identities of participants are not divulged (Best & Khan, 2010 & Kour, 2014). Participants were notified and assured that their rights remain anonymous and are fully respected. Pseudonyms were utilised in this research study to protect all participants and the selected school. Participants also have the right to confidentiality (Mugenda, 2011). This concerned people

who have access to the data collected. Creswell (2012) advises researchers to protect the dignity and identity of participants by ensuring that information collected remains confidential when publishing the complete thesis and when conducting presentations in conferences and publishing journal articles.

The researcher made sure that participants understood that their participation was voluntary, and that there were no consequences to their refusing to take part in the study, or to answer specific questions. The researcher explained to the participants the nature of the research study openly and honestly in an understandable manner. The researcher ensured that all participants understood the nature of the research study, its purpose, any potential risks, as well as benefits. The fact that participants were free to withdraw from participating at any time was also explained clearly. The researcher made sure that he had adequate time to respond to questions that participants would ask during FGIs, and one-on-one semi-structured interview sessions. When participants exhibit emotions of being upset and confused, or withdrawn, the researcher would ask them if they had any questions before proceeding (Poth & Creswell, 2018). The researcher explained to participants how the data gathered from FGIs, one-on-one semi-structured interviews, observations and document analysis was going to be used (Appendix I, J, K, L, M & N). Anonymity of participants was observed when preparing the thesis compilation in order to protect participants from identification should the data be subpoenaed for inspection (McMillan and Schumacher, 2010). Their identities were faked as much so, that even their workmates and next-of-kin would not be able to recognise them.

4.11 Synthesis

In this chapter, a comprehensive presentation of qualitative research approach and case study design was discussed in order to respond to research questions on the topic under study. The case study research design was necessary in light of its relevance and suitability for the study. The qualitative research approach, data generation methods, selection of participants and sampling procedures were all explained and understood. These were used to collect the data. The data collected through one-on-one semi-structured interviews, FGIs,

observations and document analysis helped the researcher to form the basis of the next chapter on discussing, analysing and presenting data. Location of the study, elements of trustworthiness in the study and ethical considerations pertaining to this study were explained. The researcher applied Thematic Analysis Approach's six steps of data analysis. All the above were used to create the basis for explaining inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The next chapter (Chapter Five) will focus on data presentation, analysis and interpretation.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

The previous chapter discussed the research design and methodology utilised to conduct this research study. The chapter presents, analyses, and interprets data generated in response to critical research questions discussed in Chapter One (see section 1.6). The data generated is copious; the findings of the study are presented in the next chapter. The data herein presented is structured according to the themes and sub-themes that emanated from thematic analysis approach. I gathered data using focus group interviews, one-on-one semi-structured interviews, document analysis and observations and analyse it in line with six stages of thematic analysis approach. To represent the views of the rural context to which the study was carried out, I used the views of the selected parents, school Head, and teachers who are participants in this study. In order to protect participants, pseudonyms were used than using their actual names.

5.2 Preparing for data presentation, analysis, and interpretation

Carrying out this research study in a professional manner, I had to adhere to the ethical considerations of ensuring ethical integrity in carrying out a study. In this regard, the views of the participants were faithfully honoured and not tweaked or altered. To achieve this, discussions with the participants were recorded, with their permission, after which the recordings were transcribed into English.

The main objective that informed this study was to propose techniques for enhancing inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. It was then split into sub-objectives. Below are the sub-sections that explain how each of the sub-objectives was achieved.

5.2.1 To understand the conceptualisation of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context

Focus group interviews and one-on-one semi-structured interviews were carried out to generate data that informs this objective. The terms, “inclusion” and “sustainable learning” were discussed to heighten their understanding as they were used in this research study. In addition, document analysis was utilised establishing how sustainable learning of hearing- and intellectually-impaired learners could be achieved in the school, which engaged inclusive education. Finally, the observations were made to ascertain and have an actual meaning of the discussions held in the focus group interviews and the one-on-one semi-structured interviews. The researcher observed the learners, their classes and learning environment (school) as well as the teachers’ behaviour towards learners, towards each other, and towards the school Head as he would be enforcing progressing policies on inclusion to achieve sustainable education of hearing- and intellectually-impaired learners.

By conceptualising inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context, this research refers to the description of the inclusion that a school under study is practicing. Thus, this research described a school with inclusion as a school that contains learners who do not have disabilities, together with those with hearing and intellectual impairments. These learners are being educated at the same school, sharing the same curriculum content, co-curricular activities, classrooms, furniture, teaching, and learning materials, although some may be different – such as the sign language chart that is particularly for the use of hearing-impaired learners and might be difficult for the mainstream to perceive. However, if they are taught, they would manage and incidentally have an additional skill. Even though they were being taught together in the same school, the perspective of this school includes hearing- and intellectually-impaired learners.

This research study describes hearing-impaired learners as those individuals who are burdened with hearing problems and so they cannot produce a voice when expressing themselves. For them to communicate, they make hand signals and possibly facial expressions, which therefore need an appropriate and uniform interpretation for mutual understanding to be achieved. In the

same school, intellectually-impaired learners are those who are experiencing a significant and obvious barrier in their learning life, cognitive functioning as well as their daily adaptive methods of behaviour. In this study, the referred learners have limited language or speech and are not performing well logically or academically. It presents as a developmental disorder that is loosely defined as low Intelligence Quotients (IQ) ranging below 70, adding to deficiencies in two or more adaptive behaviours affecting their normal, general existence. These conditions are pre-tested by the MoPSE through its SPSSLWS department in the district offices. The hearing- and intellectually-impaired learners will be integrated with the mainstream school learners, who do not display any form of disability.

5.2.2. To establish conducive conditions for inclusions that are made available for sustainable learning of hearing- and intellectually-impaired learners in a rural school context

To achieve this second objective, the data from focus group interviews, one-on-one semi-structured interviews, document analysis, and observations, were used. The participants aired their views, which were recorded and informed the objective. The conditions conducive for inclusion that are made available for sustainable learning of hearing- and intellectually-impaired learners are mostly created by the school Head as the leader of the school. The Head cannot create these without inclusion of teachers, who are the source of the leadership's strength. These conditions in a school set-up enhance the learners' education. In this study, inclusion fosters the provision of educational support services to the mainstream, hearing- and intellectually-impaired learners, ensuring that these learners access the opportunities to strive in education. This educational support is provided through the engagement of reading specialists, and support teachers, who target various groups of learners with learning differences.

Also, a school creates conducive learning conditions by way of equipping highly qualified teachers with the ability to provide adequate guidance and counselling to all their school learners, teaching them to accept each other despite their disability and impairment statuses, educating learners to acquire equal

education which will benefit them in their future lives when they have completed their schooling. The provision of skilled teachers as a conducive condition is crucial since it helps enlightening learners as to their own capabilities and powers, while guarding against forms of cruelty and crimes against humanity. Debating how stigma and discrimination affects the community as well as its progress and development prospects. Those teachers who are not specialists may be knowledgeable, but in an inclusion school, they may not be capable of creating conducive conditions, ensuring that language and attitudes should never be hurtful nor cause any micro-aggressions that may result in learners feeling insecure and misunderstood within the school context. For teachers to sustain the community successfully, they need to set the example. They should influence and impart to their learners high expectations, giving first preference to the students' achievements of learning objectives; closing the achievement gaps, and assisting their learners to appreciate, connect and cope with, the needs and demands of the world at large.

Furthermore, sustainable learning of hearing- and intellectually-impaired learners is achieved by way of creating a respectful learning community within the school. Inside and outside the classrooms, the school teachers should be equipped to promote a community that accommodates all the learners within it, without discrimination of abilities. Thus, the Ministry of Education should create and pass policies and the school Head should enforce the policies that show and respect disparities in the diversity of learners. Thus, demonstrating respect for others at school, despite their disabilities and differing strengths in specific issues. The learners should be feeling free and safe when in a school environment as they must understand and accept that in school their teachers take the place of their parents (*loco-parentis*) and as reserves to assist them to resolve such issues that might have anything to do with oppression, stigma and discrimination. In this study, teachers promote inclusion by creating the space where learners can have opportunities and freedom to discuss their thoughts openly and how they feel about their life situations and structural oppressions.

5.2.3. To explore how inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school context is managed and why in the way it is managed

Focus group interviews and one-on-one semi-structured interviews were applied to generate data that informs this objective. The deliberations herein dwelt on the management of inclusion in a rural school context in a bid to achieve sustainable learning of hearing- and intellectually-impaired learners. This is prompted by the fact that inclusion preparation and management is not a process that can just be accomplished overnight. This study bears in mind that inclusion is not only taking learners who are living with impairments to the mainstream school, but it has a wider meaning other than teaching. It includes affording learners with opportunities to take part fully in all the activities that the school embarks on.

This research study singled out two possible aspects that school should concentrate on in order to manage its inclusion operations effectively, the physical as well as the physiological characteristics. Issues to be managed in physical features include facilities and infrastructure used within the school to help the education of hearing- and intellectually-impaired learners. These are vitally important, for they provide accessibility for learners with impairments with sustainable learning. Hearing-impaired learners should be provided with aids that enhance their learning, for example, visual sign charts to assist them, while some intellectually-impaired learners need not be distracted during lessons by their attention deficit disorders.

The success of inclusion in this school is dependent on how the school Head and the school development committee managed it. Findings have it that the management should procure adequate furniture for the classrooms, make available the class cluster such as games, bags, sporting equipment, among other items. Managing the physical settings is crucial since the seating arrangements of learners in the class have an effect on their learning. The school should provide various options of organising the seating of learners such as adopting the traditional form of seating, the homogeneous group seating, the

heterogeneous bunch seating, the circular, the semi-circular, half split or the individual seating, among others of choice.

In this study context, physiological characteristics connected to the establishment of social and emotional atmospheres in inclusion, includes teachers, staff and learners'. Also, constructive attitudes in the direction of other learners living with impairments, that assist creating, maintaining and encouraging communication between the school community and its policies assists to encourage learners' behaviours.

5.2.4. To propose strategies that could be used in a rural school context to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners

The discussions on the strategies were conducted to enhance inclusion for hearing- and intellectually-impaired learners in a rural school context. These were done using focus group interviews and one-on-one semi-structured interviews while responses were recorded and the views therein inform this chapter. Creating positive learning environment is more important if the hearing- and intellectually-impaired learners are to perform better in their schoolwork. The school environment where learners with impairments attend influences their performance. The school in which every learner attends sets its own pillars that promote learner's affirmative learning. This research study looks thoroughly upon schools' strategies that enhance inclusion. The participants will make suggestions on the possible strategies that could be utilised to achieve efficiency of inclusion. Most schools do not have adequate money to finance their immediate expenses. The more funds a school receives, the better it performs because the school can invest more on its resources. The teachers' experience also contributes to learners' performance. Usually, the learners who attend a school where more teachers have pastoral care tend to perform better. Thus, this data generation was conducted in order to ascertain whether these strategies are the same as the participants thinks specifically in a rural school context.

The research intended to investigate strategies the school can employ to promote a positive learning environment that will lead to enhancement of

sustainable learning of hearing- and intellectually-impaired learners. The learners' success in their learning progress is determined by a positive learning and teaching environment; strategies, as well as provision of resources and reception. The findings of this study are to encourage the researcher to devise new strategies that can be used to uplift the performance of learners and encourage inclusion for sustainable learning of hearing- and intellectually-impaired learners.

THEME	SUB-THEME
5.3 Understanding inclusion for sustainable learning of HII learners	<p>5.3.1 Sub-theme one: Inclusion in a rural school context.</p> <p>5.3.2 Sub-theme two: Understanding sustainable learning of HII learners.</p> <p>5.3.3 Sub-theme three: Importance of Inclusion in a rural school context.</p> <p>5.3.4 Sub-theme four: Effects of inclusion for sustainable learning of HII learners in a rural school context.</p>
5.4 Conducive conditions for inclusion for sustainable learning of HII learners	<p>5.4.1 Sub-theme five: Conducive conditions for inclusion.</p> <p>5.4.2 Sub-theme six: Conducive conditions for learning of HII learners in a rural school context.</p> <p>5.4.3 Sub-theme seven: Conducive conditions for learning of HII learners in a rural school context.</p>
5.5 Managing inclusion	<p>5.5.1 Sub-theme eight: Managing inclusion in a rural school context.</p> <p>5.5.2 Sub-theme nine: Relationships between teachers and learners in the inclusion context.</p> <p>5.5.3 Sub-theme ten: The potential benefits of inclusion to learners in a rural school context</p>
5.6 Strategies to enhance inclusion for sustainable learning of HII learners	<p>5.6.1 Sub-theme eleven: Guidance and counselling</p> <p>5.6.2 Sub-theme twelve: Community awareness campaign</p> <p>5.6.3 Sub-theme thirteen: Establishment of good relationship and rapport amongst learners, parents and teachers.</p> <p>5.6.4 Sub-theme fourteen: Addressing the learner's needs and objectives.</p> <p>5.6.5 Sub-theme fifteen: In-service training of teachers.</p> <p>5.6.6 Sub-theme sixteen: Provision of suitable and adequate learning resources.</p> <p>5.6.7 Sub-theme seventeen: Imparting inclusion knowledge to the school administrators.</p>

Table 5.1 illustrates the four themes discussed above that emerged from data generation, grouped into sub-themes outlined above

5.3 THEME ONE: UNDERSTANDING INCLUSION FOR SUSTAINABLE LEARNING OF HII LEARNERS

This first theme emerged from the responses of participants during the conducted FGIs, one-on-one semi-structured interviews, observations and document analysis data generation methods used. In analysing the current understanding of inclusion for sustainable learning of hearing- and intellectually-impaired learners in rural school contexts, the concepts inclusion and sustainable learning were discussed explaining what they could mean to the participants then the importance and the effects of inclusion of hearing- and intellectually-impaired learners were discussed. The comprehensive responses are discussed under the sub-sections that follow.

5.3.1 Sub-Theme One: Inclusion in a rural school context

Most participants in the study had indicated that ‘there was inclusion’ in their school and that ‘inclusion is not always exercised in the classrooms, as it might be seen to be, in the school as a whole’. It was established that learners with various impairments are being taught in the same school and in the same classrooms as those who are unimpaired. Parents described inclusion as they perceived it in their respective schools, and I presented them as providing a “collective voice”, saying:

“...ukuba lengane noma umfundi ogogekileyo efunda ndawonye lalabo abangagokekileyo noma ukuthi ingane noma umfundi ongagokekileyo efunda labagokekileyo esikolweni sinye.... (...having learners or children the per see with impairments learning with those other children or learners who does not have any disability, for example, learners who are intellectually impaired and those who have hearing impairment are enrolled in the same school with those who doesn't have the disabilities...)”

The phrase, “ ... in the same school as those who don't have disabilities...” indicates that their understanding of inclusion is based on the accommodation

of school learners. The school Head had this explanation of his understanding of 'inclusion':

"I understand inclusion as that education which does not discriminate identity or any form of handicap. It is when all learners are universally included in a school system, which they learn together. Inclusion is the education which gives rights to all school learners, including those who are intellectually- and hearing-impaired."

When asked how the school's inclusion appears, the teacher, Mr Zwane replied:

"Mina ngizwisisa ukuhlanganiswa njenge ndlela yokufunda yokuthi abafundi bonke bemanyene bayabe besenza okufanayo njengomlayezo. Abafundi bayabe befunda ndawonye kodwa ngingathi kwesinye isikhathi kuleminyemilandu eyabe inikezwa kusiya ngokuthi umfundi unjani, njengomzekeliso, abafundiabangezwayo endlebeni kabangeke banikezwe imilandu efuna umuntu ozwayo endlebeni okungayenzwa ngabanye bonke afundalabo. Okusalayo kumele abafundi baphatwe ngokufanayo esikolweni. (I understand inclusion as the education, which involves every learner and all the learners, will be doing the same activities within stipulated settings. The learners will be learning together but I will aver that there are some situations whereby some activities can be directed to a particular or to a certain type of learners for instance, hearing impairment learners will not do activities that has to do with rhyming and voice projection, which the rest of the class or school can do. The similarity will rest on equal treatment among school learners)."

The explanation given by teacher indicated that learners are sometimes learning in the same school and same class but sometimes the class may be split depending on the activities, which the learners will be partaking.

Also, a parent, Mrs Mpofo, echoed the same sentiments as other participants:

"Ngicabanga ukuthi ukuhlanganiswa yikufunda kwezingane kungelani lokuthingoyini, uphatheka njani, ubonakala njani lalokuthi isimo sakhe

sobugoga sinjani. (I think inclusion is the teaching of learners in the same class regardless of gender, emotional, physical, and whatever form of disability.)

This discussion put it clear that the learners should be in the same learning environment not considering some differences be it either male or female, either the mind disturbing challenges or the disability the body has. It therefore means that the learners should be vetted by the same measure into the school system unlike using various discrepancies.

The responses herein given regarding the inclusion of intellectually and hearing-impaired learners in a rural school context highlighted that there is inclusion in the school under study though the way the participants describe the inclusion differs. Some participants describe inclusion basing on the school level and some participants describe basing on the class level. All the same, they noted that the treatment given to the learners should be the same in all aspects and the learners should by any chance not be discriminated and stereotyped.

5.3.2 Sub-Theme Two:

Understanding sustainable learning of HII learners

Almost all the participants have indicated that they have knowledge of what sustainable learning could be. In their explanations, they cited, "skills", "lifelong knowledge", "learning that goes beyond schooling", and "expertise." The school Head had this to say:

"...is that learning which equips learners with self-reliant skills to use in future after leaving school. I can say in other words, sustainable learning is the learning which is a skills oriented learning."

