An assessment of the impact of inclusive education on students with visual impairment in Zimbabwe

BY

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Abstract

This study investigated the impact of inclusive education on students with visual impairment in Zimbabwe. The study was prompted by the poor academic achievement, poor social and emotional development of students with visual impairment observed in inclusive education institutions in Zimbabwe. The aim was to explore the extent to which inclusive education affects social, emotional and academic development of students with visual impairment. The objective was to capacitate accountability approaches towards quality independent life of those with visual impairment in Zimbabwe.

This study was qualitative and rooted in the interpretivist paradigm and was conducted in Zimbabwe inclusive universities, colleges and schools in Masvingo Province. The case study and the phenomenological designs were employed to allow for naturalistic methods of collecting data. Multi-stage sampling was concerted to get a total of 88 participants. Administrators, university and college lecturers, secondary and primary school teachers as well as students with visual impairment participated in this research either through answering open-ended questionnaires or through responding to questions in interviews.

The major finding of the research was that, it has become clear that administrators, lecturers and teachers lack knowledge of teaching inclusive classes although most of them are experts in special needs education. This is compounded with disparaging negative practices by administrators, lecturers and teachers at all inclusive education institutions in Zimbabwe.

The study recommends that the Ministry of Primary and Secondary Education (MPSE) and Ministry of Higher and Tertiary Education (MHTE) arrange workshops to staff develop and in-service administrators, lecturers and teachers on effective implementation of inclusive education of students with visual impairment. The study also recommends that the curriculum designers need
to review the curriculum so that it opines suitable content that turf implementation of inclusive education.
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Dedications

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ACRONYMS

BEAP- Basic Education African Programme
CRPD- Conventions on the Rights of Persons with Disabilities
EAGM- Education for All Global Monitoring
EFA- Education for All
IBE- International Bureau of Education
ICE- International Conference of Education
IDEA- Individuals with Disabilities Education Act
ILO- International Labour Organisation
KERPPF- Kenyan Economic Recovery Plan Policy Framework
MHTE- Ministry of Higher and Tertiary Education
MPSE- Ministry of Primary and Secondary Education
NASCOH- National Association of Society for the Care of the Handicapped
NBCS- National Blind Children’s Society
NCB- National Association for the Blind
PFIETR- Policy Framework for Inclusive Education, Training and Research
SADC- Southern Africa Development Committee
UN- United Nations
UNESCO- United Nations Educational Scientific and Cultural Organisation
UNICEF- United Nations Children’s Education Fund
UNUDHR- United Nations’ Universal Declaration of Human Rights
WHO- World Health Organisation
ZAVH- Zimbabwe Association for the Visually Handicapped
ZIMASSET- Zimbabwe Agenda for Sustainable Socio Economic Transformation
ZNLB- Zimbabwe National League for the Blind
CHAPTER 1

INTRODUCTION

1.1 Background to the study

Inclusive education, as a concept that upholds equality and human rights in society, is recognized by many governments in the world. This has led to many researches being carried out in a quest to find the most effective and efficient means to address educational needs and interests of students with visual impairment. Today, inclusive education has become a worldwide vehicle for emancipation of students with visual impairment. The need for inclusive education was promulgated from the idea of safe-guarding the rights of students with disabilities who were previously violated. The prominence given to inclusive education by the Jomtien Framework (1990), the Salamanca Conference (1994), United Nations Education, Scientific and Cultural Organisation (1994), United Nations Convention on the Rights of Children (1989) and the United Nations Standard Rules (1993) has thrust equalisation of opportunities onto the centre stage. The International Bureau of Education (IBE) (2007) posits that the philosophy of inclusive education is rooted in the principle that humans have equal value. This is adopted from Plato’s concept of social justice. According to Akinpelu (1981), Plato’s social justice encompasses harmony, temperance, balance and moderation. This transcends ultimate human dignity. Plato laid the foundation for goodness of human kind regardless of disabilities. The assumption is that everyone has the right to be included in regular social services, in this regard, regular class. In tandem, Hammed (2002) asserts that inclusive education calls for equalisation of opportunities in all facets of life. The reason for this is that students with
visual impairment need also to be treated as educational equals in their learning. Chimedza (2007) highlights that inclusive education in Zimbabwe was officially launched on 22 March 1997, but, upon its launch, there was lack of resources. Therefore, this study sought to find out the impact of inclusive education on social, emotional and academic development of students with visual impairment in inclusive education settings in Zimbabwe.

Education for students with disabilities began in developed countries in the last few decades (Mavundukure, 2005). The concept was implemented in Western countries in the 1980s and has become an issue on the global agenda (UNICEF, 2006). Interesting evidence gathered by Mpofu (2007), Murinda (2005) and UNICEF (2006) firmly demonstrates that inclusive education is appropriate for students with disabilities but lacks an evaluation of its impact on social, emotional and academic development of students with visual impairment. Synthesis of these researches shows that there is a gap between recommended practices and reality on the implementation of inclusive education. This study also sought to explore social, emotional and academic development of students with visual impairment in inclusive education. Basing on the awareness made by the then Ministry of Education, Art, Sport and Culture in Zimbabwe through the Nziramasanga Commission of 1999 which has taken major strides towards effective implementation of inclusive education, there are conflicting facts on reality of its effectiveness. The argument is over whether inclusive education is or not the best method for educating students with visual impairment. Mpofu (2007) observes that the current situation in most Southern African countries and other developing countries is that some students with visual impairment are learning at special institutions and those who are educationally included fail to complete basic primary and secondary education. Following the above arguments, it means there are many factors which socially, emotionally and academically affect implementation of inclusive education to students with visual impairment that need to be investigated.
Researches by Murinda (2005) and UNICEF (2006) elucidate that Zimbabwe’s educators have been devoted to educationally include students with disabilities in main stream education but have not been guided by relevant policies. On the same notion, National Blind Children’s Society (NBCS) (2008) confirms that Zimbabwe as a developing country lacks specific polices on educational inclusion of students with visual impairment and hence implementation of inclusive education of students with visual impairment becomes uneven. According to UNICEF (2008), the Salamanca Statement of 1994 says that laws and the legislation of individual states need to stipulate the principle of equality of opportunities to all students in inclusive educational settings.

In Zimbabwe, there is lack of specificity on regulations on implementation of inclusive education by many professionals and policy makers (UNICEF, 2006). The Disabled Persons International (2008) confirms that the bulk of inclusive education programmes of individuals with visual impairment are regarded as a distinct individual activity. This lack of regulation variability implies that inclusive education may have a bearing on social, emotional and academic development of students with visual impairment who may perhaps be left out. Mpofu (2007) acknowledges that specific laws can promote positive attitudes towards implementation of inclusive education. This means that inclusive education without relevant prescriptive and supporting laws may make students with visual impairment vulnerable to a blend of social and academic failure and even uncouth health and safety problems hence the need to interpolate the impact of inclusive education on social, emotional and academic development of students with visual impairment.

Murinda’s (2005) emphasis is that educational inclusion of students with visual impairment promotes living and learning together in an effort to do away with segregation and isolation. In contrast, Chireshhe (2013) has a strong belief that students with visual impairment in Zimbabwe are labelled and rejected. They are not fully included in most educational activities that are integrally related to their disabilities. Richardson (2009) posits that, due to negative labelling, students with visual impairment shun inclusive education activities in Zimbabwe. This suggests
that there are myths and misconceptions that are associated with inclusive education and visual impairment. In tandem with Richardson (2009), Newell and Debenham (2005) conclude that many students with visual impairment turn to distance education to avoid the problems of access that are posed by conventional institutions. Although the two researches are in agreement, the argument is that, even if educationally included in such challenging environments, such students may not benefit from inclusive education. This is because their emotional, social, moral and even academic development and achievements at grade seven, O’ level, A’ level and university become affected hence there was the need to assess the impact of inclusive education on students with visual impairment.

The American Foundation for the Blind (2012) opines that inclusive education is widely practised in developing countries with few resources to support it. The National Blind Council Society (NBCS) (2008) found out that the current situation in Zimbabwe is that, students with disabilities in inclusive education are not provided with necessary support services. The NBCS (2008) also reports that most educators in most schools in Zimbabwe are not well versed with orthopedagogics and orthodidactics and the mechanics to handle students with special needs education. Pottas (2005) established that teachers lack adequate knowledge, skills and training for effective implementation of inclusive education. Deductively, this means that students with disabilities in inclusive education, especially those with visual impairment, do not have enough human and financial support services to make them benefit from it. Clark (2006) confirms that inclusive education and social environment in Zimbabwe creates a highly selective system with a strong competitive environment that results in a multitude of exclusionary tendencies on students with disabilities. This suggests that students with disabilities, especially those with visual impairment in inclusive education settings, suffer educationally and socially thereby defeating the concept of inclusive education. This study investigated the impact of inclusive education on social, emotional and academic development of those with disabilities given the selective environments provided to
students with visual impairment in Masvingo Province in Zimbabwe, hence the need to have an enhanced understanding of the benefits of such inclusive settings.

The general public socially construct barriers to successful inclusion of students with visual impairment (Alcott, 2002). The implication is that, educators are lagging behind on the current needs of students with visual impairment. Pottas (2005) found out that mainstream teachers feel unprepared and unequipped to teach inclusive classes. Rule and Ruth (2012) concluded that most educators are still confused, disintegrated, and turbulent to the needs and interests of students with visual impairment in inclusive education activities. The above confirmations imply that unpreparedness and lack of skills can cause problems on social, emotional and academic development of students with visual impairment. Students with visual impairment may be discriminated against when participating in inclusive education activities. The NBCS (2008) discovers that, in Zimbabwe, students with visual impairment are sympathised with to the extent of being denied the opportunities for equal participation in inclusive educational activities as equal members. This means that students with visual impairment are included in mainstream education but with their own activities. The extent to which they educationally benefit was questionable, hence the need to find out the impact of such arrangements on social, emotional and academic development of students with visual impairment.

Ngazi and Matonhodze (2010) argue that in Zimbabwe, students with visual impairment are made to learn the same curriculum as their non-disabled counterparts, with little pragmatic activities. On the same footing, Mushoriwa (2010) establishes that in Zimbabwe, the concept of educationally including students with visual impairment is idealistic and an abstract principle. This suggests that, it is not practical to educationally include students with visual impairment. Realistically, inclusive education in Zimbabwe is meant to reinforce social development of individuals with disabilities, the disadvantaged and the marginalised. This means that students with visual impairment can be systematically enhanced by effective implementation of inclusive
education. This study argues the extent of enhancement where there are various opinions that surrounds implementation of inclusive education of students with visual impairment. In contrast, Mpofu (2007) maintains that very little has been written on the benefits of inclusive education to students with visual impairment in Zimbabwe. The debate was on the merits of inclusive education on students with visual impairment as very little has been written on the impact of inclusive education on students in Zimbabwe. The present study investigated the social, emotional and academic state of students with visual impairment in inclusive education institutions in Zimbabwe.

NBCS (2008) found out that most students with visual impairment are less likely to complete basic primary and secondary education. The few who soldier on radically fail to academically achieve as they produce poor results on public examinations (Gwitima, 2008). Ngazi and Matonhodze (2010) concur that the prevailing curriculum, although regarded as inclusive and pragmatic in nature, does not have specifics on ecological validation. This suggests that lack of specificity poses challenges to implementation of inclusive education to students with visual impairment. Thus, ecological validation on curriculum programmes remains questionable. This suggests that inclusion of students with visual impairment in inclusive educational settings for their educational emancipation is also questionable. The American Foundation for the Blind (2012) states that inclusive education started only in the 1980s and its full merits to students with disabilities are not known, hence the need to find out its impact on students with visual impairment in Zimbabwe. Various studies on inclusive education have been carried out in recent years. The studies looked into how ministries of education, institutions and educators in a range of countries and continents address issues on inclusive education. They described the progress made, identified a multitude of common pitfalls related to implementation of inclusive education but very little is yet known about its impact on socio-emotional and academic development of students with visual impairment who are educationally included.
1.2 The statement of the problem

Zimbabwe, as a country which subscribes to the policies of equality among its citizens, has engaged in implementing inclusive education in its education sector. However, a number of studies have shown that effective implementation of inclusive education has been marred by lack of resources, teachers’ lack of relevant skills to handle students with various disabilities and lack of understanding of the principles of inclusive education (Chimedza, 2007; Mushoriwa, 2010; Murinda, 2005; Mafa, 2012). Most students with visual impairment have their own socio-emotional and academic activities such that, although they are educationally included, most of them fail to complete primary, secondary and tertiary education and those who soldier on fail to lead independent life.

1.3 Research questions

1.3.1 The Main research question

The main research question for this study was:

What is the quality of inclusive education on the social, emotional and academic development of students with visual impairment in Zimbabwe?

1.3.2 Specific research questions:

The following specific questions guided this study:

1.3.2.1. How are students with visual impairment affected academically by the implementation of inclusive education in Zimbabwean Schools?

1.3.2.2. To what extent are mainstream teachers well versed with orthopedagogics and orthodidactics in special needs education?
1.3.2.3. To what extent do students with visual impairment interact socially with other students in inclusive education settings?

1.3.2.4. How far does inclusive education contribute towards emotional development of students with visual impairment in Zimbabwe?