A parent Mr Zilawe added from what the school Head has said, giving exmple:

"Mina ngizwisisa ukufunda okulohtonzi njengokufunda okudlulisela isikhathi sasesikolweni, imfundo etshinsha umuntu ekukhuleni kwake, imfundo edlulisela ukufunda lokufundiswa njengokuthi umfundi uyabefundiswa izifundo ezinje ngokwakha, ukudweba lokulolonga, ukubaza, ukutshisela izinto phakathi kwezinye izifundo ezingasetshenziswa ngumfundi ukuze athole ukuphila empilweni ukuze aphile kahle kwelakusasa. (I understand that sustainable

learning is learning which goes beyond the schooling. The learning which influences a person's adult life, the learning that goes beyond the teaching and learning context for example, learners can be taught a practical subject like Building, Art and Craft, Woodwork, Metalwork among other practical subjects which may the learner can use the knowledge to earn a living and survive in future life)."

The explanation above pointed out that if learners are learning the skills that can help them in the prospects of future life, they would have achieved sustainable learning. Therefore, it means that learners in a learning context are supposed to be given adequate knowledge despite their form of impairment so that they manage to survive in their future lives.

A teacher Mr Nkunzebomvu added:

"...Sustainable learning is when all learners are prepared to meet the demands of living in the society regardless of their disability status. Learners with impairments have to learn to live with their impairments but at the same time being able to work for them in order to cope up with the needs of the society they are in as well as vending for their families for survival..."

The assertion above entails that; sustainable learning would only be achieved if learners manage to use what they learn during their school time to make their living after their schooling completed. The words "*learn to live*" and "*able to work for them in order to cope*" stress that sustainable learning is attained after a process of trying to make things happen the way people aspire to. There should be dedication and commitment, coupled with motivation of both the one to achieve who, in this case, is a learner and those who influence the achievement, being parents and teachers, in the inclusion school context.

From the parents' views, Miss Sithole has this to say according to her understanding of sustainable learning:

"... ukufunda okulohloloni yilokhu okokuthi abafundi abasesikolweni bayafunda noma ukuthi bayafundiswa ubucepheshe, ubucepheshe bokwenelisa ukuzincedisa ekuphileni kwabo nxa sebeqedile izifundo ezitholakala esikolweni."

Isikolo kumele sidale umfundi oyenelisa ukuzimela ekuphileni kwakhe empilweni... (...sustainable learning is when school learners learn or are being equipped with the skills, self-help skills which will be of assistance to them in their future endeavours after their learning in the classroom situation. The school should mould a learner who is self-reliant in future...).”

According to the parent’s point of thought above, the words “*equipped*”, “*skills*”, “*future endeavours*” and “*self-reliant*” explanation of the knowledge a learner would exhibit with their hands and mind. This work of the hands and mind is transformed to paid jobs in our today’s lives for instance, if one does craftwork/ basketry and sells the product, they can earn a living therefrom which in this context is considered sustainable learning.

Moreover, from the learners’ exercise books it was observed that some are good at drawing, without tracing the objects. It therefore means that the ability of creativity and doing things for themselves is being developed in their minds, hence sustainable learning. The responses herein illustrated regarding sustainable learning in school context highlight that inclusion is bringing a commendable impact to the school under study.

5.3.3 Sub-Theme Three:

Importance of inclusion in a rural school context

Practically all the participants argued that indeed inclusion has significance in this rural school context. The school Head had this to say:

“...I think inclusion is very important to learners since it makes learners realise that they are treated equally and the same despite their impairments. And again, it increases and gives confidence to those learners with impairments since at the end of the day they see themselves being part of the whole community....”

His sentiments were also echoed by the parent Mr Zilawe who singled out in his response the building of socialisation and living together in the community as well as engagement between the parent and the teacher as the result of inclusion saying:

“Kangiluboni uhlupho ukuthi abafundi bafunde behlangene labagokekileyo. Nxa njengomzali ngingabona uhlupho ngiyacebisana lababalisi balungise okuhlupha khona. Thina kwesethu isikolo sile nhlanhla ngoba silababalisi abaqeqeshileyo njalo abalobucepheshe bokubakwazi izinto abazenzayo ekulungiseni inhlupho ezihlangana labafundi abafunda labagokekileyo. Ukuhlanganiswa kwabafundi kubangela ukubambana lokuhlalisana kahle. Umtwana uyagcina seyamukele umphakathi ahlala kuwo ukuthi ulabantu abahluka-hlukene. Njalo ukuthi umuntu ogogekileyo ufana labanye abantu bonke emphakathini futhi uyenelisa ukwenza izinto ezenziwa ngabanye abantu bonke emphakathini okudala indlela zokubambana emphakathini. (I do not think learners with impairments can be disadvantaged in learning with those without impairments. If I discover that there might be some challenges with the learning of my child, I discuss with the teacher concerned then the teacher will solve the challenges. Fortunate enough, our school is stuffed with very competent and quality teachers to whom I think they play their cards well in addressing issues concerning learners with or without disabilities. Inclusion enhances the aspect of socialisation and living together. I think the child can get to appreciate that in the society there are different types of people. Also that a person who has a disability is just a normal person in the society and that it doesn't mean to say if one is disabled in the society cannot do things that those who are not disabled can do so the process of socialisation is being analysed in this capacity).”

Another parent Miss Sithole had this to say:

“...ngicabanga ukuthi ukuhlanganiswa kwabafundi kubalulekile kakhulu ngoba kungezelela ubuhlonzi bobucepheshe lobubanzi bolimi. Ngobucepheshe ngikhuluma ngobuciko bokwenza imisebenzi yezandla okusebantwini ukuze umuntu enelise ukuziphilisa esigabeni. Ukuhlanganiswa kwabafundi kuyafundisa abafundi imvelo lemithetho lohlonzi lwayo ukuze benelise ukuphilisana labanye kakuhle endaweni ukuze bengabi yizephulumithetho. (... I think inclusion is of benefit to school learners since it adds impartation of skills and language acquisition. On skills, I am referring to that technical component a person has which make them fit into the society. Inclusion leads to the

inheritance of social norms and values which assist people to fit into the society reducing moral decadence).”

Teachers recorded the following as the importance of inclusion in a rural context in the focus group interviews:

“... is very important to learners because learners will start to socialise at their tender age. Also, learners will get on to accept that people may have different abilities but can live in the same community and share roles and responsibilities” (Ms Ndaba). *“... I adopt that it is very important because it encourages the learners to socialise and do things together in everything that they do....”* (Mr Zwane).

Teachers also argued that even though inclusion is very important, it also had some limitations or weaknesses. They have this to say:

“...however, inclusion is of less importance in a rural school context especially in our situation where we don't have adequate teaching and learning resources which could be used for hearing and impaired learners to learn appropriately. Moreover, some learners because of their impairments are slow learners hence they slow down the pace at which the teaching and learning is taking place in the classroom...” (Mr Zwane).

Supporting his colleague, Mr Nkunzebomvu echoed:-

“...but it remains a challenge. We cannot rejoice of inclusion because if the school is not adequately capacitated then we cannot talk of the importance of inclusion of learners....”

The notions presented above from the focus group interviews and one-on-one semi-structured interviews, by parents and teachers, points out that it is vital to have inclusion in a school. They further observed that it becomes very useful if the school addresses all learners' needs for them to achieve sustainable learning. Learning without adequate resources reduces the validity of inclusion.

The findings from the observation that was carried out at the school deduced that, learners enjoyed learning together. This was exhibited by a number of attitudes such as, their mixed sitting positions, befriending each other despite

impairment status, sharing food during break time and accommodating each other when playing their indoor games during playtimes without teachers interfering by forcing learners to accommodate each other. To add to the stated facts, the analysed documents indicated that learners from the same class are learning the same content from the same curriculum not taking into cognisance their physical differences. They also showed that hearing-impaired learners were excelling much better in various subjects. This increases learning competition, which yields better results at school as well as encouragement and acceptance among learners.

5.3.4 Sub-Theme Four:

Effects of inclusion for sustainable learning of HII learners in a rural school context

During the focus group interviews, teachers used the following words to describe the effects of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural context: “*no sound effect*”, “*difficult pill to swallow*” and “*shortfalls.*”

Mr Zwane had this to say:

“... there is a negative effect on the learners with impairments in a class where the teacher is a specialist mainstream teacher who is not used to and also has negative attitude towards impaired learners.”

He was supported by Ms Ndaba who said,:

“...and I really concur that the issue of acceptability comes into play. Within the learning context, learners without impairments will accept that, some people live with impairments in the society and are part of that society. They are not subject to harassment and touchier. ...reducing stigmatisation and discrimination within the community ... curriculum which the learners are using is not impairment oriented and user-friendly since it is designed for these learners from the mainstream ... and also the teachers who are not qualified to teach learners with impairments find themselves doing the job they are not specialists in hence leaving a lot to be desired.”

The parents have this to say regarding the effects of inclusion in a rural context:

“... kubumba umphakathi ongela bandlululo ... umphakathi oyamukela abantu bonke njengoba beyibo kungenani lesimo sabo. Kantike bukhona ubunzima obutholakalayo njengokuthi nxa abafundi abangakwazi ukukhuluma lezandla befunukuxoxa lomfundi ongezwayo endlebeni. (... it builds the community that treat people equally ... the community that embraces each other and do not see the differences among its citizens. There may be some negative effects especially lack of effective communication for instance, mainstream learners communicating to hearing-impaired learners who use sign language).”

From the observations done, it was concluded that inclusion had some positive effects when the national anthem was sung by the whole school using sign language. Looking on the walls on display work of learners in grade six classes, the most work that had excellent passes were for two hearing-impaired children. Not only positive effects were apparent. Some negative effects were also noted. In grade four classes, an intellectually impaired was being seen to be bullying other learners uncontrollably, and that the teacher failed to control him.

5.4 THEME TWO: CONDUCTIVE CONDITIONS FOR INCLUSION IN SUSTAINABLE LEARNING OF HII LEARNERS

This second theme emerged from the responses of participants during the conducted FGIs, one-on-one semi-structured interviews, observations and document analysis data generation methods used in this study. In examining the conditions conducive for inclusion for sustainable learning, the concept ‘conductive condition’ was discussed with special attention to hearing- and intellectually-impaired learners in a rural school context. The participants indicated that conducive conditions enhance sustainable learning. The comprehensive responses are discussed under the sub-sections that follow.

5.4.1 Sub-Theme Five: Conducive conditions for inclusion

The participants from focus group interviews and one-on-one semi-structured interviews had indicated that they have an idea about conditions, which are conducive, for inclusion. Teachers have this to say:

“Ngicabanga ukuthi lesi yisimo esivumela abatwana ukuthi bafunde bekhululekile njalo kuhle ukuze bathole imfundo ebanelesileyo. (I think these are the condition which allows the learners too freely and properly learn and get whatever is due to them in the learning environment)” said Mr Zwane. Mr Mlondo added that”... ngamalungiselelo awokuncedisa ukucwebezela kwemfundo elohlonzi kwezokufunda lokufundisa. (...are the settings that enable a quality flow of teaching and learning)”

The views above pointed mainly on the environment where the teaching and learning is taking place. In the school context, it is not only the environment that should be favourable, Mr Nkunzebomvu echoed, saying:

“...the learning in a school can be hindered and deterred by some circumstances making it difficult for learners to learn. For instance, learners may need learning aids that uses electricity only to find out that the school doesn't have electricity like in our case, some learning aids are very expensive for the school or parents to procure and also the limited knowledge on the teacher's training part leads to non-conducive conditions...”

The observation done in the school deduced that the school has more classrooms that accommodated a number of learners there in. The teaching and learning environment that includes the structure of classrooms, the offices and staffroom, the boarding facilities and the conditions of all the resource units were observed to ascertain if their conditions are worth the inclusion of learners.

The findings concurred with the school Head who, in his understanding of conducive condition, remarked:

“...conditions that enables teaching and learning to take place smoothly without hindrance ...things that are provided for learning to take place”

Most parents expressed their understanding as represented by Mrs Mpofu who said:

“... abazali yibo abale lungelo lokudala isimo esihle esivumela abantwana ukuthi bafunde kahle esikolweni njengoba uhulumeni esehlulela. Njengabazali,

kumele sibhadhale imali yokufunda kwabantwabethu ukuze kuyakwe kanye lokuthenga imininingwano esetshenziswa ekufundeni. Nxa isimo sokufunda singathuthukiswa, imfundo elohlonzi izakufumaneka.(... Parents are the ones with the responsibility to create a conducive learning environment in the school since the government is no longer taking part. As parents, we can only achieve through paying of school fees for our schools to be able to manage the constructions and procurement needed to enhance learning. If all the learning conditions are met, then sustainable learning can be enhanced)”

The words “*with responsibility to create*” indicate that the parents know what is expected from them. It also implies that they concur with the notion that sustainable learning can be achieved if the learning conditions are conducive.

5.4.2 Sub-Theme Six: Conducive conditions for learning of II learners in a rural school context

Almost all the participants highlighted what they think could make inclusion fulfilment for intellectually impaired learners. Through the focus group interviews, teachers recorded...in a combined voice... had this to say:

“... intellectually impaired learners need to be provided with supplementary aids coupled with services to support their learning. The instruction mechanism used in the school should accommodate these learners, for instance, use of the proper language that the learners understand. They use that language at home. Also, adequate personnel should be provided so that the teacher pupil ratio becomes normal to enhance proper control.”

The school Head added:

“...basically I'm looking at the conditions that are giving them access to basic education that is going to help them in their future and if those conditions are not there, then it means that learning will not be complete and enough for them to sustain their living. There should be proper equipment that the learners can use through manipulation since it is the most effective way of enhancing their learning. These equipment should be accident free or be well taken care of so that the learners may not cause some dangers to each other.....”

The parents added that:

"... isikolo kumele sibe lendawo ebanzi eyenela abafundi abathathela kude engqondweni ukuze bathole usizo kwabanye abafunda labo ngokunjalo, abazali kumele babhadhale imali yesikolo, badingele abantwana ukudla okwaneleyo emakhaya lasesikolweni futhi banikeze izingane zabo imininingwana efaneleyo ekufundeni ukuze bangazikhangeleli phansi nxa belabanye abafunda labo eklasini. (...schools should provide accommodation to intellectually impaired learners that enable them to get assistance from their peers. Moreover, as parents we should provide food to our learners at home and at school, pay school fees and provide our children with adequate teaching and learning resources that will enable them to learn without more constraints and stress when they compare themselves with others in their class)."

The participants' side of analysis on the provision of conducive conditions is in this study expressed the availability of physical things that enhances the teaching of learners intellectually impaired. In addition, teachers view imparting basic skills as a necessary condition that can assist learners' achievements in future. In brief, everything that helps the achievement of proper teaching and learning in a school to intellectually impaired learners is herein regarded as conducive conditions.

5.4.3 Sub-Theme Seven: Conducive conditions for learning of HII learners in a rural school context

Participants through FGIs and one-on-one semi-structured interviews highlighted that hearing-impaired learners can access quality education from inclusion in a rural school context if the learning conditions are conducive these learners.

Teachers had this to say during their one-on-one semi-structured interviews, collaboratively:

"...our school should be made to provide quality hearing-impaired classroom equipment that will help learners to hear what the teachers will be teaching. In other words, in our classrooms there should be hearing assistant technology that assist learners to get what the teachers will be saying. This equipment is called the radio aid microphone. Also, as teachers we should learn to find

effective methods of communicating with our learners. We should not talk to our learners to give them our back or while we are turning away from them. These are mistakes we normally do when we are writing on the chalk board or when we are walking around the classroom.”

It has been observed through the classroom charts and decorations as well as in learners’ books that, conducive inclusion is created when the school got teachers who are dedicated to doing their work without compromising and complacency. The school should have teachers who devote all their time to learners and write charts using sign language for learners to get proper interpretations.

The school Head added:

“...conducive learning conditions in a school are created when the school teach and encourage learners to have hearing buddies at school amongst their peers who are not hearing-impaired so that when the learner with hearing impairment did not hear what the teacher or other colleagues said, the hearing buddy will take time to saying it to a friend for understanding. In the same note, the school should encourage learners to engage with the rest of the class. If these are provided in a school, conducive conditions for learning will have been provided in the school thus sustainable learning will be the outcome.”

During the FGIs, the parents bringing out their voice together said:

“... ngenxa yokuthi abanye bezingane zethu kabezwakahle endlebeni isikolo kumele sibavumele ukuba labachasiseli ukwenzela ukuthi nxa bengazwisisanga okukhulunywa ngumbalisi nomalabanye abantwana bachasiselane kuhle. Njalo, umsindo endaweni zokufundela kumele ungabikhona. Abazali kumele sizinikeze amathuba wokuvakatshela ababalisi esikolweni sisiyobuzisisa ngokufunda kwezingane zethu. Ukuhlukumezana kwabafundi esikolo lasemakhaya kumele kugqitshwe. Konke lokhu kungenzakala, singathi isimo esihle esokufundela sesidalekile. (...some of our children because they have hearing impairment, they are not used too much noise, thus the school with these type of learners should ensure that they reduce background noise around their classrooms. In addition, teachers and

parents are encouraged to meet regularly so that they will be sharing the good and bad about the learners' educational progress. Again, teachers and parents should guard against bullying of learners by each other, either at school or on the way to or from school. By so providing these necessities, conducive conditions for learning will have been provided)."