1.4 Purpose of the study

The study explored the quality of inclusive education provided to students with visual impairment. This study arose from the need to improve the quality of inclusive education provided to students with visual impairment as there is little monitoring and evaluation on its implementation in Zimbabwe. This is related to benefits of inclusive education to students with visual impairment in Zimbabwe. An enhanced understanding of the impact of inclusive education on social, emotional and academic development of students with visual impairment would result in the promulgation of a holistic approach to their emancipation in life. Scully (2009) asserts that inclusive education in Zimbabwe can be transformed. Therefore, this study conscientises the educators on the gap between what they are currently doing and the 21st century social, emotional and academic expectations of students with visual impairment so as to ensure effective implementation and equalisation of educational opportunities and activities to all students in inclusive educational settings. This can help in remarking the extent to which students with visual impairment socially, emotionally and academically benefit from such arrangements.

It was hoped that this research might have the potential of redirecting and refocusing the attention of policy makers to social, emotional and academic areas of inclusive education that are not explored. The research has the potential for enabling inclusive education institutions to take account of human and material resources provided to students with disabilities. It was also anticipated that this research would unearth an ambivalent nature in the implementation of
inclusive education to students with visual impairment in a way that can promote more inclusive attitudes, perceptions and practices.

This research has also the potential of enabling the Ministry of Primary and Secondary education, Ministry of Higher and Tertiary Education as well as universities to take into consideration inclusive education issues in a way that reveals effective implementation of inclusive education to all students with disabilities in Zimbabwe. Furthermore, by carrying out this research, the researcher would understand in depth inclusive education issues as a lecturer in a university and has knowledge about inclusive education in Zimbabwe and beyond.

1.5. Objectives of the Study

1.5.1. To explore the extent to which inclusive education affects social, emotional and academic development of students with visual impairment.

1.5.2. To investigate the extent to which lecturers and teachers are well versed with orthopedagogics and orthodidactics in special needs education.

1.5.3. To assess the extent to which students with visual impairment socialise and interact with sighted students in inclusive education setting.

1.5.4 To clarify whether students with visual impairment in inclusive education are provided with special equipment.

1.6. Significance of the study

This study made recommendations that can help the general public to be empathetic to students with visual impairment thereby offering them opportunities to participate in socio-emotional and academic activities as equal members in all educational facets. It is believed that the findings can
also help students with visual impairment to receive relevant inclusive education that can address their socio-motional and academic needs and interests. This study proffers teaching strategies to specialist teachers and lecturers so that they become well versed with orthopedagogics and orthodidactics in special needs education that are specifically tailored to enhance social, emotional and educational development of students with visual impairment. Furthermore, the findings may also help the parents to take active roles in inclusive education by providing relevant socio-emotional and academic support services and adaptation skills to students with visual impairment, for their life achievement and to lead quality life. Policy makers may intensively benefit from the unfolding reality about inclusive education of students with visual impairment as it is revealed by this study. This can help them to amend some sections of the constitution and educational policies to be more mandatory and relevant to the needs of students with visual impairment. The study may enlighten them into knowing the type of teacher, qualifications and the real curriculum that is needed. The research findings can also create the basis for further researches by other researchers hence they may be inspired to pursue their theses in this area in a manner that will lead to the production of a great deal of interactive data and theories in inclusion of students with visual impairment in Zimbabwe.

1.7. Assumptions of the study

This study assumed that:

1.7.1 Students with visual impairment are educationally included in Zimbabwe.

1.7.2 The inclusive curriculum is operational in Zimbabwe but educators are not well versed with orthopedagogics and orthodidactics as required for socio-emotional and academic development of students with visual impairment in inclusive education.
1.7.3 There are many factors that militate against successful implementation and maintenance of inclusive education of students with visual impairment.

1.8. Delimitation of the study

Chilisa and Preice (2005) define delimitation as geographical boundaries which demarcate the place where the research will be carried. This study was guided by physical and conceptual boundaries beyond which the research is not answerable. Thus, this study had the following delimitations:

1.8.1. Physical boundaries:

This study was carried out in educational inclusive institutions in Masvingo Province, namely, Copota Secondary, Mutendi Primary, Mutendi Secondary, Bondolfi Primary, Great Zimbabwe University, Reformed Church University, Morgenster Teachers’ College, Masvingo Teachers’ College, Bondolfi Teacher’s College and Masvingo Polytechnic College.

1.8.2. Conceptual boundaries.

This study had the following conceptual delimitation:

(i) It was limited to assessment of the quality of inclusive education on the social, emotional and academic development of students with visual impairment in Zimbabwe.

(ii) People with visual impairment were all students who have severe visual problems and do not benefit from the use of sight in their education. All the students with the visual acuity of less than 1/6 were regarded as having visual impairment.

(iii) This research was grounded in Bandura’s social learning theory in assessing the socio-emotional and academic development of students with visual impairment.
1.9. **Limitations of the study**

This researcher was prepared to meet the targeted aims, but the language used on research instruments, especially on questionnaire was not favourable enough to the participants as it was not their mother language in some cultures. Resultantly, some of the participants were not freely and vividly expressing themselves. In order to mitigate language problems, the researcher made translations. The population of the study was also from a developing country so it can be a little difficult to generalise the findings to developed nations. In addition, data generation was conducted by the author himself and research assistants were unavoidable in this study, a certain degree of subjectivity was found as cited by Linchtman (2006) who confirms that, subjectivity may be a threat to validity by affecting the study`s objectivity especially in this qualitative research. To guard against subjectivity, the researcher used specialist teachers, lecturers, administrators and students with visual impairment as participants and one of the specialist teachers or lecturers at each institution as research assistant. Data was triangulated, hence the use of multi-methods and a negative case sampling to reduce research bias.

Some participants tried to please the researcher by giving what they presumed to be acceptable responses for the research, hiding their real perceptions. To guard against the effect of this, the researcher tried to be natural during the interviews so as to guard against any suspicion from the interviewees. The researcher and the assistant also tried as much as possible to gain participants` confidence by assuring them that their views would be kept confidential.

In some instances, some school administrators were suspicious of the researcher`s intentions. This threatened to compromise the reliability of the research findings. To guard against this, the researcher would show permission letters and involved a specialist teacher or lecturer to be a research assistant. In some cases, highly patriarchally oriented individuals, especially some university administrators proved not to have time for the research but the researcher would calmly explain the intentions of his research to gain their consent.
1.10. Research methodology and designs

This research is located in the qualitative research paradigm. The researcher used case study and phenomenological research designs to achieve dependability and credibility. As this study is rooted in interpretive philosophy, the case study design and phenomenology research design were mixed to get a deeper understanding of the impact of inclusive education on social, emotional and academic development of students with visual impairment. The phenomenological design unmasked the social experiences, while the case study design was used to explore behaviours and characteristics of the participants and two complemented each other by unearthing the reactions of the phenomenon in its natural setting.

In this study, there was no gender bias during the selection of the population, sample and research assistant. The researcher considered all inclusive education institutions in Masvingo Province for the results to be credible. Orientation of the research assistants was done so as to familiarise them with the aims and objectives of the research. In order to have a feasible research, the researcher used purposive sampling, specifically, the criterion sampling and negative case sampling techniques.