In conclusion, all participants concurred that conducive conditions should be created and be there in an inclusion school for sustainable learning of hearing-impaired learners to be achieved.

5.5 THEME THREE: MANAGING INCLUSION

This is the third theme that emerged from the responses of participants during the conducted FGIs, one-on-one semi-structured interviews, observations and document analysis data generation methods used in this study. This section gives a close view into the management of Inclusion for Sustainable Learning of Hearing- and Intellectually-Impaired Learners in the rural context. Particular focus will be on the way teachers and learners relate and interact at school and the potential benefits of inclusion to hearing- and intellectually-impaired learners. The participants' responses are presented in the sub-sections that follow.

5.5.1 Sub-Theme Eight: Managing inclusion in a rural school context

All data generation methods used in this study indicated that more work, passion and commitment are needed in order for inclusion to be achieved. The school Head made the following remark, echoing the same sentiments as their teachers:

"...we give these learners more time according to their various resource units. Also, they require individual attention ...the time that an individual learner needs ...much of the teachers' time is spent on the administration of various resource units and their needs."

This, in other words, means that when inclusion is taking place, learners with impairments need more attention from their teachers as compared to the time other learners in the classes require. This time is needed in order to enhance

individual commitment and attention to learners. Briefly, for the hearing- and intellectually-impaired, there should be more teacher/learner interaction.

5.5.2 Sub-Theme Nine: Relationships between teachers and learners in the inclusion context

From the observations as method of gathering data achieved, the researcher deduced that the interactions between the learners with other learners across resource units, teachers to learners across resource units, and teachers to other teachers across resource units, was sound and admirable. This was evident by a mutual understanding exhibited around the school both in- and outside the classes.

A teacher, Mr Mlondo, supported this in FGIs saying, *“ I think it is the cross-pollination of ideas, social acceptance and attaching respect and value to other people that brought about unity and understanding among the learners and teachers in the school.”*

Other teachers have negative assertions on the way teachers and learners relate at school. Mr Nkunzebomvu has this to say:

“...some teachers are looking down upon other teachers depending on the resource unit of affiliation. They think that being in a certain resource unit, the teacher becomes inferior to addressing the needs of learners who belong to another resource unit ...teachers will be lacking the expertise to address the real needs of learners in other resource units ... teachers will be lacking the knowledge .”

Another teacher Mr Zwane who commented supported him:

“... I also have a feeling that the teachers who belong to the mainstream leave a gap when dealing with learners who belong to hearing- and intellectually-impaired resource units because of the lack of expertise in terms of special needs enquiry.”

What the teachers said implies that there is need for profound knowledge when dealing with learners with hearing- and intellectual-impairments. In addition, there are possibilities of their being classified, depending on the resource unit you teach; therefore, being associated with the type of learners there in.

5.5.3 Sub-Theme Ten: The potential benefits of inclusion to learners in a rural school context

The participants identified the potential benefits of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context during the FGIs and one-on-one, semi-structured interviews. Parents responded as follows:

“... bafumana ukubambisana kahle okuhle emphakathini (...They benefit socialisation among the community...)” (Mr Zilawe). “... bayafunda izinto eziningi njengokuthi nxa befunda ulimi lobungcitshi bokuzama impilo okwenza ukuthi bazithole besenelisa ukuphila phakathi kwabanye. Bayathola inhlonipho lemithetho yendawo abahlalakiyo. (...they do learn a lot especially when they are learning language and life skills enabling them to fit into society. They gain social norms and values...)” (Miss Sithole). “... izingane zethu zibayingxenywe yomphakathi esihlala kuwo ngalokho kukhulisa kibo ingqondo wokuziqenya lokuzimisela ukuthuthukisa indawo yabo njenge ngane futhi njengabazali bakusasa. Lokhu kuncedisa lokunika ithuba lokufunda lokuvuma ukuthi abantu bahluka-hlukene indalo yabo. (...our children are part of our community. They develop a sense of belonging and become better prepared for life in the community as children and adults. Also in them, the culture of respect and belonging should be fostered. It again provides the opportunity to learn about and accept individual differences)” (Mrs Mpofu).

Teachers agreed that inclusion brings merit to the hearing- and intellectually-impaired and other learners. They collaboratively felt that:

“...it provide among children opportunities to make friendship with one another around the school, which leads to role models and growth. It encourages involvement of parents in the education of their children and their school activities. Again, it create better opportunities for learning since learners who are intellectually and hearing-impaired are motivated when they learn in classes surrounded by other learners of their age as a result, allowing learners to work towards their individual goals...”

The parents and teachers agree thus that inclusion is of benefit to learners for it influences a number of things, as delineated above.

5.6 THEME FOUR: STRATEGIES TO ENHANCE INCLUSION FOR SUSTAINABLE LEARNING OF HII LEARNERS

The fourth theme emerged from the responses of participants during the conducted FGIs, one-on-one semi-structured interviews, observations, and document analysis of data collection methods used in this research study. In the previous section, school teacher participants and parents highlighted the benefits that inclusion brings to the achievement of sustainable learning of hearing- and intellectually-impaired learners in a rural school context. Herein, the study participants proposed the strategies that could be utilised to enhance sustainable learning of hearing- and intellectually-impaired learners.

5.6.1 Sub-Theme Eleven: Guidance and counselling

The remarks gleaned from the FGIs by parents, teachers, and one-on-one semi-structured interviews, endorse that guidance and counselling can be employed in order to enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners. Teachers remarked in FGIs that guidance and counselling:

“...builds confidence in learners” (Mr Zwane); “... it stimulates the enthusiasm that triggers the quality products of output and self-esteem” (Mr Nkunzebomvu), and “... helps learners come up with solutions to the challenges that befall them, rather than looking down on themselves and their disabilities, as if it means inability...” (Miss Sithole).

Parents resonated unanimously that:

“Ukuqondisa lokweluleka kwabafundi kuyabasiza ukuze bazwisisise isimo abakuso kulowu mbalo sitsho ubugoga obuyabe bubaphethe...kuyancedisa umfundi ukuthi akholwe ukuthi kayikho into ehlulayo emhlabeni nxa umuntu ezimisele. (Guidance and counselling assist learners to acknowledge their state of affairs and circumstances they are in, in this case, their disability situation... enabling a learner to accept that the sky is the limit).”

The above annotations submit that guidance and counselling is important in the teaching of learners in general and mainly in a rural school context. It was expressed as, “*stimulates the enthusiasm that triggers the quality produce of output.*” This phrase means that guidance and counselling motivate learners to achieve their desired goals and objectives. Overall, it had become known that ‘guidance and counselling’ is a redeeming strategy that helps enhancing sustainable learning.

A parent Mr Mpofu contended that:

“Ukuqondisa lokweluleka kumele kube ngokweqiniso hatshi ukuthi kube yindlela kuphela yokujabulisa abafundi ukuthi bezizwe besekufudumeleni... (Guidance and counselling should be real and not a process that shield or put learners in a comfort zone...)”

This means that since guidance and counselling are both very helpful to learners’ achieving sustainable learning, it should be administered with fairness and utmost good faith so that I achieve its actual results and mandate.

5.6.2 Sub-Theme Twelve: Community awareness campaigns

It is from the teachers’ suggestions through the FGIs that awareness campaigns could be considered as a strategy that enhances sustainable learning. In this regard, they used terms such as “*awareness campaigns*” since it will be the meeting scheduled to discuss and encourage people on pertinent issues towards people living with impairments and their reception in the community. A teacher Mr Nkunzebomvu said:

“We adopt the use of awareness campaigns as a strategy ... awareness campaigns for all people in the community and around the school, teachers, parents and learners inclusive will help enhancing or talking more about inclusive education for sustainability to disabled learners.”

The parents elucidated (in unity) that “*Kubalulekile ukuthi kuyenziwe imikhankaso yolwazi eyabe imeme abafundi...*” (“It is important that we have some awareness campaign that we include learners ...”)

Interestingly, a parent remarked that most people concerned could be drawn into awareness campaigns: *“... it is vital to plan awareness campaigns with learners and teachers at school...”*

In other words, this means that campaigns can change people’s thoughts and perceptions towards others.

5.6.3 Sub-Theme Thirteen: Establishment of good relationship and rapport amongst learners, parents and teachers

High quality relationships between learners and their teachers could enhance sustainable learning of hearing- and intellectually-impaired learners. The terms herein used include *“creating rapport.”* Parents recommended that teachers should create rapport with learners in school so that they build confidence in each other (in unison):

“Ukwakha ubungane phakathi kwababalisi labafundi babo kuyancedisa ukuthuthukisa ithemba lokuzithemba kunikeza ababalisi ithuba lokuhlangana lobunzima obehlela labafundi abafunda lobugoga obuthile. (Creating rapport between the teachers and learners help increasing trust and creating confidence in each other... it provides the teachers with chances to discover the challenges, problems faced by learners learning with impairments).”

Teachers during FGIs pointed out that:

“A good teacher-learner relation is crucial since it ensures teamwork, motivation and encouragement” (Mr Nkunzebomvu), “It reduces the inferiority complex, stereotyping, stigma and sense of neglect among the parties involved...” (Miss Ndaba), and “... create a strong bond among teachers and learners as well as enhancing collaboration in teaching and learning issues...” (Mr Zwane).

Teachers understood that good relations with the learners encourage cooperation in a learning environment. The term *“teamwork”* was used. However, the school Head argued that:

“It may be imperative for teachers and learners to have good relations but some teachers are bad role models who will influence learners badly and use

that chance to abuse learners as a result, the relationship will bring more harm than good.”

This suggests that teachers should exhibit respectable behaviour and be honoured role models who influence learners well since their behaviours are a case for concern. On the other hand, being friendly with learners might not be the effective strategy, since it jeopardises the effectiveness of teacher control of learners. A parent Mr Zilawe added:

“Kunjalo sibili, ababalisi labazali kumele bazwisisane ngazonke indlela ukuze... (Yes, the teachers and parents should by all means have good relations...)”

He felt that this would help taking charge of the learners for they will not use either a teacher or a parent as a scapegoat knowing that the former and the latter share objectives towards the learners’ learning achievements. In this regard, learners will not have refuge, and consequently they will be able to achieve sustainable learning.

5.6.4 Sub-Theme Fourteen: Addressing the learners’ needs and objectives

The participants agreed on the significance of identifying learners’ needs and objectives as a strategy for enhancing sustainable learning of hearing- and intellectually-impaired learners in a rural context. A parent noted *“Kuhle ukuthi thina njengabazali lababalisi sibekwazi izidingo zabantwana bethu... (As parents and teachers it is imperative for us to identify the needs of our children...)”*

Correspondingly, a teacher commented:

“... Learners have their own ambitions despite their impairment limitations so when sent to school, teachers and parents should try to consider or consult these learners so that they first get their side of interests and this will take them to a recognisable assistance.”

Parents indicated that they want to work as a team with teachers in order to discover their children’s needs. The school Head added:

“If the learners’ interests are not taken into consideration either by the school or parents, it is probable that those learners will abscond or resent going to school. My experience has it that teachers and parents must make a formidable team that help and acknowledge that learners have their own ambitions, which must be valued. Sometimes teachers just go into a class and teach without considering these needs...”

This remark endorses that taking heed of learners’ needs enhances sustainable learning. Even though many participants echoed similar sentiments, one teacher, Mr Zwane, voiced a different opinion:

“Certainly I accept that as teachers we should value the needs of the learners. I therefore argue that this should not be done always and to all the needs since the school is there to shape a learner into a new life hence the development of new needs. Also, some learners have unusual needs of which if the teacher follows, the child’s life would be ruined.”

This teacher’s assertion implies judging that the way they would perceive their impairment status; some learners may possess needs that limit their abilities. It is thus the duty of a teacher to assess learners’ needs and help them achieve positive goals and objectives as part of sustainable learning.

5.6.5 Sub-Theme Fifteen: In-service training of teachers

There is need for in-service training for teachers in a rural school context. Since the Zimbabwean Ministry of Primary and Secondary Education had changed its curriculum, it therefore follows that, to meet the needs and skills requirement, there is need for teachers’ curriculum also to be updated. They used terms like, *“teacher-centred approach”* and *“consequential teaching.”*

Teachers responded during their FGIs and were recorded saying:

“... Teachers need to adapt to learner-centred approaches rather than teacher centred approaches in order for learners to achieve sustainable learning. Inclusion will be difficult to a teacher who is not upgraded to suit its demands, thus there will be adaptation and adoption challenges at school” (Mr Nkunzebomvu) and “...the curriculum used in schools is not integrative enough and not all teachers have enough skills to handle every type of learner. The

curriculum is designed with the average learner in mind and not the unique” (Miss Ndaba).

This is an indication that there are shortages in teachers’ skills that they are required to have in order to teach learners in inclusive schools. There is thus a real need for teachers’ in servicing. Parents exclaimed that:

“Kubalulekile njalo ukuthi ababalisi bafundise kusiya ngezifundo abazifundelayo esikolweni. Singajabula njengabazali nxa ababalisi bebuyela ukuyofunda ukuze bathole izifundo zangaphezulu ezilohlonzi. Kuyenzeka lokhu ngoba vele ukufunda kakupheli... (There is a need for teachers to teach according to areas of specialisation. We will be happy as parents if teachers are going back to school in order for them to get qualifications that suit the requirements of our school. Yes, it’s possible since learning does not end...)” (Mrs Mpofu).

This explains the importance attached to further training for enabling competence. The school Head added, saying:

“If you look at how other teachers behave at school, you will really appreciate the importance of them going back to school for capacity building and development so that they are prepared for the inclusion maybe we can achieve the sustainable learning goal. They should go to school like what Miss Waza is doing...”

The suggestion that some teachers are not confident enough when they are teaching raises more concern in the education system. Thus, the school head is highlighting of the need for teachers to be in-service trained is a move towards the enhancement of sustainable learning.

5.6.6 Sub-Theme Sixteen: Provision of suitable and adequate learning resources

Almost all participants concurred that adequate resources are needed to enhance sustainable leaning in a school context of inclusion. The school Head expressed:

“Learners in my school lack adequate teaching and learning resources. The government is no longer subsidising the education leaving it for schools to

provide for themselves through fees payment, which the parents are not paying in full due to the country's economic constraints. We don't have learning and teaching material that accommodates hearing- and intellectually-impaired learners ..."

This therefore implies that there is a dire need for teaching and learning material in the school. The word "accommodates" suggests that if the teaching and learning resources are not adequate, the teaching of learners in a school would be jeopardised.

Two parents in different one-on-one semi-structured interviews aired that:

"Abantwana bethu bafunda kakuhle nxa bebamba izinto ngezandla. Sihambisile abantwana bethu kulesi sikolo ngoba yiso esingcono kulezinye ezihlanganisayo endaweni yethu. Lesi sikolo silezakhiwo ezeneleyo. Njalo futhi uhulumeni le world vision balokuncedisa lezinto ezifunakalayo ekufundeni kulesi sikolo. (Our children learn well with manipulation. We choose our children to this school because it is almost better in the provision of inclusion to our learners. It was built in a way that accommodates the learners with learning impairments. Also, the government and the World Vision have a tendency of donating teaching material at this school since it is a government school...)" (Mrs Mpofo).

"Yebo ngiyavumelana lalesi sikhulumu kodwa mina ngikhangele umbalisi njengoqakhatheke kakhulu. Kumele isikolo sibe lababalisi abenela abafundi bonke njalo ababalisi laba babe lobucepheshe bokufundisa abafundi abahlanganisiweyo. (Yes, I agree with the speaker but my motion is pointing on a teacher as a major resource. The school should be fully staffed with teachers who are trained and specialised in inclusion)" (Mr Zilawe)."

The above assertions clearly indicate that teaching and learning resources are fundamental in the learning of hearing- and intellectually-impaired learners. It also implies that there is no one resource that is better than another, as long as it serves its purpose of imparting knowledge to learners.

Teachers in the FGIs collaboratively cried out that:

“It is very difficult to teach learners without enough teaching aids. There is need for the school to look into the procurement of enough teaching and learning resources so that learners will be given enough education. If there are adequate resources in our school, this inclusion will really be a success and sustainable learning will be achieved.”

This means that in the teachers’ estimation, effective and successful teaching is achieved when appropriate teaching media and aids are used.

5.6.7 Sub-Theme Seventeen: Imparting inclusion knowledge to the school administrators

The school Head acknowledged that there is need to communicate knowledge on inclusion to the school administrators as a strategy for enhancing sustainable learning. He said:

“From my experience so far, having inclusion knowledge is an advantage for the leaders of the school. It enhances quality management of events around the school since the picture of the proposed procedure will be clear. My knowledge of inclusion has changed for the better since I came to this school as compared to my knowledge at my previous school.”

This informs that there is more to receiving knowledge than assuming and working without training. In other words, it means that almost all the administrators should be mandatorily provided with knowledge about inclusion for the betterment of the school and its learners.

Teacher, Mr Zwane, added:

“Our main challenge as inclusive education teachers is being led by the leaders who don’t know the importance of inclusion or the worth of valuing inclusion. They don’t give preferences to issues that enhance the teaching of learners with impairments because they assume that having impairment suggests an inflexible inability.”

He was supported by Miss Ndaba, who said,;

“...In my opinion, it should be a requisite that all school Heads have a ‘Special Needs qualification. Also, the school heads of departments should have at

least are in possession of appropriate certificates of education in issues that have to do with inclusive education, so that learners living with disabilities will find full representation at school..."

Also, Mr Nkunzebomvu concurred that:

"...as it is right now, we do not have enough teaching and learning resources in the resource units because the finance committee led by the school Head and school development committee don't value what is happening in those departments. They even can spend for the sports and other pertinent issues at the expense of education of the impaired learners. I think if inclusion knowledge can be imparted to them, sustainable learning will be achieved."

These comments from teachers indicate explicitly that there is a need for school and other learners at the school to be given inclusive education knowledge so that they attend to all learners' needs, rather than only representing the mainstream in a school where inclusion is practiced. It also means there are some administrators who are part of inclusive education training for employment reasons and not benefit for learners.

Parents recommended that all school leaders should have inclusive education training for the better achievements of their children at school. Collaboratively, they stated that:

"... nxa kusitsho ukuthi imali yesikolo izasetshenziswa ukuthuthukisa isikolo njalo lokubhadhalela ababalisi ukuthi bangene imihlangano yokuthuthukisa imfundo yabantwana abafunda behlangene, siyakuvumela lokho... (...If it means using the school fees to upgrade and take teachers especially those on influential positions like the school Head, deputy, senior teacher and the Heads of departments to inclusive education workshop we endorse that expense...)."

The above statement suggests that providing knowledge on inclusive education is most favourable and that the parents would readily be more prepared to pay for the improved schooling without complaint.

In summing up, the participants pointed out a number of strategies that they considered could be put into practice to enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural context. They encouraged the community and the teachers to work as a team to execute these strategies. If the suggested strategies are not implemented in the school, it is recommended that they should be.

5.7 CHAPTER CONCLUSION

This chapter presents analyses and interprets data generated in the field through focus group interviews, one-on-one semi-structured interviews, observations and document analysis. The views of participants were presented following themes and sub-themes that emerged during data analysis. The participants indicated that inclusion is taking place at their school and that if executed as expected, sustainable learning can be enhanced. However, notwithstanding the importance of inclusion, the participants pointed out that there are some positives and negatives that affect inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

The following chapter discusses the research findings.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

The previous chapter presented, analysed, and interpreted data with regard to the emerged themes. In this chapter, the researcher discusses the results emanating from the case study research design; literature review; theoretical framework, as well as methodology employed in conducting this study. The following sections in this chapter are structured according to the objectives and themes in the presentation of the findings chapter, as outlined in Chapters One and Five respectively. Findings in Chapter Five are discussed comprehensively herein.

6.2 PREPARATION FOR DISCUSSION OF FINDINGS

The following discussion paves the way for the present situation in a rural learning context. The objectives, which informed the study, were:

6.2.1 Main objectives

To propose methods of achieving inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

6.2.2 Secondary objectives

1. To understand conceptualisation of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.
2. To establish conducive conditions for inclusion that is made available for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.
3. To explore how inclusion for sustainable learning of hearing- and intellectually-impaired learners is managed in rural school context.
4. To propose strategies that could be used in a rural school context to achieve inclusion for sustainable learning of hearing- and intellectually-impaired learners.

6.3 DISCUSSION OF FINDINGS UNDER 'UNDERSTANDING OF INCLUSIVE EDUCATION FOR SUSTAINABLE LEARNING IN A RURAL SCHOOL CONTEXT'

The subsection that follows discusses the views of participants in their understanding of inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The literature provided supported the fact that inclusion plays an important role in achieving sustainable teaching of learners (UNESCO, 2017; Etange, 2014). The results in relation to this subject matter are expatiated in separate sub-themes to follow.

6.3.1 Positioning inclusion in a rural school context

Analysing and concluding from the information gathered from the previous chapter (Chapter Five), the results show that inclusion is necessary to ensure that sustainable learning is enhanced amongst learners in a school. This analysis supports the notion that, certain intervention methods are practical in some work situations though not always (Timmings, et al., 2016; Lynch & Madden, 2015). A school's systems can accordingly be changed at any time due to the strong link of connection between all its elements. The crux of the matter is, when communications go according to how they are arranged, considering time and suitability. Readiness for change in an organisation is classified in three different stages, of which each stage poses its own interventions; namely the passion, responsive states of readiness, and unstable state of readiness.

Moreover, valuable and effective inclusion of learners is a crucial factor that redeems people and their community; encourages accepting each other despite their impairment statuses; motivates and reduces stigma and discrimination in the society, as well as empowering the realisation of the importance of considering all humans as normal beings (Lynch & Madden, 2015). The participants recognised resource units for learners with hearing and intellectual impairments in the school as potential stepping-stones to achieving an appropriate and significant education. Literature specifies that people in the community and rural contexts do not make acquaintances depending on their educational status and transforming their lives for the better (Luter et al., 2017; Fuchs, 2015), the engagement of a case study in this dissertation makes it possible for the research participants to be grateful for inclusion. DuFour and Marzano (2011) and Hipp and Huffman (2010) wrote that acceptance between

learners is important in education since inclusion enhances working together of learners in a school context.

6.3.2 There is need for inclusion for sustainable learning in schools

The results gathered identified imperfection in the understanding of inclusion in schools. According to the information gathered in the foregoing chapters, they implicit inclusion as the teaching of learners in the same school even though they are in different resource units according to their impairments (see sub-section 5.3.1). This idea does not agree with the literature above. For instance, Mutepfa, et al., (2017) explains inclusion as a system when the learners are put in the school and same class receiving the same curriculum from the same teachers sharing the same teaching aids and methods despite impairments (see sub-section 1.10.1 in Chapter One). This idea emerged from some global researches that supported inclusive learning in order to achieve sustainable learning of all learners. This research study made use of the case study design to appreciate inclusion (see sub-section 4.4, 4.4.1 and 4.4.2 in Chapter Four). Simon (2011) and Berg (2012) admits that carrying out a qualitative research study helps drawing actual inferences from the actual settings where the study is carried out so that the results becomes very authentic and realistic. ORCT was then used in this research study to authenticate preparedness of learners, parents and teachers in accepting the effected inclusion for sustainable learning of hearing- and intellectually-impaired learners.

Almost all the participants defined inclusion in a rural school context as the process when the learners are receiving education without consideration of their impairment. This means that all learners will be afforded equal education in the same school. Their explanations concur with the literature (see sub-section 1.10.1 in Chapter One). Mutepfa, et al., (2017) supported by the Education Secretary's Policy Circular No. 12, 1987, states that all learners in Zimbabwe should be given basic education irrespective of their family backgrounds, religion, gender, or any impairments. In addition to the foregoing, UN (2016) and UNESCO (2017) describe it as a means of introducing humane tolerance into the community, as well as decreasing inferiority complex, stigma, and discrimination amongst the people (see sub-section 3.2.1.2 in Chapter

Three). It is also noted that inclusion is a merit to achieving sustainable learning of all in the school (see sub-section 3.2.1.4 in Chapter Three).

Results revealed different types of inclusion practised in the rural school context (see sub-section 5.3.1 to 5.3.3 in Chapter Five). This differs with what is advocated for in the Universal Declaration of Human Rights to education as described by UN (2016) and Daura and Audu, (2015) as placing learners in the ordinary learning system of classes they were supposed to be attending together with peers without disabilities. This implies that there should not be any factor based on impairment that separates school learners. On the contrary, in Nigeria some schools practice inclusion similar to the Zimbabwean rural context (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015) (see sub-section 3.2.2.1 to 3.2.2.2 in Chapter Three).

The local (Zimbabwean) and global world legislated Education Acts and Policy circulars that position inclusion in schools requiring that every learner regardless of race, gender, religion, creed or disability, has right of entry to basic education in the same learning environment as their peers (Salamanca framework 1994; NECT, 2013; GGSD 4, 2016; UNESCO, 2017). Therefore, since this is a universal phenomenon, the implementation depends on the context. In consideration, the research is set to recognise the social reality surrounding the study context, utilising a case study research design, and for this reason, employ ORCT and TIEP theoretical frameworks to provide solutions.

6.3.3 Inclusion affects hearing- and intellectually-impaired learners in school

The traits of inclusion acknowledged by research participants provide answers to the effect of 'inclusion for sustainable learning in a rural school context'. They acknowledged that inclusion ought to provide an advantage for all children in the community as far as their opportunities to be taught are concerned (see sub-section 5.3.3 in Chapter Five). Literature expounds that inclusion enhances quality communication amongst parents, teachers, and the community at large, (Kala Kamdjoug, 2018; Zigarmi et al., 2018). All the same, Yulk (2013) is of the opinion that communication should be readily and transparently provided in

schools to boost teachers' knowledge of the effected change, thereby reducing confusion; empowering teachers; and allowing them to interact amongst themselves to explore more ideas (see sub-section 2.3.2.2 in Chapter Two). If communication is enhanced, identifiable inclusion of all learners in the school, including the impaired, is facilitated. This complements the application of a case study research design, for it encourages the voices of almost all concerned people in their natural settings to be heard (Bertram & Christiansen, 2018). Successful communication encourages serious thinking in order to facilitate scrutiny of a challenge and classification of potential results.

6.4 DISCUSSION OF FINDINGS UNDER PROVISION OF CONDUCTIVE CONDITIONS IN INCLUSIVE EDUCATION FOR SUSTAINABLE LEARNING

The following subsection is a discussion by participants through FGIs, one-on-one, semi-structured interviews, observations, and document analysis, on conducive conditions for inclusion in sustainable learning of hearing- and intellectually-impaired learners in a rural context.

6.4.1 Conducive conditions are needed for successful inclusion of sustainable learning

There are numerous conditions deemed conducive for inclusion to be implemented and achieve sustainable results. The data gathered in the previous chapter in sub-sections 5.4.1 and 5.4.2 revealed that furniture, infrastructure, textbooks, curriculum, charts (media), and human resources, form the conducive learning conditions in a schooling environment (Ozegya & Babudoh, 2012; Isaiah & Aderibige, 2013 & Daura & Audu, 2015). Literature also has it that classroom, school, and family-related factors make up the conducive learning conditions for learners from a needy community (see sub-section 3.2.3.2 to 3.2.3.4 in Chapter Three). Chinhenga (2017) stressed that shortage of material resources for learners negatively influences their appropriate learning in an inclusion school, hence the need to create a conducive learning environment.

To achieve inclusion, there should be some underlying principles that conditions the change in a school, as well as teachers and community, which the educational change is targeting (see sub-section 2.3.2 in Chapter Two)

which explains more about the readiness for change in a person or an environment in order to achieve desired results. Hattie (2012), Lynch and Madden (2015), Bawack and Kala Kamdjoug (2018) and Scheerens (2016) recognised ten principles of readiness for change; being: passion, communication and information, contribution, supervision, support, confidence, self-efficiency and training, anxiety, perceptions, and other values, as change enhancement solutions from presumption encompassed in an observed process. The research findings support this in sub-section 5.4.2.

6.5 DISCUSSION OF FINDINGS UNDER CHALLENGES OF INCLUSION IN A RURAL SCHOOL CONTEXT

Participants in this sub-section discovered challenges that hold back inclusion for sustainable learning in the rural school context and how these challenges could be addressed.

6.5.1 Accepting people living with hearing- and intellectual-impairments in their community

In Chapter Five, the participants made it clear that not accepting people with impairments in a community poses a great challenge for them and their educational life in schools (see sub-section 5.5.2 in Chapter Five). According to the text in Chapter, 3.2.3.2 schools are not operating in isolation from the community where they reside, since they are a minority community, and learners' education should be drawn from the area where their school is situated. Nothing new should be introduced to inexperienced learners (Elboj and Niemela, 2010; Racionero and Padrós, 2010; Heystek, 2016). A number of researchers, e.g. (Elboj and Niemela, 2010; Racionero and Padrós, 2010; Heystek, 2016; UNISCO, 2017) have drawn attention to the importance of support and acceptance by the local community as a crucial factor in the growth of inclusive education systems. Therefore, parents and children require strong encouragement to accept others as equals, and not classifying them according to their impairment status, which does not specifically denote 'inability'. In other words, social acceptance by scholars boosts morale, and essentially improves their learning situations.

According to Chapter Three, sub-section 3.2.3.2, inclusive education requires active participation of the local community (UNESCO, 2017) and results in accomplishment in both schools and society (UNESCO IBE, 2016). Elboj and Niemela (2010), Racionero and Padrós (2010), and Heystek (2016), supported the assertion opining that many studies have acknowledged the fundamental results in growth of inclusive education systems. All participants were in accordance, in that the link, views, and inclusion of the community involving learners with intellectual and hearing impairments, has significant bearing on the achievement of sustainable learning in schools, especially in rural contexts (refer to sub-section 5.4.1 in Chapter Five). This could be achieved if the community accepts that people are similar, despite their impairment status, by way of avoiding labelling others, looking down upon each other, as well as instilling an inferiority complex among fellow citizens.

6.5.2 Lack of inclusion-based teaching experiences

The lack of inclusion-based teaching experiences in teachers presents hindrance to inclusion in schools. Participants revealed that despite teachers being qualified, it takes a teacher who trained in special needs education to appropriately deal with school learners with impairments. This means that lack of special needs education experience and knowledge among teachers in inclusive learning settings jeopardise their sustainable teaching. (See sub-section 5.5.2 in Chapter Five). Literature informs that there is need to train teachers extensively to educate hearing- and intellectually-impaired learners successfully, plus they note that for inclusion to be successful and well-equipped, requires knowledgeable and competent teachers who are able to foster the required values, confidence and support in learners (Haitembu, 2014; Odhjambo, 2014). This simply means that teachers need adequate training to empathise with their learners and thereby achieve sustainable learning.

6.5.3 Avoiding stigma and discrimination

Participants pointed out that stigma and discrimination is another obstacle to inclusion (see sub-section 5.5.2 in Chapter Five). They mentioned that their peers because of their impairment status might look down learners with intellectual and hearing impairments upon. It applies; teachers from the

mainstream may look down on other teachers from the resource units due to the type of learners they teach. According to UNICEF (2017), Mestry (2017) and Heystek (2016), sharing support among teachers and learners in terms of teaching expertise, motivation, sharing teaching and learning resources, and building awareness, motivate the learning of impaired learners (see sub-section 3.2.3 in Chapter Three). Thus, the eradication of stigma and discrimination reduces inferiority complex and enhances encouragement and enthusiasm that produce sustainable learning.

Participants proposed that the Ministry of Education as a body that represents the government should enact laws and policies that support inclusion and they should help sourcing out the teaching and learning resources from various national coffers to enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners. Referral networks that ensure learners receive needed services, so as access to healthcare and child protection, should be established and accessed within the school community (UN, 2016a) (see sub-section 3.2.3.1.1 in Chapter Three). Researches that took place in the United State, Egypt and Finland, have revealed that schools inspectors and principals may not have a good understanding of inclusion due to the types of training they might have undergone; or may have received limited training or preparation on how to run an inclusion school (UNESCO, 2017; UNESCO IBE, 2016). Thus, training education officials and Heads of school on issues related to inclusion is paramount (see sub-section 3.2.3.1.2 in Chapter Three).

6.5.4 Readiness for inclusion

Participants anticipated that the school and its surroundings should enhance sustainable learning within the rural school context. The ORCT underscores the change principles that observe the readiness for any change in humanity (Timings Khan, et al., 2016; Hargreaves & Fullan, 2012; Hattie, 2012; Lynch & Madden, 2015) (see Chapter Two sub-sections 2.3.2.1 to 2.3.2.10). These values already referred to, are incorporated with the school as an organisation where the inclusion change is implemented. The organisation of schooling and school practices are crucial aspects for the enhancement of inclusion (Creswell, 2014). Also, Schleicher (2014) and Heystek (2016) studied the school factors

that impact on inclusion, and argue that schools should be supported, to avoid the creation of barriers and challenges in the first instance (see sub-section 3.2.3.3 in Chapter Three). Chinhenga (2016) carried out a research study accessing the availability of teaching and learning materials, if it affects the implementation of inclusion for children with learning disabilities in Bulawayo, Zimbabwe. She discovered that there was a lack of material resources available for the implementation of inclusion, so as [among others] trained teachers, computers, finances, classrooms, for use by learners with disabilities (see sub-section 3.2.3.3.5 in Chapter Three). All participants expressed that if school could increase the procurement and supply of teaching and learning resources to teachers, sustainable learning in a rural school context could enhance inclusion (refer to Chapter Five sub-sections 5.4).

6.6 DISCUSSION OF FINDINGS UNDER ‘STRATEGIES TO ENHANCE INCLUSION FOR SUSTAINABLE LEARNING’

The previous chapter presented the data on possible challenges faced by hearing- and intellectually-impaired learners. These learners should all be given equal education opportunities for them to achieve sustainable learning. Participants concurred with the literature suggesting the following strategies in addressing the challenges that obstruct inclusion in the rural school context to enhance sustainable learning:

6.6.1 Guidance and counselling promotes inclusion for sustainable learning

The researcher-generated data using the FGIs, one-on-one semi-structured interviews and observations (see sub-section 5.6.1 in Chapter Five). The data revealed that guidance and counselling could be employed to enhance inclusion for sustainable learning. Chapter Three (sub-section 3.2.3.3.4) concurs that guidance and counselling strengthens the competence of schools working together (Sebring & Montgomery, 2014; Vaz, Wilson, Falkmer, Sim, Scott, Corider, & Falkmer, 2015). This, in other words, suggests that guidance and counselling equips teachers, learners, and the community at large, to share ideas as a team in order to meet and overcome the challenges that they are facing as a united family (Chireshe, 2014). The foregoing thought is consistent with the ORCT that aims at creating readiness in people to menace and

embrace the change that would have come their way in order to achieve togetherness (Nordin & Deros, 2017; Yusof & Aziz, 2015). They also expound that guidance and counselling are essential to helping learners to understand situations as well as people in general (see sub-section 2.3.1 in Chapter Two). It enlightens people to make informed decisions and view others without contempt, hence removing stigma and discrimination. Billsten, Fridell, Holmberg and Ivarsson (2018) and Andargoli, Schlepers, Rajendran and Sohal (2017) have it that preparing learners, teachers and community to be ready for inclusion reduces the challenges that disturb learning, at the same time enabling learners to embrace the learning opportunities offered by the school to achieve inclusion for sustainability purposes.