In order to gather and triangulate data, the researcher used semi-structured interviews, document analysis and the questionnaire. Data analysis was ongoing and concurrently began during data gathering. A detailed discussion of the research methodology is in the third chapter.

1.11. Ethical and legal considerations

Social researches are guided by ethics. David and Sutton (2004) define ethics as the science of morality. This means ethics in research involves the study of rights and wrong conduct.
In this research, permission was sought from the Ministry of Education Primary and Secondary, Ministry of Higher and Tertiary Education, universities and other relevant authorities in Zimbabwe so that the researcher would be received in schools (Reference to appendix granting permission). In this study also, the principles of informed consent, anonymity, confidentiality, beneficence and social protocols were considered. The researcher followed social protocols and availed the benefits of the research to the participants during the familiarization period, thereby persuading them to take part in the study.

The researcher honoured participants’ freedom to choose to be involved in the research. The participants’ freedom is described by David and Sutton (2004) as informed consent. Apart from informed consent, anonymity was observed. The researcher did not disclose or record the details of the informants. To win confidence of the participants, the researcher assured them that the data they provided were strictly used for research purposes only. Furthermore, each research instrument contained a section that spelt out the researcher’s purpose and commitment to observe strict confidentiality.

1.12. Organisation of the Study

This study consists of five chapters. Chapter one is the introduction to the study in which the research provides the background information to the study, Statement of the problem, purpose, objectives, research questions and justification of the study. This is followed by summary of the chapter.

Chapter two presents a review of related literature on trends of inclusive education in the world, Africa and Zimbabwe on social, emotional and academic development of students with visual impairment. This was done to dovetail the research in the context of other researches on inclusive education.
The third chapter covers the methodology used to generate data for this study. Qualitative research methods were explored. Data analysis and presentation plans are also discussed in this chapter.

Chapter four consists of presentation, interpretation and analysis of the results in relation to the research questions of the study. The conclusions and recommendations of the study are spelt out in chapter five.

1.13. Definitions of special terms and expressions

1.13.1 Special needs education

It is the education that is especially designed to meet the unique needs of students who are exceptional and those with disabilities.

1.13.2 Curriculum

It is the written document that contains content that is guided by experience and it focuses on attainment of general skills and knowledge at a variety of learning settings.

1.13.3 Students with visual impairment

These are individuals who cannot use their sense of sight in their daily living activities.

1.13.4 Inclusive education

It is education for all learners with diverse backgrounds and abilities in same class, sharing all the responsibilities and opportunities that exist in such a setting.

1.13.5 Policy

It is a set of ideas or a plan of action that entails how certain objectives can be achieved and is constitutionally designed hence the concepts promulgated will be mandatory.

1.13.6 Specialist

This term refers to an individual who has in-depth knowledge in a particular area.

1.13.7 Inclusive education institutions
These are schools, colleges and universities which educationally include different categories of individuals with disabilities for example schools, colleges and universities that include those students with hearing impairment, visual impairment or intellectual impairment.

1.13.8 **Orthopedagogics**

Frame work teaching approaches that are usually designed as teaching strategies for teaching students with disabilities.

1.13.9 **Orthodidactics**

This encompasses corrective measures in the teaching / learning process usually done after identifying a problem, for example individualised remediation or remedial education.

**1.14. Summary**

This chapter focused on introducing necessary background information to this research. The chapter covered the problem and its settings. This chapter established the purpose and significance of this study. It is again this introductory chapter which spelt out challenges that were to be encountered or anticipated in generating data. Some key words are also defined in this chapter. The chapter also provided the basic information of the research. The next chapter covers review of related literature.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on reviewing related literature by other research authorities and previous researches on the impact of inclusive education to students with disabilities, especially those with visual impairment in Zimbabwe and beyond. Literature was reviewed basing on the theoretical and conceptual framework of inclusive education and the extent to which implementation of inclusive education in Zimbabwe affects academic, social and emotional development of students with visual impairment. Review of related literature was also done on the extent to which mainstream teachers are well versed with orthopedagogics and orthodidactics in special needs education and on challenges encountered by students with visual impairment in inclusive education institutions in Zimbabwe.

2.2 Conceptual framework: Inclusive education

The concept of inclusive education has gained momentum in world theoretical debates and policies that are accelerating its implementation. The United Nations` Universal Declaration of Human Rights (United Nations, 1948) and International Conventions on Human Rights, United Nations (1983) provided a panacea for concerted efforts in educational movements which are primarily focusing on people with disabilities. This took the centre stage. The documents entitle everyone to the rights and freedom to education. The International Community in Jomtien, Thailand in 1990 made a historic commitment on Education For All (EFA) and in April 2000, at The World Education Forum in Darkar, Senegal and at the United Nations Conference, in New York
(UNICEF, 2006). The world made a commitment that reflects that all the children, young people and adults have the human right to benefit from an education that would meet their basic learning needs in the best fullest sense of them. The Darkar Forum set targets, with the aim of expanding both the quantity and quality of inclusive education.

The Human Rights Conventions of 1948 promulgated the World Declaration on Education for All which originated into the World Conference on Education in Thailand (The Jomtien, 1990). The document recognises and re-emphasise that education is a basic right for all the people, but does not clarify how inclusive education would be made effective but only opposed segregated schooling (Stubbs, 2008). The implication is that the declarations did not specify inclusive education of specific categories of disabilities. Although it stated that there are steps that need to be followed to provide equal access to education for every category of disabled persons as an integral part of the education system, the world over, there are no monitoring and supervision systems for inclusive education. However, the steps that need to be taken vary according to Governments (NBCS, 2008). This means implementation of inclusive education becomes uneven amongst countries.

UNICEF (2006) asserts that, the concept of inclusive education includes an ideology of equity and quality of learning opportunities which includes diversity of resources provision. The diverse provision of resources helps to strengthen the motivation to lifelong learning. Lifelong learning strategies can promote equity to individuals with disabilities both in education and social opportunities. Slee (2010) confirms that inclusive education has firmly planted itself in education and public discourse. The implication is that the world has adopted the concept of inclusiveness, hence it has become the key influence in continuing to shape the everyday responsibilities and diverse duties of students with visual impairment. Despite decades of universal declarations, there is clearly still a large gap between the ideal and the reality of achieving universal education.
(Abualia, 2006). Although an inclusive education concept underpins EFA, Chimedza (2007) asserts that education systems and structures in Zimbabwe do not effectively meet the needs of all students with disabilities. This means the social, emotional and academic needs of students with visual impairment may not be met by inclusive education arrangements.

According to UNESCO (2005), inclusive education in both developed and undeveloped countries, has become a process of addressing and responding to the diverse needs of all students through increased participation in learning, cultures and communities and reduces exclusion. This means inclusive education is aimed at addressing the everyday responsibilities of all the students. The NBCS (2008) posits that inclusive education is rooted in the principle of democratic values of liberty. The implication of this statement is that, the world’s concept of inclusive education fosters acceptance of those students who are disadvantaged. In America the Individuals with Disabilities Act Public Law 101-476 clearly spells out the rights of those with visual impairment and mandate the state to provide services to those with disabilities. The Individuals with Disabilities Education Act (IDEA) is a federal law that mandates that all states children, including those with visual impairment, access a free appropriate public education (IDEA, 2014). Furthermore, in China, the Chinese Decree (CD) No 36 provides room for litigation. Anyone who breaches the right to services is liable to a criminal law. In other words the decree criminalises discrimination. In Zimbabwe, due to lack of mandatory laws in inclusive education, it is difficult for students with visual impairment to acquire necessary socio-emotional and academic skills needed for them to be accepted in all facets of life.

In Africa, the foundation of EFA is rooted in the historical background of educational reforms (UNICEF, 2006). According to UNESCO (2008), the International Bureau of Education (IBE) took many initiatives to support the development of inclusive education in different regions in Africa. This IBE article propounds how UNESCO, through the International Conference of
Education (ICE), (Geneva, 2008) has backed Basic Education in Africa Programme (BEAP) through its key concepts and activities that have helped in the improvement of inclusive education in Africa. The aim of (BEAP) is to provide all students with quality basic education (UNESCO, 2005). In Uganda, a move towards providing all students with quality education has been done (UNESCO, 2008). In contrast, inclusive education in Zimbabwe is unevenly practiced leaving questions to its socio-emotional and academic benefits to individual students with visual impairment. This difference causes what Murray and Greenburg (2006) described as peer alienation which can lead to a number of social and emotional repercussions including depression, loneliness and anxiety.

Inclusive education is not merely about providing all children with equal access to education, but meeting the needs of every child so as to achieve quality education (UNESCO, 2008). In Zimbabwe, according to Gwitima (2008), insufficient quality of education processes and outcomes cause many individual students with visual impairment to leave primary or secondary school prematurely and the few who soldier on produce poor socio-emotional skills and academic results on their basic education. The implication is that there is a mismatch between how education is being offered and the social, emotional and academic needs of those with visual impairment.

Mushoriwa (2001) asserts that inclusive education is based on achieving EFA and the world wide goals of education with the aim of equipping all students with necessary competency skills. This means inclusive education is geared towards developing an individual student as a whole. Synthesis of experiences and studies carried out in Africa show that social and intellectual abilities are defined within the context of countries’ economic performance (UNESCO, 2006). This influences the way resources and learning activities are provided and implemented towards inclusive education respectively. Nonetheless, Winter and Raw (2010) assert that there are a multitude of questions surrounding the overall equity, quality and efficiency of education systems.
in most African developing countries towards implementation of inclusive education. This implies that, implementation of inclusive education in most African developing countries remains questionable.

According to Ainscow et al. (2006), inclusive education in the developing world is implemented in quite different ways that mean different things. According to UN (2006), implementation of inclusive education in some instances is linked to UNESCO’s Education for All (EFA) policy and in other instances it is linked to provision of services to disadvantaged individual students. In the United Kingdom, it is a crime not to send a child at a school on accounts of visual impairment (Gwitima, 2008). In United States of America, Public Law (PL) (94-142) that was passed in 1975 is a landmark piece of legislation that has changed the treatment of individuals with visual impairment in inclusive settings. The PL (94-142) became central to implementation of inclusive education practices of students with visual impairment in many developing countries. In order to understand the development of inclusive education as both a political and policy discourse, a discussion of the meaning and significance of inclusive education in global educational practices today must be made concrete (Peters, 2004). This means that there are variations amongst states on measures that are taken to provide least restrictive environments that maximise academic and social development of students with disabilities, especially students with visual impairment who are prevented from interactions at different platforms.

Thomas (2007) opines that, some member countries of the UN find it easy to verbally express commitment to the concept of EFA through inclusive education. In Canada, provision of inclusive education is largely integrative, offering a continuum of services (Winter and Raw, 2010). The Ugandan government has acknowledged the importance of inclusive education of students with visual impairment and has taken more responsibility for the bulk of its implementation. In Zimbabwe, voluntary agencies provide most of inclusive education settings (Mafa, 2012). What
raises the debate is the unevenness of its implementation in most countries. UNESCO (2008) found out that there is lack of sustainable action plans in most African developing countries. According to Armstrong, Armstrong and Spandagou (2010), the problems related to the implementation of EFA are related to economic disparity between countries and their cultural imperialism. The implication is that, lack of political will at global level to have a viable action plan leaves a bulk of questions unanswered on inclusive education implementation in different countries the world over.

According to Farrell and Aniscow (2002), inclusive education has been endorsed internationally by UNESCO’s Salamanca statement and reflects the United Nations’ global strategy of Education for All. This means that globally, inclusive education is regarded as a central steering towards enforcement of human rights and equal opportunities and a priority principle of liberal democracy. Winter and Raw (2010) assert that the underpinning idea is that, all children have the right to be educated together regardless of any special need or disability. This has fuelled the inclusive education agenda around the world. The argument is on the impact of inclusive education on those with disabilities, especially those with visual impairment even if it is to be achieved. The debate also exists concomitantly, given that there is lack of a Global Action plan to uniformly direct implementation of inclusive education, hence the need to interpolate its impact on students with visual impairment.

United Nations on the Rights of the Child (1989) created a platform for discussion by stating that children’s views should be taken into account (Sue, 2008). This convention championed implementation of inclusive education worldwide. Mafa (2012) confirms that there are so many comprehensive reports that have been produced globally on the monitoring and evaluation of how member states are progressing towards achievement of all the six EFA goals that enshrine the concept of inclusive education by 2015. The argument is that, although inclusive education is being
monitored and evaluated, there is no guarantee that inclusive education automatically addresses social, emotional and academic needs of students with disabilities especially those with visual impairment.

Although there is Education for All Global Monitoring (EAGM), Chireshe (2013) asserts that there is an indication that the (EAGM) does not specifically pinpoint on inclusive education of specific categories of disabilities. This means lack of specificity leaves implementation of inclusive education to specific categories of individuals with disability uneven. The UN (2006) confirms that, there is a large difference between the types of population that participate in inclusive education. This acknowledgement shows that, in inclusive education settings, there are students from poor backgrounds, different cultures and disabled populations which are difficult to include. The argument is, although, the Dakar Framework for Action highlights and stresses the importance of inclusive education for sustainable development. Globally, the concept of inclusive education is not geared towards equal educational opportunities (Goodley, 2010). Regardless of individual differences, students with visual impairment are not fully given the opportunity to attend mainstream schools (UN, 2006). However, the unprecedented commitment to Education For All (EFA) has led to significant progress in inclusive education in Zimbabwe, although it is unevenly practiced on different categories of students with disabilities, hence the need to carry out this research.