Save the Children ENET (2018) elucidated that teachers should have drafted their lesson plans well when preparing for their teaching, for it is an important tool of enhancing inclusion. These lesson plans should be addressing the objectives of the lesson as well as the goals set for all learners in the inclusive class being catered to. As expounded in Chapter Three (sub-sections 3.2.3.4.1 and 3.2.3.3.3) that the Individual Educational Plan (IEP) reflects all interventions that are required at individual learner level. The teacher in his capacity develops the learning goal that equips self-pride. All participants agreed that empowering learning through proper planning of lessons enhances inclusion for the betterment of sustainable learning (refer to sub-section 5.6.6-7).

6.6.2 Community awareness promotes inclusion for sustainable learning

Furthermore, some researchers (Elboj & Niemela, 2010; Racionero & Padrós, 2010; Heystek, 2016) were of similar opinion regarding the usefulness of support from the local community as a key factor in the development of inclusive education systems. Inclusion is a process that requires the active participation of the local community (UNESCO, 2017) and involves implementation both in school and in society at large (UNESCO IBE, 2016). Literature in sub-section 3.2.3.2 in Chapter Three deliberates that engaging the parents of learners with impairments in matters of inclusion supports the school's goals. The UNICEF (2017) made the point that people should help

each other in any way possible in order to achieve aspired set goals and targets of life despite the disability statuses abounding. Inclusion provides an opportunity of merging different skills and ideas from various learners living both with and without impairments. Heystek (2016) explains that networking as a whole with all community members where the school is situated provides a significant level of knowledge, experience and expertise, as well as opinions that enhance sustainable development in the school, in this context, sustainable learning.

The literature in Chapter Three, sub-section 3.2.3.3.3 revealed that inclusion stimulates the community and school cultures, and ethos. The data collected from the participants suggests that inclusion cultivates a system that complements, respects, values disparities, and is sympathetic towards hearing- and intellectually-impaired learners (The Wallace Foundation, 2013; Vaz et al., 2015). I therefore concluded that inclusion is practiced with regard to the rules and laws of the school and its policies as well as considering the ethos of the context to which the school is established, since the school is similar [in miniature] to the community.

6.6.3 Establishing good relations and rapport among learners, parents and teachers is useful in inclusion for sustainable learning

The data collected reveals that there is need to establish moral rapport and relationships amongst teachers, their learners, and the parents, in the community where the school is situated, since this facilitates sustainable learning (see sub-section 5.6.2 in Chapter Five). Inclusion should be controlled by considered partnerships between different participants (UNICEF, 2012). These may be community, national or regional NGOs, among others. These partnerships are vital armaments to create networks that achieve joint problem-solving (Heystek, 2016 & Mestry, 2017). A network has traditionally been described as 'a set of actors' (individuals or organisations so as schools) connected by a set of ties, which can be of a more or less formal nature (UNESCO, 2017). Educational systems in different countries are increasingly developing networks in education (USAID, 2017; UNESCO, 2017 & Mestry, 2017) and community projects have proved to be successful both in promoting

the social inclusion of disabled groups, and contributing to the sustainability and transformation of the community itself (see Chapter Three sub-section 3.2.3.3.5 and 3.2.3.2.3- 4).

Data generation revealed that inclusion is one way of generating a podium where hearing- and intellectually-impaired learners can showcase their talents amongst the co-learners, as well as participating in decision-making without the stumbling blocks related to stigma and discrimination about their disability conditions. As indicated in Chapter Three (sub-section 3.2.1.1), GGSD 4 (2016) stresses that inclusion provides quality education, which aims at ensuring inclusive and equitable learning opportunities that are accessible to all. According to UNESCO (2017), Education for Sustainable Development (ESD) is crucial for the achievement of the GSDGs. The literature expressed the desire for clear and transparent communication across all the learning processes of inclusive education in a rural context (see sub-section 2.3.2.2 in Chapter Two). Thus, the participants in the research study motivated to contribute freely throughout the entire time of the study.

From the observations conducted, the researcher deduced that interactions between the learners and each other, teachers to learners, and teachers to each other, across resource units, were sound and admirable. These were seen as a mutual understanding exhibited around the school both in- and outside the classes (see sub-section 5.5.2 in Chapter Five). In order for partnerships to be effective, the literature investigated for this review has indicated that the writing of contracts or service agreements to provide clear indications of the different roles, times to meet and the expertise to share are needed (Heystek, 2016 & Mestry, 2017)(refer to sub-section 3.2.3.2.3 in Chapter Three). Participants in the study clearly indicated that, the parents of hearing- and intellectually-impaired learners should be engaged when dealing with their children. This is possible since they are the ones who actually know the challenges faced by their children at home, as well as their children's impairment levels. Therefore, there is need to understand the management of hearing intellectually impaired learners in the rural school context, and their

partnership with the community they come from, for so learners to benefit academically from inclusion.

6.6.4 Learners' needs and objectives should be diagnosed to achieve inclusion for sustainable learning

The participants agreed on the significance of identifying learners' needs and objectives as a strategy of enhancing sustainable learning in a rural context note that it is imperative for teachers and parents to identify the needs of their children at home as well as in school (see sub-section 5.6.3 in Chapter Five). They assert that parents, teachers and other stakeholders of the school should help school learners to recognise and accomplish their learning needs and objectives since it enhances sustainable learning through focusing on their schoolwork in order to achieve their ambitions, needs and objectives. The literature had put it forward that learners need help to identify their goals, objectives and needs (Heystek, 2016 & Mestry, 2017) (see Chapter Three sub-section 3.2.3.1).

It is from the suggestion of participants through the FGIs that awareness campaigns could be taken as a strategy that enhances sustainable learning (see sub-section 5.6.4 in Chapter Five). They have a feeling that campaigns can change people's way of thinking and seeing things against others in the inclusive education school context. Zigarmi et al., (2018) and Gerard, McMillan and D'Annunzio-Green (2017) supported the participants' feelings with the literature stating that the ORCT instils in people the confidence of achieving the desired change. Confidence is described as, one's self-assurance and belief in their own ability and that of another party to succeed considering the prospects that the other, will perform a scrupulously vital to the confider. Despite the capability to supervise, control and scrutinise that other party (Mingers, 2015; Morse, 2015) and it is crucial in any connection of people (Fischer et al., 2016) (see sub-section 2.3.2.6 in Chapter Two).

Contextually, the study suggests that inclusion could be enhanced by way of conducting awareness campaigns amongst the community. All participants proposed that campaigns should be done to equip and motivate parents,

teachers and the community on inclusion for sustainable learning (see Chapter Five sub-section 5.3.3).

6.6.5 There is need for in-service training of teachers for inclusion to achieve sustainable learning

There is need for in-service training for teachers in a rural school context. All participants postulated that since the Zimbabwean ministry of education had changed its curriculum, it therefore requires that all the teachers trained before the new curriculum is in-serviced to meet the needs and skill requirement (refer to Chapter Five sub-section 5.6.5). In light of the above, the literature provided by Marimuthu and Cheong (2014) enlighten the effects of training on the competence and readiness of classroom practitioners in the Malaysian, inclusive, secondary school practices. Supported by Haitembu (2014) in another study, he examined the provisions of inclusion in the Omusati region of Namibia, and discovered that even if education officials were aware of their responsibilities in providing inclusive learning, they had mixed understandings of the importance of those responsibilities. These finding concurred with this study that lack of adequate training of key stakeholders, being teachers, school Heads parents and district education officials, derailed the inclusion of learners with hearing and intellectual impairments in schools because stakeholders lack the necessary knowledge and skills to handle issues facing the implementation of inclusion (see sub-section 3.2.3.3.2 in Chapter Three).

Also, Mangundjaya and Rachmawan (2015), Briniol, et al., (2013) and Hart (2018) expressed in their submissions that training is utmost a must in edifying readiness for change since it helps by way of changing the working environments' customs and way of thinking and manages the workers to perform towards the from the change (see Chapter Two sub-section 2.3.2.7). In addition, training and development, displaying of experience and teamwork is needed to increase readiness for change. In a school situation where change is needed, training of teachers preparing for the change make them be more susceptible and motivated since they feel very valued as they will think that being sent for the training is a way of valuing them but not the content grasped during the training. Thus, this study stamps that one of the techniques for

enhancing inclusion that achieves sustainable learning is to engage stakeholders into further training about inclusion itself.

6.6.6 Learning materials should be adequate for sustainable learning to be achieved

Almost all the participants agreed that enough resources are desired to enhance inclusion for sustainable learning in a rural school context. They stressed that the school in this study context has a shortage of teaching and learning resources since the ministry of education as a national board responsible of education is not doing much in extending its hands in providing the required resources the school is in dire shortage. They also indicated that the schools are relying on school fees, which the parents are not paying in full due to the economic crisis of the country. Adequate teaching and learning resources are needed for learning to take place, (see Chapter Five, sub-section 5.6.6). Calero and Benasco (2015), Chaula (2014) and Chinhenga (2016) conducted studies to assess whether teaching and learning materials affected the implementation of inclusion for learners with learning disabilities in primary schools in Bulawayo, Zimbabwe and abroad. They found out that there was a lack of material resources available for the implementation of inclusion, so as computers, trained teachers, finances, classrooms, among others, for use by learners with disabilities. Their discovery is discussed in sub-section 3.2.3.3.5 of Chapter Three. The same contention was mentioned in chapter two sub-section 2.3.2.5 where Nimon and Conley (2018), Candido and Santos (2015), Elster (2015), Ashforth (2012) and Boddy (2014) supported mostly that if the school is provided with teaching and learning resources which are fundamental to all learners, perceived support will boost teacher confidence and morale as well as their achievements. Adopting inclusion is simple if the resource units are supported by the teaching aids that enhance the learners' achievement of the same education as that gain by their peer colleagues.

6.6.7 School administrators need to be knowledgeable of inclusion in order to achieve sustainable learning

The participants through FGIs and one-on-one interviews acknowledged that there is need to impart inclusion knowledge to the school administrators as a

strategy of enhancing sustainable learning. This tells that there is more in receiving knowledge than assuming and working without an induction. In other words it means that, almost all the administrators should be mandatorily given inclusion knowledge for the betterment of the school and its learners (see sub-section 5.6.7 in Chapter Five). Hart (2018), Pollack (2015) and Morse (2015) argued that the school administrators should be introduced to stress management programs that give an eye to the teacher grievances and uncertainties faced in inclusion as a way to achieve the fruition and enhancement of inclusion for sustainable learning of hearing- and intellectually-impaired learners (refer to sub-section 2.3.2.8 in Chapter Two). The UN (2016a) supported saying that schools inspectors and other leaders are typically responsible for ensuring that national and local laws are being adhered to, that learners with impairments receive needed support that so teachers for sustainable teaching of learners appropriately use supports. Furthermore, Sandra (2014) explains that profiling participants refers to the practice of regarding particular individuals as more likely to commit themselves to a study due to their experiences, knowledge and interest in the topic. Thus in this study, the school Head is selected of his ability to impart knowledge to the community he is saving in relation to the day to day running of the school activities as well as the way pertinent programmes can be embraced in order to achieve the best out of them (see sub-section 4.6.3 and 4.6.3.1 in Chapter Four).

6.7 CONCLUSIONS

This research study pointed out on numerous important issues in relation to inclusion for sustainable learning of hearing- and intellectually-impaired learners. Remarkably, inclusion appears to have some traits and strategies that can be pinned to its failure or success on learners' sustainable learning. Due to this rationale, a holistic move should be utilised to unshackle and motivate learners to learn successfully towards the achievement of sustainable learning for all learners' goals. This study was carried out in the Zimbabwean context but inclusion can be done in any country in Africa or in the world in general. The existence of this study contributed the strategies to enhance inclusion for

sustainable learning in a rural school context. If there is some information left, further researches are recommended on the enhancement strategies.

Conclusively, inclusion needs to be supported, monitored and evaluated throughout its implementation stages. This helps the realisation of strengths, weaknesses, opportunities and the threats embedded in inclusion for the reason of quality liberation, empowering and alteration of impaired learners and thus, enhance sustainable learning of all learners.

6.8 SYNTHESIS

The chapter had discussed the results exhibited in Chapter Five in connection with the research study's objectives. This discussion was associated with the responses gathered from the participants during the FGIs, one-on-one semi-structured interviews, and document analysis and observations done, the research methodology adopted, the related literature reviewed as well as the theoretical frameworks that informs the study. The chapter that follows spells out the projected techniques that enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

CHAPTER SEVEN

INCLUSION FOR SUSTAINABLE LEARNING OF HEARING AND INTELLECTUALLY-IMPAIRED LEARNERS IN RURAL CONTEXTS

7.1 INTRODUCTION

The preceding chapter discussed this research study's findings connected to the literature therein, the theoretical framework that informs this research study, and methodology that was used to generate the data. This chapter utilises the research findings and propositions from other research studies to proposed inclusion systems to enhance sustainable learning of hearing and intellectually impaired learners in a rural school context. This study aligns continuous support, maintenance and monitoring systems needed and checked the practicability of inclusion systems in the rural school context. A solid way forward to enhancing inclusion of sustainable learning of hearing- and intellectually-impaired learners in a rural school context is herein presented. The subscriptions of this study as well as its propositions, auxiliary explorations and recommendations, are made. This chapter concludes with my individual reflections on the study.

7.2 ALIGNING CONTINUOUS SUSTAINABILITY AND ASSESSMENT MECHANISM FOR INCLUSION SYSTEMS IN A RURAL SCHOOL CONTEXT

As expounded in previous chapters, 'inclusion systems' is a broader perspective that in its implementation needs a strong support, assessment, and monitoring. Monitoring is vital since it enhances the tracing of programmes. In addition to which, it is important to assess the development and recognise the stumbling blocks, and the learners' need support for them to meet their requirements (Mthiyane, 2015). In this regard, conducive conditions are necessary to enhance the implementation of learning together of learners in the same environment, within the rural school context. The literature review states that this study existed as the initial study that centres attention on inclusion and sustainable learning of hearing- and intellectually-impaired learners in a rural context, to enable stakeholders to achieve strategies that will enhance learners with learning impairments.

The participants in Chapter Five recommended that awareness campaigns should be organised and utilised in order to equip the teachers, school Heads, parents, and the community, in social and community meetings, with the information, knowledge and skills necessary to execute the inclusive education system effectively, in order to enhance sustainable learning in the rural school context. The awareness campaigns could be structured in the form of outreaches, workshops, drama plays, or teachings. These campaigns when arranged, should address the specific challenges facing and related to hearing and intellectual impairments and how people living with them should be accepted among others in their communities. For instance, if the drama is targeted highlighting the importance of inclusion, it should clearly show that as well as removing the misconceptions among learners and parents. In addition, it should plainly clarify that *impairment* does not mean *inability*. Nevertheless, the targeted groups of the awareness campaigns should be contacted and invited for the campaign to become a success.

The community partnerships should be established amongst the school Head and administration, teachers and school development committee inclusive of non-governmental organisations, religious sectors, and community members, in order to encourage acceptability of every person despite their impairment. In the process of achieving proper partnership in the community, the experienced teachers and personnel should be recruited to provide appropriate facilitation of the campaigns and providing the most adequate information that will not add challenges but solve those of stigma and discrimination, among other issues, as well as encouraging tolerance amongst people, regardless of their level of disabilities. These could be specialists in special needs education and specialists in issues related to tolerance of impairments

The research participants indicated the serious need for establishing teamwork in the community and the school in particular, so that working together achieves effective results concerning accepting and recognising learners as equals in school despite their impairment challenges. To achieve this, it is most important that appropriate communication methods and channels are established between individuals. According to Mthiyane (2015), institutions provide the

most protected social spaces in which people feel free to discuss pertinent issues that affect their lives, without fear and able to be heard. I concur with this sentiment opining that a school should provide a platform of discussion on social issues that are of particular importance to the lives of anyone challenged with, or even without, disabilities. Hence, there is need for effective communication to assess, support, and monitor, the sustainability of inclusion systems and their concepts. This then provides an encouraging and emancipatory system that is crucial in enhancing sustainable learning for hearing- and intellectually-impaired learners, in the rural school context.

The research findings exposed that the impairments among learners do not only pose some challenges to learners who are living with impairments when interfering with education, but also pose great social impact that affects the teachers, parents, and the entire community. During the course of assessing, supporting and monitoring the aligned strategies to enhance an inclusive education system, some policies are crafted and established. This was done in order to help change the thinking and the way learners living with impairments are regarded and treated in a manner of enhancing sustainable learning in a rural school context.

7.3 CHECKING THE PRACTICABILITY OF INCLUSION SYSTEM IN A RURAL SCHOOL CONTEXT

Checking the practicability of an inclusive education system assists the school authorities to be in a position to identify or realise the shortfalls that may be evident, as well as the sources of the shortfalls for the better execution and finding of the solutions (Luter et al., 2017). For inclusive education, system to work proficiently, effective strategies shall be employed to meet the planned and projected objectives. Contextually, the researchers engaged assessment and monitoring in order to recognise and affirm whether inclusion systems could enhance sustainable learning of hearing- and intellectually-impaired learners, in the rural school context.