2.3. Theoretical framework
The research was guided by social-cognitive theory of learning by Albert Bandura (1977). The theory focuses on personality development as it is shaped by reciprocal determinism and self-efficacy. This theory places great emphasis on the social-cognitive events that take place in the individual’s environment. The theory proposes that academic behaviour modelling takes place through verbal instruction by a person. This implies that symbolic modelling takes place through
four steps attention, retention, reproduction and motivation. Witt and Booysen (1995) confirm that each human being, regardless of a disability, is endowed with versatile potential for symbolic modelling. The potential is endowed by nature with a philosophic mind that can be trained through rigorous social interaction (Plato in Barker, 1985). The environment is regarded as a potentially powerful tool in the development of a multitude of behaviours and personality traits. The implication is that each individual`s socio-cognitive development is influenced by different others in the environment, through interpersonal contacts. The argument is about socio-emotional and academic intra and interpersonal contacts which transcend to Wolfensberger’s (1979) concept of normalisation which has been the dominant force in the implementation of inclusive education (Chakuchichi and Kapuya, 2003). The executive emphasis of normalisation is on social justice and harmony, which ultimately cascades to creation of a socio-cognitive conducive learning environment. This implies that a positive socio-cognitive learning environment facilitates reinforcing agents for such development, hence this is synonymous with interdisciplinary relationship between social interaction and inclusive education.

The devotion is on inclusive education of the less privileged especially those students with disabilities. Thus inclusive education of students with visual impairment is regarded as a synergy of reconstructing and increasing equalisation of social and educational opportunities and students with disabilities` participation but this does not provide guarantee that students with visual impairment will automatically benefit from inclusive education. Mittler (2000) asserts that Wolfensberger’s (1979) theory of normalisation focused on the fundamental purpose of education which is firmly dovetailed in Plato`s philosophy of idealism which declares that education should enable individuals to guide their own life by the law of reason so as to establish knowledge of virtue. This gave birth to social learning theory and promulgated inclusive education which is now increasingly regarded as about union of races, gender and those with disabilities and those who are marginalised. The focus of this research was to investigate factors that impact on such unionism.
This may result in re-defining, re-thinking, re-modifying and reconstructing inclusive education to mean benefits of students’ unionism and socialisation in education.

Bandura’s (1977) theory of social learning is mainly concerned with overcoming the opposition between the subjectivist emphasis of individual consciousness and the objectivist pre-occupation within social structures (Nirje, 1985). Socio-cognitive theory rejects humanism, but, in this regard, inclusive education cannot be understood simply as a normalisation principle of rules but should be endowed in and geared towards providing beneficial socio-cognitive environment which individuals with visual impairment internalise. The theory of social learning acknowledges the fact that the observer is not a neutral presence but a social actor in his /her own right (Mittler, 2000). This promulgated inclusive education that is buttressed by the social and medical perspectives on disability issues. In tandem, with this research, inclusive education will not only be tailor made to mean equalisation of opportunities and social participation of races, gender or of the marginalised but benefits of such social unions for quality life from such practices. The social learning theory is akin to being free and to be able to engage in any kind of activity so as to enjoy the benefits of being socially included. According to the social learning theory, people observe credible role models, with whom they can identify, engaging in particular behaviours, they see the benefits of these behaviours and are motivated to adopt similar behaviour, and this learnt behaviour is then positively reinforced by significant others. Thus, if the individual can show a corresponding shift in behaviour, then there is good reason to target inclusive education. Modelling behaviour is one of the means by which socio-emotional skills are developed, but acquiring them is generally highly dependent on practice.

The habitus concept which Carl (2006) refers to as the way in which an individual’s instinctive sense of what might be achieved is structured into a pattern of behaviour that enables individuals to have socially accepted adaptation skills has led to implementation of inclusive education in Zimbabwe. Having accepted adaptation skills is another goal of inclusive education but Zimbabwe
is still piloting the programme of inclusive education of students with visual impairment in mainstream education and what remains questionable is the impact of educationally including students with visual impairment, hence this study. This study, therefore, hopes to greatly improve implementation of inclusive education on social, emotional and academic endeavours of students with visual impairment in Zimbabwe.

2.4. The effects of inclusive education on academic development of students with visual impairment.

In 1946, the International Organisation for Standardisation (IOS, but referred to as ISO) was founded to develop international educational standards. It was originally published in 1987 by the International Organisation for Standardisation (ISO), and was revised in 1994 and again in 2000. Its primary concern is “quality academic development of the learners,” which refers to what an organisation does to ensure academic compliance in education and services that are consistent with students’ requirements (ISO, 2004). In this regard the students are viewed as customers and (ISO) focuses on customer satisfaction and efficiency in inclusive education. In Nigeria, during the first Lagos State Education Summit held in July 2004, the Chairman of Post Primary Teaching Service Commission explained that 90% of the inclusive schools with students with visual impairment were ill equipped for academic development of such students. In Sub-Saharan African countries, Burkina Faso, Cameroon, Côte d’Ivoire, Madagascar and Senegal, it was found out that, academic development of students with visual impairment is strongly hinged on the interplay of nature and nurture (UNESCO, 2008). The implication is that quality academic education and student’s performance are important issues that cannot be overlooked by the stakeholders in inclusive education industry.
In Zimbabwe, inclusive education is based on the philosophy of normalization, which maintains that students with disabilities must be made to academically achieve and function as equal members (The National Blind Children’s Society (NBCS), 2008). The focus on inclusive education in Zimbabwe for the past decade was to academically include students with disabilities in mainstream classrooms rather than special units and schools (The Zimbabwe Inclusive Handbook, 2000). Students with visual impairment are part of the entire academic community and as such they need to have access to basic academic goods and social services, especially in education as is enshrined in the Government White Paper on Education of 1992. Currently, the Universal Primary Education of 1997 created the platform for inclusive education in Zimbabwe (NBCS, 2008). The present situation is that students with visual impairment in inclusive education in Zimbabwe are less likely to complete basic academic primary, secondary and tertiary education and the few who soldier on produce poor academic results (Gwitima, 2008), hence the need to interpolate the impact of inclusive education on academic development of students with visual impairment.

In Kenya, the rationale for the Sessional Paper No 1 of 2005 on Policy Framework for Inclusive Education, Training and Research (PFIETR), is to achieve EFA in order to give Kenyans with disabilities the right to inclusive education and academic training no matter the individual’s political or socio-economic status (Goodley, 2010). The Kenyan Policy (KP) is guided by the understanding that quality inclusive education contributes significantly to academic growth of individuals with disabilities and economic growth and the expansion of employment opportunities. The Kenyan Economic Recovery Plan Policy Framework provides the rational for major reforms in the current inclusive education system in order to enable Kenyans with disabilities to have access to lifelong education (UNESCO, 2006). The lesson learnt is that inclusive education is capable of enhancing academic development of students with visual impairment. The episode of
free primary education in many countries is an initiative towards realising the EFA goals thereby enhancing academic achievements of all the learners regardless of a disability. However, the challenge of lack of political will compounded with disparaging negative attitudes by societies has a devastating impact on academic development of individuals with visual impairment, and these need to be addressed, hence the need to assess the impact of inclusive education in Zimbabwe, where there is a different economic recovery under the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) theme.

According to UNESCO (2008), in an astonishing short period of time, inclusive education in Zimbabwe has firmly planted itself in education and public discourse. Chireshe (2013), in his study, acknowledges that, in Zimbabwe, the public have adopted an academic vocabulary that positively labels students with visual impairment. However, Allen (2008), in his inclusive education study, claims that there is no single and coherent inclusive education discourse that could be said to have dominated the evolution of inclusive practices in academic development of students with visual impairment in most schools the world over. These different findings, perhaps, explain the confusion and inconsistency that characterises the unevenness in implementation of inclusive education practices to students with visual impairment on their academic development in Zimbabwe.

The Salamanca Statement and Framework for action Article (2) (1994) asserts that regular schools with inclusive education orientation are the most effective means of combating academic discriminatory attitudes in most inclusive education institutions, creating welcoming communities, building an inclusive society and achieving Education for All. Moreover, NBCS (2008) observes that the provision of an effective inclusive education to the majority of students with disabilities and improves the efficiency and ultimately the cost of the entire education system in Zimbabwe needs to be transformed. Therefore, this study took an approach that is in tandem with 21st century
dictates on how inclusive education can be tailor-made to improve its implementation so that it can accommodate and improve academic development of students with visual impairment in Zimbabwe. Although the statement reflects that inclusive education improves the efficiency and cost-effectiveness of the education system by accommodating diverse interests and needs of individual students, Zimbabwe has not yet drafted specific policies that pinpoint on inclusive education for specific categories of disabilities. UNESCO (2013) acknowledges that there is no reliable data on inclusive education globally. The lack of reliable data means that there may be wild and uneven implementation of inclusive education. It may also indicate that, there will be no anti-discrimination laws to safe-guard the needs and interests of students with visual impairment who are in inclusive education in Zimbabwe, hence the need to assess the academic state of students with visual impairment in such institutions. This study took an assessment on how laws can be formulated basing on the academic state of students with visual impairment under globalised inclusive education.

In the United States of America, Individuals with Disabilities Education Act (IDEA) states a statutory preference for placement of students with visual impairment in the least restrictive environment and requires them to receive related services. The legal test, known as the Bright-line Test, which clarifies the types of related services that inclusive education settings are required to provide are clearly articulated. NBCS (2008) reports that policy making and legislation in Zimbabwe has failed to bring about fundamental changes in structures and practice which would transform inclusive schools and make it illegal to deny access to an inclusive curriculum, on the ground of visual impairment. The placement decision is made solely by the Schools Psychological Services. This means that the omission makes it a failure to an inclusive curriculum for socio-emotional and academic development of students with visual impairment who are included, hence it can remain a pipeline dream. This study took initiatives in providing a transformed version of inclusive education for better academic development of students with visual impairment who are
in such a settings. Chireshes (2013) asserts that the current policies are not reinforced technically and as such fail to radically transform the current curriculum. Chimedza (2007) argues that, in Zimbabwe there is a piece of legislation relating to equality issues, gender and race relations, but it receives scanty attention in most spheres of life. This is exacerbated by well orchestrated negative attitudes. In 2006, China adopted special polices to satisfy education needs of students with visual impairment. Ngazi and Matonhodze (2010) assert that most societies in Zimbabwe place high priorities and premiums on the able and normal bodies, hence there is a mismatch of what inclusive schools academically offer to mainstream students and those with visual impairment. The mismatch may not augur well with social, emotional and academic development of students with visual impairment. This study assessed the academic development of students with visual impairment under such a prejudiced social environment.

Article (2) of the Salamanca Statement and Framework of Action (1994) advocates that, states should ensure an inclusive education system that is guided by legislation (Winter and Raw, 2010). The then Ministry of Education, Art, Sport and Culture through its Secretary states that, any child can attend school in his/her neighbourhood and any school which refuses to enrol him/her will be violating the Disabled Act of 1996 revised in 2000 and may face disciplinary action (NBCS, 2008). This means that, the Act makes it mandatory to offer free and appropriate inclusive education for all children regardless of disabilities. In tandem, UNESCO (2008) asserts that inclusive education seeks to include all students with the aim of safe-guarding their rights. Article 24 of the Salamanca Statement and Framework of Action (1994) pin points that inclusive education environments must be designed in ways that maximize academic and social development of those with blindness, deafness, and deaf blind. Although article (24) formally promotes inclusive education as a right in disability conventions and rather as a general education human right issue, the majority of those with blindness, deafness and deaf blindness in Zimbabwe still have no access to effective academic and efficient inclusive education (NBCS, 2008). The absence of a mandatory legal framework to
prevent physical and psychological torture implies that students with visual impairment who are educationally included may not academically benefit from such arrangements hence the need to assess the impact of inclusive education to them.

Zimbabwe is a signatory to the Dakar Framework of Action 2000 where it also agrees that, “to attract and retain children from marginalized and excluded groups, education systems should academically respond flexibly to the educational needs of students with disabilities” (UNESCO, 2008). This implies that, the education systems must be inclusive, actively seeking out children who are not enrolled and responding flexibly to their academic circumstances. In Zimbabwe, students with visual impairment are systematically disadvantaged although they are educationally included (Mavundukure, 2005). Gwitima (2008) concurs that students with visual impairment are not fully provided with human and material resources that can help them to learn Braille, alternative scripts, argumentative and alternative forms of communication, orientation and mobility and they sparingly have access to peer academic support and Braille is not universally used as an agreed system of writing. This means, this research, therefore, identified challenges that barricade social, emotional and academic development of students with visual impairment who are educationally included hence they provide a summary of the state of students with visual impairment in inclusive education in Zimbabwe.

Ngazi and Matonhodze (2010) state that inclusive education in Zimbabwe is aimed at removing stigmas attached to handicaps. The word stigma originates from Greece and refers to bodily signs designed to expose something unusual and bad about the moral status of the signifier (Goffman in UNICEF, 2006). The ancient Greeks placed a high premium on physical perfection of the body systems and structure, which to them symbolised normalcy, moral purity and the ability to contribute to the material and ideological community or culture. Persons with different forms of disabilities, especially those with visual impairment were seen as morally soiled, much like slaves,
traitors and criminals (UNESCO, 2008). If the labels attached to handicaps get removed, there would be improved social and educational status of students with disabilities and the self-esteem that is hinged on personal autonomy can virtually be improved (Murinda, 2005). This shows that inclusive education enhances exposure of students with visual impairment to competitive environments that ensure their exposure to and participation in social as well as academic activities respectively, Mavundukure (2005) in his study revealed that there is no guarantee that competitive environments can stimulate self-esteem of students with visual impairment where the general public stigmatise them, hence the need for this study to find ways through which implementation of inclusive education can stimulate and guarantee academic participation by students with visual impairment.