In carrying out this study, only a study sample of seven (7) participants was used. Considering that a number of people and schools in the rural contexts in a bid to employ inclusive education to enhance sustainable learning,

continuous assessment and evaluation could use the research findings is needed to identify significant factors and anomalies that may exist. Simultaneously arriving at strategies that could be used to alleviate these significant factors to achieve the research objectives.

In this context of the study, the evaluation of the inclusion system achieved a great impact. In particular, the parents, teachers and school Head were equipped with information that inclusion enhances sustainable learning of hearing- and intellectually-impaired learners, in the rural school context.

7.4 MODEL FOR ENHANCING INCLUSION FOR SUSTAINABLE LEARNING OF HEARING- AND INTELLECTUALLY-IMPAIRED LEARNERS IN RURAL CONTEXTS

Presentation, analysis and interpretation of data on methods of enhancing inclusion for sustainable learning in a rural school context were presented in Chapter Five. Thereafter, discussion on findings informing methods of enhancing inclusion for sustainable learning in a rural school context were detailed in Chapter Six which discusses various strategies that could be employed to liberate and comfort the learners with impairments in rural school contexts. It further discusses methods of enhancing sustainable learning through inclusion in a rural context (refer to sub-section 6.6 in Chapter Six). The FGIs, one-on-one semi-structured interviews, document analysis and observations made during data generation in this research study resultantly proposed the inclusion system. It is crucial to bear in mind that this system is the brainchild of the findings and discussions in Chapters Five and Six. Figure 7.1 is presented below to illustrate how inclusion system could be used to achieve inclusive sustainable learning in a rural school context.

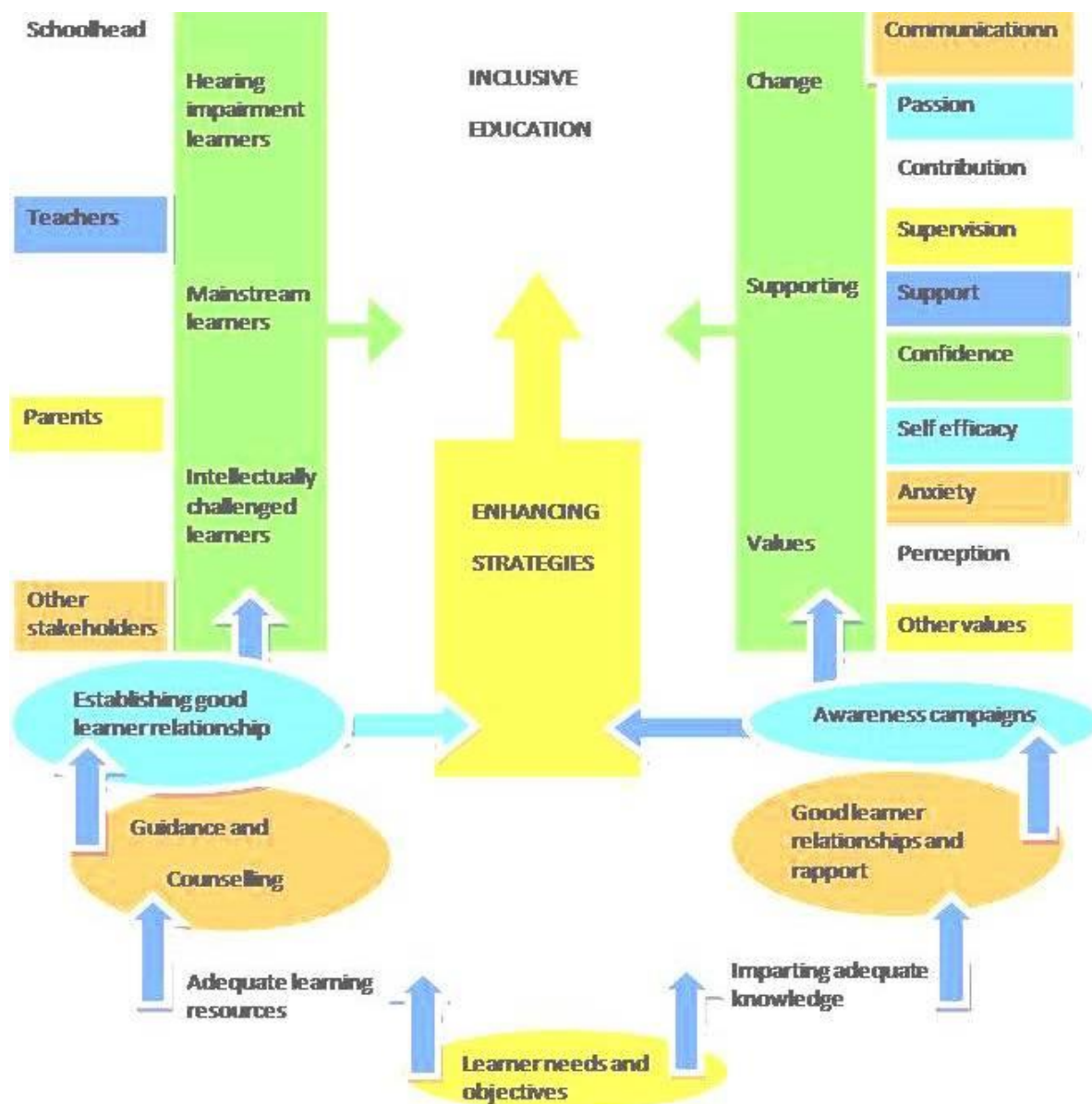


Figure 7.1: Proposed model for enhancing inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context

The proposed inclusion system follows the plot of this research study which uses case study research design to explore inclusive education for sustainable learning in a rural school context (see sub-section 4.4 in Chapter Four). The system is informed by the underlying values of the organisational readiness for change theory and the theories-based inclusive education theories, which are those that underpinned this research study (see sub-section 2.3.2 and 2.3.2.1 to 2.3.2.10). It is also well informed of the profiling of participants (refer to Chapter Four, sub-section 4.6.2) and the proposed strategies that could be

utilised to enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context (see sub-section 5.6 and 6.6 in Chapters Five and Six respectively).

The proposed inclusion system observes that it is imperative first to prepare people to be ready to adopt an inclusive education change in a school. The preparation is effected by way of selecting the stakeholders who are going to be engaged in the inclusive education and initiating change acceptance in them. They should first acknowledge some principles and values so that when the change comes, they will simply embrace it (see sub-section 2.3.2.1 to 2.3.2.10 in Chapter Two).

For inclusion to benefit all learners, the proposed inclusion system projected that the stakeholders of the Ministry of Education in the country the system is employed together with the school Head, parents and teachers within the school should be incorporated and made to understand what needs to be done, its advantages and disadvantages, as well as possible threats that may occur. If they accept and become prepared to implement the system, then it means that the chances of its success are high; at the same time, reducing its possibilities of failing (refer to sub-section 4.6.3.1 to 4.6.3.3 in Chapter Four).

Furthermore, the proposed inclusion system as outlined above has been drawn from the findings of this research study which states that it is extremely necessary to embrace the various methods that could be used as strategies that enhance inclusion in a rural school context (see sub-section 5.6 in Chapter Five). The strategies proposed within the system are the fundamental pillars of inclusion for sustainable teaching of hearing- and intellectually-impaired learners. They form the basis of the system although the values or underlining principles as well as the people who implement the change support them. It is the wish and aspiration of this research, and myself as a researcher, that if the proposed inclusive education system is implemented in schools, the communities and nations at large will realise the usefulness of inclusion in enhancing sustainable learning for all learners in rural and urban primary and secondary school contexts, despite their disabilities.

7.5 THE CONTRIBUTIONS OF THE STUDY

This research study will be useful for the research industry since it provides literature about the Organisational Readiness for Change Theory and Theory-based Inclusive Education Practices, especially in its relationship with the Faculty of Education, particularly the School of Educational Psychology and Specialty for sustainable learning in a rural school context. In addition, the research methodology that informed this study could be used to put other researches of this nature in the picture on education of learners, especially the inclusion of hearing- and intellectually-impaired learners for sustainable learning in a rural school context. Furthermore, this research study may be useful in the community since it would enlighten them that, after all, children being children, should be given equal chances and opportunities as their peers, despite their disability status. Through the success of this study, parents and teachers will gain appreciation of various methods that can be employed to enhance inclusion for sustainable learning for all learners. The stressed valuable contributions are discussed below.

7.5.1 Contributions of theoretical frameworks

The fact that this study utilised the ORC theory plus TIEP to inform inclusion education of learners in rural school context, is a major contribution, since these theories did not originate from the educational psychology field, nor had they originated from the Faculty of Education in general. Studies across the globe – in Sub-Saharan Africa and locally, revealed the importance of the ORC Theory as well as TIEP in informing and influencing a change impact in an institution. These theories assisted me to affect this study. Numerous studies were conducted on inclusion education. It was discovered that they were not informed by ORC theory and the TIEP. Although they may have been targeting education of all learners in the rural context for instance, studies by Myende (2014), UNESCO (2017), Cobley (2018), Florian, et al., (2017), Hehir et al., (2016), Schuelka and Johnstone (2012), UNESCO-IBE (2016), Carrington et al., (2017), EASNIE (2017), Sailor (2015), Mutepfa et al., (2017) and Mnkandla and Mataruse (2002).

This study demonstrates how the TIEP and ORC theories are employed to influence inclusion of learners in order to enhance sustainable learning of hearing- and intellectually-impaired learners in the rural school context: a case drawn from a Zimbabwean school. This study specifically contributed to the literature when it applied the ORC theory together with TIEP, which emanated from the Department of Health. Its ability to be divertive and validate related useful theories from other fields is valued in the faculty of Educational Psychology and even fields that share it, being specifically Sociology and Philosophy.

7.5.2 Methodological contributions

This research study uses a case study as its research design. The nature of a case study being that it allows researchers to investigate the findings in their actual settings. Due to the nature of the research, it allows and offers an opportunity for those challenged to reveal what their actual feelings are. While the researcher will find solutions to problems from people who really feel actual pain, and have a palpable experience of the challenge faced, carrying out this case study allows observing proceedings. The case study selected enables a clear vision of problems experienced, as well as being able to single out actual participants concerned with the case studied for quality findings. Case studies are generally descriptive, endeavouring to unfold under certain circumstances and their nature. However, they are occasionally used to justify certain phenomena for further verifications (Manion et al., 2018) (also refer to Chapter Four sub-section 4.4).

A conducted case study employed the FGIs, one-on-one semi-structured interviews, document analysis, and observation data-gathering tools, to acquire from participants all relevant information and knowledge that the research was seeking in order to propose methods and strategies to utilise; enhancing inclusion for sustainable learning of hearing- and intellectually-impaired learners in the rural school context,

Conducting a case study is a particularly challenging task, since the information is gathered from a grassroots community dealing with the situation that

prompted the research. There are possibilities of inflicting pain on the participants if these data generation methods are not appropriately structured. However, in this case there is a particular inherent benefit to this study of transforming the opinions of parents, learners, teachers, and the community at large, in the rural school context concerning how they view and associate with persons living and learning with disabilities. This was accomplished by means of involving all the related participants clearly through the data-gathering process and procedure. By conducting a case, I noticed that during the study period participants were introduced to a variety of research instruments and procedures. The data-gathering methods herein applied presented the opportunity for merging views amongst participants and research through the FGIs and the one-on-one semi-structured interviews, which renders these research findings relevant to the participants and the context in which the research was carried out.

The use of case study research design methodologies is verified especially in the fields of education. Thus, the analysis of data remains in the jurisdiction of the researcher who carries out the research as a legitimate holder of the ethical clearance. The researcher then decided what to report and how to report it while taking into consideration the emotions and experiences of the participants at the time of data gathering. Contextually, the study made use of the thematic analysis approach, which was important to the views and opinions of the participants in the research process. In this regard, participants gained momentum and strength to their words as they expressed themselves during the interviews. This was indicated in the presentation of the findings when the actual conversations of the participants were transcribed verbatim.

Apart from the use of FGIs and one-on-one semi-structured interviews to generate data, the researcher utilised the observation and document analysis tools to gather data. The two tools enabled the researcher to acquire the actual information on the ground, and not how the participants attempted to convey it (refer to sub-section 4.7.2 and 4.7.4 in Chapter Four). These tools made it possible for the researcher to contemplate what the research was intended to address, rather than focus on less trivial issues. Furthermore, which does not

include the participants' views; it deals with the participants' bias against the questions posed. This research study applied the data generation methods, which dug deep into the finding that answers its purpose of exploring means of enhancing inclusion for sustainable learning of hearing- and intellectually-impaired learners, in a rural school context.

7.5.3 Practicability of the research

The practicability of this research is intended to demonstrate how to develop inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. This study revealed that there could and should be unity and unanimity amongst the community and its school. The proposed inclusion system in this study is expected to bring change into the Zimbabwean rural school context and beyond, rather than to remain a system that will only be read and analysed by scholars, on paper. Employing this system in inclusion implies that sustainable learning could be effectively achieved.

During the data generation period, participants chosen were those who have a major role to play in the education of school learners. The enthusiastic engagement of these participants helps to equip them with adequate information about the myths, misconceptions, and importance of inclusion; as well as understanding strategies that could be applied in order to enhance sustainable teaching of all learners. Therefore, this would be a sign that the parents, teachers, and the community at large, had successfully adopted inclusion system proposed to them, and signifies their eagerness to help alleviate the challenges facing inclusion for sustainable education of hearing- and intellectually-impaired learners in the rural school context, in order to promote tolerance and acceptance of each other.

This research study yielded positive success, since it promotes activities that enhance accepting one another just as they are, within the rural school contexts that led to how learners with impairments are perceived. The victory and accomplishment of the inclusion system is dependent upon the backup it receives from the school Head, teachers, and parents, when dealing with

learners in an inclusion situation in the rural school context. This challenges the authorities in the Ministry of Education to approve inclusion-based policies that encourage education for all learners within the same environment and thus enhance sustainable learning in the rural school context.

The study highlighted the challenges that are faced by learners in an inclusive education setting as well as the challenges faced by teachers to teach learners with disabilities; especially if the teachers are not 'special needs' qualified teachers. This study contributed by proposing strategies among them, being the need for teachers to receive in-service training in order to ensure that all schoolteachers are qualified and have appropriate knowledge of dealing with learners who are disabled, in an inclusion class to enhance inclusion for sustainable learning of hearing- and intellectually-impaired learners in the rural school context.

7.6 RECOMMENDATIONS OF THE STUDY

This research study recommended that:

- Relevant stakeholders and other researchers should do more research in order to establish an inclusion system in rural and urban primary and secondary schools.
- A research case study to be carried out again by schools and researchers in a bid to attest the effectiveness of the strategies enhancing sustainable learning.
- The research envisioned should instigate the administration of inclusion in schools and the strategies that can be utilised to enhance its fruition by school authorities.
- More exploration should be conducted on teaching and learning methodologies that enhance sustainable learning of school goers in the rural and urban primary and secondary schools.
- Lastly, it is highly recommended that through its school Heads MoPSE put into practise the proposed inclusion system to enhance sustainable learning of hearing- and intellectually-impaired learners in the rural school context.

7.7 SYNTHESIS

The inclusion system was advocated in this chapter since it highlighted;

- (i) the values that underpin a proposed change in an institution,
- (ii) the major participants in the implementation of inclusion in schools,
- (iii) the strategies that could be utilised in order to achieve inclusion that enhance sustainable teaching of all learners.

The study went on to discuss the way forward to enhancing inclusion for sustainable learning in a rural school context. It also aligned continuous sustainability and assessment mechanisms for inclusion systems in a rural school context. The chapter that concludes by highlighting the contributions for the study, taking note of the methodology used the theoretical frameworks and practicability, as well as suggesting recommendations of the study.

7.8 PERSONAL REFLECTIONS ON THE STUDY

Conducting this research study, my knowledge on issues related to impairments was considerably enriched. My critical perception of my fellow man converted me to more of an altruistic and accommodating researcher. This research study altered my opinion that impairment is inability; that impairment means inferiority; that learners with impairment should receive education in a separate environment; and special needs teachers can only teach those learners with impairment needs.

The proposed inclusion system paves the way to benefiting learners with impairments; unimpaired learners; school teachers; school Heads, as well as parents in the communities. Through this research study, process I learnt that inclusion of the mainstream, hearing- and intellectually-impaired learners really enhances sustainable learning in a rural school context, if the best strategies and methods are applied.

If school Heads, teachers and parents regard each other as educated equals and accept each other regardless of impairments, adapting to the change impact as concurring with underpinning values of the organisational readiness theory and theories-based inclusive education theory, inclusion will surely be a

success. These underpinning values form the basis of accepting each other as social beings that are equally in accord and thus being able to transform people's lives within entire communities.

As the researcher, I have a strong belief that the school Heads, teachers, parents and learners could achieve assistance from inclusion and its advantages notwithstanding the related challenges. Inclusion is a holistic phenomenon that embraces all stakeholders to gain fruition and intensively achieve sustainable learning. Since all studies are conducted in the context of their existence, this study can be used internationally; hence the need for further explorations on the applicability of the proposed inclusion system in other contexts, in other countries. Manion et al., (2018) who inferred that the importance and usefulness of the proposed system in dealing with the emanating educational challenges rests on the characteristics of the situation and the context where the challenge evolved support this. As this states, the proposed inclusive education system may have some drawbacks that need more research for its accomplishment.

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APPENDICES

APPENDIX A TO THE PERMANENT SECRETARY – REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

██████████ Primary School
Private Bag 5866
Lupane

30 September 2019

The Director

Policy Planning Research and Development
Ministry of Primary and Secondary Education
Post Office Box CY 121
Causeway
Harare

Dear Sir / Madam

REQUESTING PERMISSION TO CONDUCT A RESEARCH

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu-Natal, Edgewood Campus), Pinetown. I am required to conduct a research as part of my degree fulfilment. I do hereby kindly seeking for permission to conduct my study in the Ministry of Primary and Secondary Education at Fatima Primary School in Lupane district. The title of my study is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners. in a rural school context.

This study seeks to explore ways of enhancing inclusive education to achieve sustainable learning in the Zimbabwean rural school context. My targeted participants will be the school Head, teachers and parents.

The study will use semi-structured one-on-one interviews, observations, document analysis and focus group interviews to generate data. Participants will be interviewed for approximately 45 minutes to an hour and the focus group interviews will take about one to two hours. Interviews will be voice-recorded with the participant's permission for further transcription of information.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance/s, during and after the reporting process but instead, fictitious names will be used to represent their name. Participation is voluntary, therefore, participants are aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequences/ penalty on their part. All the participants will be contacted on time about the interviews. Information generated will not be divulged to anybody thus upholding confidentiality and anonymity. Data generated shall solely be used for study purposes only. Ethical issues will also be observed.

I commit to share the report of my research upon completion.

Please contact me on 0026 377 800 4269. E-mail: winniemckiem@gmail.com.

For further information on this research project, you are welcome to contact my supervisor

Prof D.J. Hlalele at 031-260-3858. E-mail: hlaleled@ukzn.ac.za .

Co-supervisor: Dr N.P. Mthiyane on 031-260-3424. E-mail: mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: +2731-2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za.

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

All communications should be addressed to
"The Secretary for Primary & Secondary
Education
Telephone: 0242794995/0242796211
Telegraphic address: "EDUCATION"
Fax: 794505



Ref: C/426/3/Mat North
Ministry of Primary and
Secondary Education
P.O. Box CY 121
Causeway
HARARE
02 October 2019

Manyeruke Wynfredie
Tiki Primary
P Bag 5866
Lupane

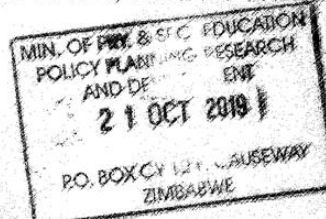
Re: **PERMISSION TO VISIT SCHOOL IN MATEBELELAND NORTH
PROVINCE FOR RESEARCH PURPOSES; LUPANE DISTRICT;
FATIMA PRIMARY SCHOOL.**

Reference is made to your application to visit school in Matabeleland North
Province for research purposes on the research titled:

**"AN EXPLORATION OF INCLUSION FOR SUSTAINABLE LEARNING: A
CASE IN A ZIMBABWEAN RURAL SCHOOL CONTEXT."**

Permission is hereby granted. However, you are required to liaise with the
Provincial Education Director Matabeleland North Province who is responsible
for the school which you want to involve in your research. You should ensure
that your research work does not disrupt the normal operations of the school.
Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary
for Primary and Secondary Education.



SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

APPENDIX B QUEST TO THE PROVINCIAL EDUCATION DIRECTOR FOR PERMISSION TO CONDUCT A RESEARCH

██████████ Primary School
Private Bag 5866
Lupane

30 September 2019

The Provincial Educational Director
Ministry of Primary and Secondary Education
Matabeleland North Province
P Box 555
Bulawayo

Dear Sir / Madam

REQUESTING PERMISSION TO CONDUCT A RESEARCH

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus, Pinetown. I am required to conduct a research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the Ministry of Primary and Secondary Education (Zimbabwe) and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your province. The title of my study is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners. in a rural school context.

This study seeks to explore ways of enhancing inclusive education to achieve sustainable learning in the Zimbabwean rural school context. My targeted participants will be the school Head, teachers and parents.

The study will use semi-structured one-on-one interviews, observations, document analysis and focus group interviews to generate data. Participants will be interviewed for approximately 45 minutes to an hour and the focus group interviews will take about one to two hours. Interviews will be voice-recorded with the participant's permission for further transcription of information.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance/s, during and after the reporting process but instead, fictitious names will be used to represent their name. Participation is voluntary, therefore, participants are aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequences/ penalty on their part. All the participants will be contacted on time about the interviews. Information generated will not be divulged to anybody thus upholding confidentiality and anonymity. Data generated shall solely be used for study purposes only. Ethical issues will also be observed.

I commit to share the report of my research upon completion.

You are welcome to contact me on 00263778004269.

E-mail:winniemckiem@gmail.com.

For further information on this research project, you may contact my supervisors:

Prof D.J. Hlalele on 031-2603858.E-mail: hlaleled@ukzn.ac.za.

Co-supervisor: **Dr N.P. Mthiyane** at 031-260 3424. E-mail:mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557 -Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

All communications should be addressed to
"The Provincial Education Director"
Tele-Fax: 67574
E-mail: matnorth12@gmail.com



Ministry of Primary and Secondary Education
Matabeleland North Province
P O Box 555
Bulawayo
Zimbabwe

30 October 2019

University of KWAZULU-NATAL
P Bag X03
Ashwood 3602
South Africa

Attention: Manyeruke Wynfredie (Mr.)

Student No. 218074052

**PERMISSION TO CARRY OUT A RESEARCH PROJECT - LUPANE DISTRICT
MATABELELAND NORTH PROVINCE**

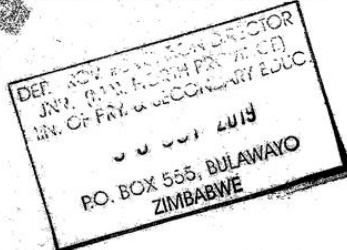
Reference is made to your letter dated 30 September 2019, requesting for permission to carry out a research project entitled "An exploration of inclusive education for sustainable learning: A case in a Zimbabwean rural school context" at Fatima Primary School in Lupane district, Matabeleland North Province.

You are hereby granted permission to conduct your research in the above mentioned district. However, your research should not in any way disturb the smooth running of teaching and learning activities in schools.

You will be required to furnish the Province with a copy of your findings after the research.

NB: Before proceeding into schools, please ensure that you pass through the District Education Office – Lupane.


Magjere D. (Mrs)
A/Provincial Education Director – Matabeleland North.



**APPENDIX C REQUEST FOR PERMISSION TO CONDUCT A RESEARCH TO
THE DISTRICT SCHOOLS INSPECTOR**

██████████ Primary School

Private Bag 5866

Lupane

30 September 2019

The District Schools Inspector
Ministry of Primary and Secondary Education
Lupane District
P Bag 5847
Lupane

Dear Sir / Madam

REQUESTING PERMISSION TO CONDUCT A RESEARCH

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus), Pinetown. I am required to conduct a research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the Ministry of Primary and Secondary Education (Zimbabwe) and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your district. The title of my study is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

This study seeks to explore ways of enhancing inclusive education to achieve sustainable learning in the Zimbabwean rural school context. My targeted participants will be the school Head, teachers, and parents.

The study will use semi-structured one-on-one interviews, observations, document analysis and focus group interviews to generate data. Participants will be interviewed for approximately 45 minutes to an hour and the focus group interviews will take about one to two hours. Interviews will be voice-recorded with the participant's permission for further transcription of information.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance/s, during and after the reporting process but instead, fictitious names will be used to represent their name. Participation is voluntary, therefore, participants are aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequences/ penalty on their part. All the participants will be contacted on time about the interviews. Information generated will not be divulged to anybody thus upholding confidentiality and anonymity. Data generated shall solely be used for study purposes only. Ethical issues will also be observed.

I commit to share the report of my research upon completion.

You are welcome to contact me on 00263778004269.

E-mail:winniemckiem@gmail.com.

For further information on this research project, you are welcome to contact my supervisors:

Prof D.J. Hlalele on 031-2603858.E-mail: hlaleled@ukzn.ac.za .

Co-supervisor: Dr N.P. Mthiyane on 031-260 3424. E-mail: mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke.

DECLARATION

I, Ncube Lovemore (Full name(s) of LUPANE DISTRICT (the authority) being the DISTRICT SCHOOLS INSPECTOR (Designation) hereby confirm that I have been informed about the nature, purpose and procedures for the study: An exploration of inclusive education for sustainable learning: A case in a Zimbabwean rural school context.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily that Wynfreddie Manveruke conduct his research in the Ministry of Primary and Secondary Education at Fatima Primary School, working with some learners and teachers as his participants.

I understand that participants are at liberty to withdraw from the research project any time should they so desire.

Signature

Date:

24/10/19

Signature of Witness :

Date:

24/10/19

DISTRICT EDUCATION
MIN. OF PRY. & SECONDARY EDUC.
LUPANE DIST. OFFICE (NORTH)
24/10/19
P. BAG 5647, LUPANE
ZIMBABWE

APPENDIX D PERMISSION LETTER TO THE SCHOOL HEAD

■ Primary School
P Bag 5866
Lupane

30 September 2019

Dear Sir/Madam

Requesting permission to conduct a research

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus, Pinetown. I am required to conduct a research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the Ministry of Primary and Secondary Education (Zimbabwe) and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

This study seeks to explore ways of enhancing inclusive education to achieve sustainable learning in the Zimbabwean rural school context. My targeted participants will be the school Head, teachers and parents.

The study will use semi-structured one-on-one interviews, observations, document analysis and focus group interviews to generate data. Participants will be interviewed for approximately 45 minutes to an hour and the focus group interviews will take about one to two hours while the observation will take one to two days. Interviews will be voice-recorded with the participant's permission for further transcription of information.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance/s, during and after the reporting process but instead, fictitious names will be used to represent their name. Participation is voluntary, therefore, participants are aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequences/ penalty on their part. All the participants will be contacted on time about the interviews. Information generated will not be divulged to anybody thus upholding confidentiality and anonymity. Data generated shall be used solely for study purposes only. Ethical issues will also be observed.

I commit to share the report of my research upon completion.

You are welcome to contact me on 00263778004269.

E-mail: winniemckiem@gmail.com

For further information on this research project, please contact my supervisors:

Prof D.J. Hlalele at 031-2603858. E-mail: hlaleled@ukzn.ac.za.

Co-supervisor: Dr N.P. Mthiyane at 031-260 3424. E-mail: mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact

the Humanities & Social Sciences Research Ethics Administration Research Office,
Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000;
KwaZulu-Natal, SOUTH AFRICA Tel: +27 31 2604557 - Fax: 27 31 2604609 Email:
HSSREC@ukzn.ac.za.

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

APPENDIX E CONSENT LETTER TO THE SCHOOLHEAD

The Head
████████ Primary School
P Bag 6804
Matabisa

30 September 2021

Dear Sir/Madam

REQUESTING PERMISSION TO CONDUCT A RESEARCH

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus), Pinetown. I am required to conduct a research as part of my degree fulfilment. Please be informed that I have sought the necessary permission in advance from the Ministry of Primary and Secondary Education (Zimbabwe) and has been granted (See copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

This study seeks to explore ways of enhancing inclusive education to achieve sustainable learning in the Zimbabwean rural school context. My targeted participants will be the school Head, teachers and parents.

The study will use semi-structured one-on-one interviews, observations, document analysis and focus group interviews to generate data. Participants will be interviewed for approximately 45 minutes to an hour and the focus group interviews will take about one to two hours while the observation will take one to two days. Interviews will be voice-recorded with the participant's permission for further transcription of information.

There will be no financial benefits that participants may accrue as a result of their participation in this research project. Their identities will not be divulged under any circumstance/s, during and after the reporting process but instead, fictitious names will be used to represent their name. Participation is voluntary, therefore, participants are aware that they are free to withdraw at any time they so wish without incurring any negative or undesirable consequences/ penalty on their part. All the participants will be contacted on time about the interviews. Information generated will not be divulged to anybody thus upholding confidentiality and anonymity. Data generated shall be used solely for study purposes only. Ethical issues will also be observed.

I commit to share the report of my research upon completion.

You are welcome to contact me on 00263778004269.

E-mail: winniemckiem@gmail.com

For further information on this research project, please contact my supervisors:

Prof D.J. Hlalele at 031-2603858. E-mail: hlaleled@ukzn.ac.za.

Co-supervisor: Dr N.P. Mthiyane at 031-260 3424. E-mail: mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

APPENDIX F CONSENT LETTER TO THE SCHOOL HEAD

■ Primary School
P Bag 5866
Lupane

30 September 2019

Dear Sir /Madam

REQUESTING INFORMED CONSENT FOR PARTICIPATION

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus), Pinetown. The title of my research is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The aim of this study is to explore ways of enhancing inclusive education for sustainable learning in a Zimbabwean rural school context. I am interested in interviewing you so as to share your experiences and observation. The one-on-one semi-structured interview we will have can take forty-five (45) minutes to an hour (1 hour). You are asked again to participate in the focus group interviews alongside three of your teachers, which will last for only one hour. These teachers will be each from the mainstream, hearing impairment and mentally challenged resource units. Also, you will be asked to help making the recommendation of teachers and parents of learners from the mainstream, hearing impairment and mentally challenged resource units who will participate in this study.

Please note that:

The information you will provide will be used for scholarly research only.

Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalised for taking such an action.

Your views in the interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.

The interview will take about 45 minutes to an hour.

Focus group interviews will last for about one hour (1 hr).

The record as well as other items associated with the interview will be held in a password-protected file accessible only to me and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed of by shredding and burning.

If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signature)

If you are consenting (willing to be interviewed), please indicate (by ticking as applicable with an X) whether you are or you are not willing to allow the interview to be recorded by the following equipment:

You are welcome to contact me on 00263778004269.

E-mail: winniemckiem@gmail.com

For further information on this research project, you are welcome contact my supervisors:

Prof D.J. Hlalele at 031-260 3858.E-mail: hlaleled@ukzn.ac.za .

Co-supervisor: Dr N. P. Mthiyane at 031-260 3424.

E-mail: mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants, or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research, Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, South Africa Tel: +27 31 260 4557 - Fax: +27 31 2604609 Email: HSSREC@ukzn.ac.za.

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

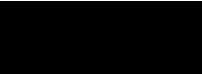
Wynfredie Manyeruke

APPENDIX G

DECLARATION BY THE SCHOOL HEAD

I, Ngoni Peter, confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. I understand that I am at liberty to withdraw from the project at my time, should I so desire. I understand the intention of the research. I hereby agree to participate.

I consent/~~do not consent~~ to have this interview recorded (if applicable).



Signature of School Head

30 September 2019

Date:



Signature of Witness

30 September 2019

Date:

APPENDIX H

CONSENT LETTER TO THE DISTRICT SCHOOLS PSYCHOLOGICAL SERVICES AND LEARNER WELFARE OFFICER

■ Primary School
P Bag 5866
Lupane

30 September 2019

REQUESTING INFORMED CONSENT FOR PARTICIPATION

Dear District Schools Psychological Services and Learner Welfare Officer

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus), Pinetown. I am required to conduct a research as part of my degree fulfilment. The title of my research is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners. in a rural school context. It is acknowledged that the study might evoke sensitive emotions from participants and I therefore kindly request your availability or to be on standby before, during and after, data generation should there be a need for debriefing and counselling service.

This study seeks to explore ways of how inclusive education could be used to achieve sustainable learning in a Zimbabwean rural school context. It is also hoped that the study will establish and propose strategies that could be used in a Zimbabwean rural school context to achieve inclusion for sustainable learning and why in that way. This study does not involve risks to participants. My target participants are the school Head, teachers and parents only for the selected school. To generate data in the study, semi-structured one-on-one interviews, focus group interviews, observations and document analysis methods will be used. The one-on-one interviews will take forty-five minutes to an hour while the focus group interviews will take about an hour.

All interviews will be voice recorded with the participant's permission for further transcription of information. Data gathered shall solely be used for the study purposes only. There will be no financial benefits that participants may accumulate as a result of their participation in this research project. Ethical issues will also be adhered to. The identity of the selected school and participants will not be disclosed under any circumstances during and after the reporting process but instead, pseudonyms will be utilised to represent their names. Participation is voluntary, therefore, participants will be made aware that they are permitted to withdraw at anytime they so wish without incurring any negative or undesirable consequences/penalty on their part. All participants will be contacted on time about the interviews. Information generated will not be divulged to anybody thus upholding confidentiality and anonymity.

You are welcome to contact me on 00263778004269.

E-mail: winniemckiem@gmail.com

For further information on this research project, please contact my supervisor Prof D.J. Hlalele at 031-260 3858.E-mail: hlaleled@ukzn.ac.za

Co-supervisor: Dr N. P. Mthiyane at 031 260 3424. E-mail: mthiyanen1@ukzn.ac.za

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

APPENDIX I

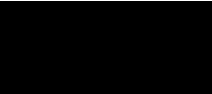
DECLARATION BY THE SCHOOL HEAD

I, Tshuma Thabani (Full names) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

I have also received, read, and understood the written information about the study. I understand everything that has been explained to me. I understand that participants are at liberty to withdraw from the research project at any time, should they so desire. I understand the intention of the research.

I (accept/ not accept) to be on standby to offer my psychological services before, during and after data generation of this study

Signature of District Schools Psychological Services and Learner Welfare Officer:



Date: 30 September 2019

APPENDIX J

CONSENT LETTER TO THE TEACHER

■ Primary School
P Bag 5866
Lupane

30 September 2019

Dear Participant

REQUESTING INFORMED CONSENT FOR PARTICIPATION

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu Natal, Edgewood Campus, Pinetown. The title of my research is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context. The aim of this study is to explore ways of enhancing inclusive education for sustainable learning in a Zimbabwean rural school context.

I am interested in having a focus group interview with you in order to share your experiences and knowledge on inclusive education. The focus group interview will last for about one hour thirty minutes to two hours (1 hr 30 min-2hrs). Also, you will be asked to help making the recommendation of parents of learners from the mainstream, hearing impairment and mentally challenged resource units who will participate in this study.

Please note that:

The information you will provide will be used for scholarly research only.

Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalised for taking such an action.

Your views in the interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.

Focus group interviews will last for about one hour thirty minutes to two hours (1 hr 30 min-2hrs).

The record as well as other items associated with the interview will be held in a password-protected file accessible only to me and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.

If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signature).

If you are consenting (willing to be interviewed), please indicate (by ticking as applicable with an X) whether you are or you are not willing to allow the interview to be recorded by the following equipment:

Audio-equipment	Willing	Not willing

I can be contacted on: 00263778004269. E-mail: winniemckiem@gmail.com

For further information on this research project, you are welcome to contact my supervisor Prof D.J. Hlalele at 031 260 3858. E-mail: hlaleled@ukzn.ac.za

Co-supervisor: Dr N. P. Mthiyane at 031260 3424. E-mail: mthiyanen1@ukzn.ac.za

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: +27 31 260 4557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

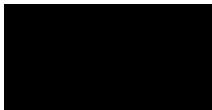
APPENDIX K

DECLARATION BY THE TEACHER

I Kashuware Memory confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

I understand that I am at liberty to withdraw from the project at my time, should I so desire. I understand the intention of the research. I hereby agree to participate.

I consent/ do not consent to have this interview recorded (if applicable)



SIGNATURE OF PARTICIPANT

DATE: 30 September 2019

APPENDIX L

CONSENT LETTER TO THE PARENT

█ Primary School
P Bag 5866
Lupane

30 September 2019

Dear Participant

REQUESTING INFORMED CONSENT FOR PARTICIPATION

My name is Wynfredie Manyeruke (218074052). I am a PhD Student School of Education (Educational Psychology) at the University of KwaZulu-Natal, Edgewood Campus), Pinetown. The title of my research is: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

The aim of this study is to explore ways of enhancing inclusive education for sustainable learning in a Zimbabwean rural school context. I am interested in having a one-on-one semi-structured interview with you so as to share your experiences and knowledge about your child and inclusive education. The interview will take forty-five minutes to an hour (45 mins-1hr).

Please note that:

The information you will provide will be used for scholarly research only.

Your participation is entirely voluntary. You have a choice to participate, not to participate, or stop participating in the research. You will not be penalised for taking such an action.

Your views in the interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.

Focus group interviews will last for about one hour thirty minutes to two hours (1 hr 30 min-2hrs).

The record as well as other items associated with the interview will be held in a password-protected file accessible only to me and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.

If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signature)

If you are consenting (willing to be interviewed), please indicate (by ticking as applicable with an X) whether or not you are willing to allow the interview to be recorded on the following equipment:

Audio-equipment	Willing	Not willing

If necessary, contact me on 0026 377 800 4269

E-mail: winniemckiem@gmail.com

For further information on this research project, please contact my supervisor supervisors Prof D.J. Hlalele at 031-2603858.E-mail: hlaleled@ukzn.ac.za . Co-supervisor: Dr N. P. Mthiyane at 031-260 3424. E-mail: mthiyanen1@ukzn.ac.za.

If you have questions or concerns about the rights of participants or if you are concerned about any aspects of the study or the researcher, then you may contact the Humanities & Social Sciences Research Ethics Administration Research Office, Westville Campus, Govan Mbeki Building Private Bag X 54001 Durban, 4000; KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Research tools are attached herewith for your perusal.

Your anticipated response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

Wynfredie Manyeruke

APPENDIX M

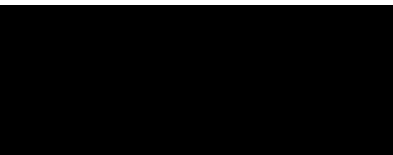
DECLARATION BY THE PARENT

I Mkhunjulwa Velaphi confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

I understand that I am at liberty to withdraw from the project at any time, should I so desire. I understand the intention of the research. I hereby agree to participate.

I consent/ do not consent to have this interview recorded (if applicable)

SIGNATURE OF PARTICIPANT

—  —

DATE:

30 September 2019

.....

APPENDIX N ONE-ON-ONE SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE HEAD OF THE SCHOOL

Study topic: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context

QUESTIONS THAT ESTABLISHED THE RESEARCH

1. For how long have you been teaching?
2. For how long have you been at this school as School Head?
3. Which resource unit are you qualified to teach among those in your school?
4. What is your highest professional qualification?
5. What is your substantive grade in education?

Theme 1: The conceptualisation of inclusion for sustainable learning

1. What is your understanding of inclusion in education?
2. What is your understanding of sustainable learning?
3. Do you offer inclusion in your school? Explain what it consists of.
4. In your own opinion, do you think inclusion is important for primary school learners?
5. What do you think are the effects of inclusion for sustainable learning?

Theme 2: The conditions conducive for inclusion for sustainable learning

1. What do you understand by conducive conditions?
2. What do you think are the conditions conducive for learning in general?
3. In your own opinion, which learning conditions are conducive to hearing and intellectually-impaired learners?
4. Do you think the aforementioned conditions are conducive for inclusion for sustainable learning?

Theme 3: Managing inclusion for sustainable learning.

1. What type of learners do you have in your resource units?
2. How do you enrol and classify learners into mainstream, hearing-impaired and intellectually impaired resource units?

3. How do these learners relate to each other in the school?
4. How do teachers from various resource units relate to learners from other resource units?
5. How are you coping with managing learners of different impairments? Explain.
6. Which educational policies support the type of your inclusion?
7. Which curriculum content is your school following? Is this followed by both mainstream and resource units?
8. What help are you getting from the support services?
9. In your own opinion, are the resources you have adequate for your school? Explain.
10. Are parents helping the running of your school? If yes, explain how?

Theme 4: The strategies that could be used to attain inclusion for sustainable learning

1. Are there any dark areas in this inclusion at your school?
2. In your own opinion, how can parents, teachers and learners be motivated to appreciating inclusion for sustainable learning?
3. Suggest measures one can employ to enhance inclusion for sustainable learning in a rural school context.

APPENDIX O ONE-ON-ONE SEMI-STRUCTURED INTERVIEW SCHEDULE FOR A PARENT WITH A LEARNER FROM THE MAINSTREAM

Study topic: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

Biological Information

1. Do you have a biological child at this school?
2. Is the learner a boy or a girl?
3. In which grade is the learner?
4. Did the learner started education at this school, or transferred to this school?
5. Why did you choose this school for your learner?
6. Does your child have any impairment? If yes, explain the impairment?
7. If no, are you comfortable with your child attending the same school where there are disabled learners?
8. As a parent, how do you understand the term inclusion?
9. In your own opinion, do you think it is of benefit for a not disabled learner learning at a school with disabled learners? Support your thinking.
10. How do you help dispel in your child, the myths and misconceptions about impairment?
11. What help do you extend to your school in as much as inclusion is concerned as a parent?
12. As a parent, where are your children getting learning resources at school? Are these resources adequate, support your answer?
13. In your own opinion, how can parents, teachers and learners be motivated to appreciating inclusion for sustainable learning?
14. Suggest measures one can employ to enhance inclusion for sustainable learning in a rural school context.

APPENDIX P ONE-ON-ONE SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE PARENT OF A HEARING- AND INTELLECTUALLY-IMPAIRED LEARNERS

Study topic: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context

Biological Information

1. Do you have a biological child at this school?
2. Is the learner a boy or a girl?
3. In which grade is the learner?
4. Did the learner start education at this school, or transferred to this school?
5. Why did you choose this school for your learner?
6. Does your child have any impairment? If yes, explain the impairment?
7. How did you affirm the impairment of your child?
8. What help are you giving to your child in copying with normal life like other same-aged children?
9. As a parent, how do you understand the term 'inclusion'?
10. Are you comfortable with your child attending the same school where there are no disabled learners?
11. In your own opinion, do you think it is of benefit for a disabled learner attending a school where there are no other disabled learners? Support your thinking.
12. How do you help dispel in your child the myths and misconceptions about impairment?
13. What help do you extend to your inclusion school, as a parent?
14. As a parent, where are your children getting learning resources from – at school? Are these resources adequate in their resource unit? Support your answer.
15. In your own opinion, how can parents, teachers and learners be motivated to appreciating inclusion for sustainable learning?

Suggest measures one can employ to enhance inclusion for sustainable learning in a rural school context.

APPENDIX Q FOCUS GROUP INTERVIEW SCHEDULE FOR SCHOOLTEACHERS

Study topic: *Inclusion for sustainable learning of hearing- and intellectually-impaired learners. in a rural school context*

GROUND RULES:

The following are some recommended guidelines [or ground rules] used by the researcher to help establishing the group norms:

- Only one person talks at a time.
- Confidentiality is assured; what is shared in the room stays in the room.
- There are no right or wrong answers to any questions. The respondents merely give ideas, experiences, and opinions, which are all valuable.
- The researcher will listen to all sides of an issue, both the positive and the negative.
- Responses will be recorded, also notes taken by the assistant researchers.

In this research study these ground rules were presented to the group, and displayed throughout the discussion on a flipchart, hung on a wall in a clearly visible location.

PERSONAL DATA

1. For how long have you been teaching?
2. For how long have you been at this school?
3. For how many years have you been manning a resource unit?
4. To which resource unit do you belong?
5. What is your highest professional qualification?

Theme 1: *The conceptualisation of inclusion in education for sustainable learning*

1. What is your understanding of inclusion in education?
2. What is your understanding of sustainable learning?
3. Do you have inclusion at your school?
4. Can you briefly explain inclusion in your school?
5. In your own opinion, do you think inclusion is important to primary school learners?
6. What do you think are the effects of inclusion for sustainable learning?

Theme 2: *The conditions conducive for inclusion for sustainable learning.*

1. What do you understand by conducive conditions?
2. What do you think are the conditions conducive for learning in general?
3. In your own opinion, what learning conditions are conducive an intellectually and hearing-impaired learners?
4. Do you think the aforesaid conditions are conducive for inclusion for sustainable learning?

Theme 3: Managing inclusion for sustainable learning.

1. What type of learners do you have in your resource units?
2. How do these learners relate to each other in the school?
3. How do teachers from various resource units relate to learners from other resource units?
4. What do you think are the potential benefits for inclusion to learners?

Theme 4: The strategies that could be used to attain inclusion for sustainable learning

1. Are there any dark areas on this inclusion at your school?
2. In your own opinion, how can parents, teachers and learners be motivated to appreciating inclusion for sustainable learning?
3. Suggest measures one can employ to enhance inclusion for sustainable learning in a rural school context.

APPENDIX R DOCUMENT REVIEWS

Study topic: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

No.	Documents to be reviewed	Comments / remarks / findings
1	School policies and classroom code of conduct	
2	Inclusion policy for the school	
3	Disciplinary committee meetings minutes – how issues of discipline are dealt with and which are the most frequent ones	
4	Scheme books Schedules	
5	Lesson plans How they are structured and differences in-between units	
6	Registers Absenteeism for learners	
7	Time book Level of absenteeism and late-coming for teachers	

APPENDIX S ONE OBSERVATION SCHEDULE

Study topic: Inclusion for sustainable learning of hearing- and intellectually-impaired learners in a rural school context.

Date: _____

To be observed	Comments / notes
Physical setting – the school, units, structure of classes, offices and staff room, boarding facilities, general conditions, etc.	
Resources available and sharing of resources	
Interactions and communication	
Verbal and non-verbal interactions	
The organisation of the school curriculum and co-curriculum	
Security services	
Break times and supervision	

Optional comments / information / remarks

APPENDIX T ETHICAL CLEARANCE LETTERS



08 September 2021

Mr Wynfredie Manyeruke (218074052)
School Of Education
Edgewood Campus

Dear Mr Manyeruke,

Protocol reference number: HSSREC/00001363/2020

Project title: An exploration of inclusive education for sustainable learning: A case in a Zimbabwean rural school context.

Amended title: Inclusion for sustainable learning of hearing and intellectually impaired learners in a rural school context

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 02 September 2021 has now been approved as follows:

- Change in title

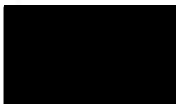
Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/dd

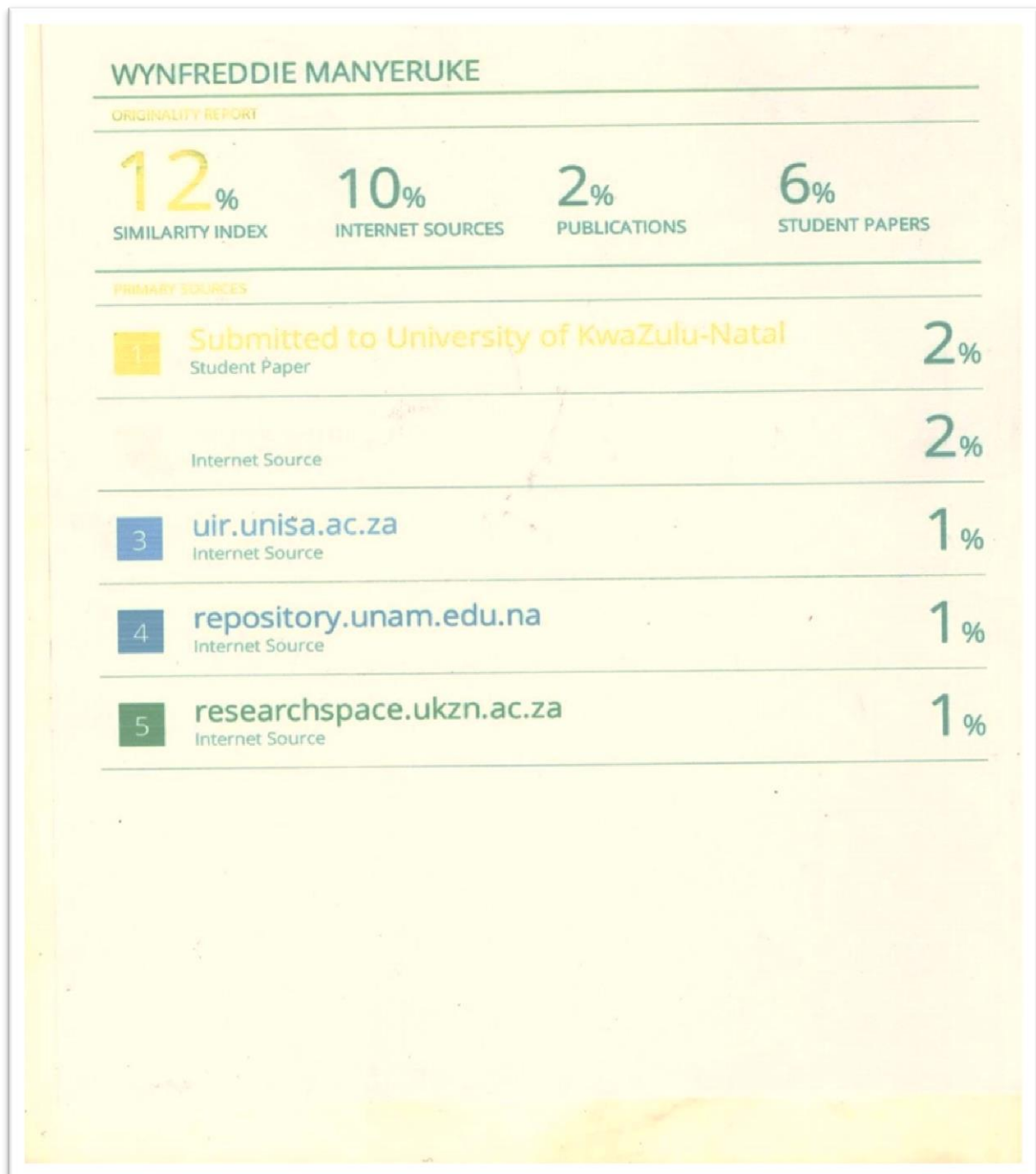
Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587

Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

APPENDIX U TURNITIN REPORT



APPENDIX V LANGUAGE EDITOR'S CERTIFICATE OF COMPLIANCE

A V R A C A D A V R A

Aramaic: "It will be created in my words"



TO WHOM IT MAY CONCERN:

CERTIFICATE OF COMPLIANCE

WYNFREDIE MANYERUKE

Bachelor of Education, Master of Education [Great Zimbabwe University]

A thesis submitted in fulfilment of the requirements of the degree of
Doctor of Philosophy (PhD) in Educational Psychology

**INCLUSION FOR SUSTAINABLE LEARNING OF HEARING- AND INTELLECTUALLY-
IMPAIRED LEARNERS IN A RURAL SCHOOL CONTEXT**

I hereby certify that I edited and proofread the above document as commissioned by Mr
Wynfredie Manyeruke, in compliance with standard regulations: checking syntax
(grammar, sentence structure, language style) spelling, punctuation; typography.

Signed:



LINDI GROSS
Editor Proofreader
30/11/2021

"Words Refreshed and Crafted with Care"

Phone:
031-207-1289

Lindi Gross
Editor Proofreader

Mobile:
078-281-8230