Clark (2006) posits that, inclusive education in Zimbabwe incorporate all students into mainstream activities. The assumption is that students with visual impairment in inclusive education in Zimbabwe are given opportunities to participate and to show different others that they are actually having a disability in a thinking body. This study, therefore, clinically assessed and analysed inclusive education unionism’s impact. NBCS (2008) acknowledges that inclusive education helps students with visual impairment to strive more towards their independent survival. The implication is that inclusive education is a platform that helps schools to make a significant departure from the way students with visual impairment are treated in communities, but the ways through which students with visual impairment can be treated equally starts with socialisation and acceptance which this study tackled.

The United Nations International Convention on the Rights of Persons with Disabilities (2006) put more emphasis, that governments that are providing inclusive education are mandated to provide required educational resources to all the students at all levels of the education system. This means, it should be the responsibility of Governments to provide resources to students with visual
impairment in inclusive settings. In contrast, NBCS (2008) observes that, in Zimbabwe students with visual impairments are not fully provided with current technology such as computers and mobility devices for them to effectively participate in inclusive education settings. This means that there is need for further researches on how best inclusive education can be made effective to socially, emotionally and academically develop students with disabilities, especially those with visual impairment, hence the need for this study.

UNESCO (2005) explains that there is a potential conflict of rights involved in the pursuit of inclusive education in most developing countries. This implies that the relationship between parental/guardian choices and children’s rights can make consensus very difficult because the individual student with visual impairment and the parents’ concerns may not be compatible, hence conflicts may arise. This means it is difficult for students with disabilities, especially those with visual impairment, to benefit from such inclusive education settings hence, this study considerably assessed the impact of inclusive education on social, emotional and academic development of students with visual impairment, as there may be unshakable commitments that may be held by both sides. Winter and Raw (2010) note that proponents of conflicts of rights observe that there is always tension between the values of inclusion and the values of individuality. While Norwich (2002) argues that in dealing with exceptionalities or significance differences others, there is need to find a way of balancing multi-values, such as the stigma versus access to provision, or participation in a common curriculum versus learning programmes relevant to individual needs. This means, positive acknowledgement of this dilemma has led to an investigation of the impact of inclusive education on social, emotional and academic development of students with visual impairment in Zimbabwe.

In Zimbabwe, there is an increasing emphasis on academic excellence, school competitiveness, and academic attainment in inclusive education settings (Chimedza, 2007). This means
competitive environments can have a devastating effect on social, emotional and academic
development of students with visual impairment. According to UNSCO (2008), The Zimbabwean
Education Act of 1970 paved way to special care units, hospitals and homes that educate those
with different types of disabilities. Under this background, The Disability Act of (2001) points out
that, it is the right of all students to be educationally included through an inclusive curriculum.
Zimbabwe has a devotion to make one, with resources linked concept of professionals, policy
makers and politicians. Most of the mentioned professionals lack knowledge in disability issues
(Mushoriwa, 2004). The statement suggests that most professionals have negative attitudes
towards inclusive education of students with visual impairment. The UN (2006) calls for
developing countries to do research focused, not on whether inclusive education works, but rather
on ways of making it work, hence the concept is a dynamic and evolving process, hence this
research.

Scully (2009) notes that inclusive education practices in developing countries require significant
changes to be made to the content, delivery and organization of mainstream programmes and are
a whole school endeavour to accommodate all the students’ social, emotional and academic needs.
The discourse on inclusive education of students with visual impairment in Zimbabwe is more
difficult (Mushoriwa, 2004). Although students with visual impairment in Zimbabwe are
educationally included, some cases are more difficult to include. Even if an inclusive curriculum
is availed, due to limited resources and technology to cater for academic needs of all the students
with disabilities, students with visual impairment may fail to realise their full potentials. According
to NBCS (2008), even if students with visual impairment in Zimbabwe are made to access the
current purported inclusive curriculum, it is a tall order. They may not be able to mix with different
others in inclusive education due to lack of normal development. This means that students with
visual impairment encounter developmental milestones that can affect them socially, emotionally
and academically even if educationally included. This study will, therefore, assess the socio-emotional state of students with visual impairment in inclusive education.

Thomas (2006) points out that, inclusive education of students with visual impairment in Zimbabwe is aimed at enhancing these students` academic status through competitive environments. This means students with visual impairment in Zimbabwe can develop a better understanding of themselves and other students as they mix and interact together. Mavundukure (2005) confirms that students with disabilities in inclusive education in Zimbabwe enjoy the turf of sharing resources. The implication is that, when learning together, myths, half truths and fallacies about those with visual impairments may be exposed. Chataika et al. (2013) argue that it is, however, naïve to wholesomely think that students with visual impairment will benefit from such inclusive education settings in Zimbabwe. For example, because of culture differences and diversity, there is no totality that all students with visual impairment will automatically benefit as various cultures in Zimbabwe differ in what they honour. Concomitantly, NBCS (2008) notes that the current mainstream educational provisions in Zimbabwe lack assistive devices and other forms of accommodation. This ongoing debate on the nature of category of those with visual impairment to educationally included for social, emotional and academic development led to this study, thus, this study suggested ways through which assistive devices can be provided to students with visual impairment in inclusive education for their academic development while in inclusive education.

According to Armstrong (2005), the school environment and its education system should be changed in order to meet the learning needs of students with visual impairment. The implication is that inclusive education of students with visual impairment involves restructuring of the physical environment, policies and the curriculum, hence all students need to learn in the same mainstream classes and to participate as equals in all educational activities. Chiresh (2013) in his inclusive education study found out that, Zimbabwe does not have specific policy on specific disabilities. It
has inclusive education policies, for example the Education Act of 1996 and the Zimbabwe Disabled Persons Act of 1996 which advocates for non discrimination in the provision of education. Despite all the strides taken by the Zimbabwean government, there is need to establish the extent to which students with visual impairments benefit socially, emotionally and academically from such arrangements noting that, the Disabled Person’s Act Chapter 17.01 of 1992 is silent on how effective is inclusive education to those students with visual impairment. Previous studies Makowe (2005) and Peresu (2000) have made numerous recommendations that are aimed at improving implementation of inclusive education in Zimbabwe, but do not allude on whether students with visual impairment benefit from such arrangement, hence the need to establish the impact of inclusive education on academic development and achievement of students with visual impairment in Zimbabwe.

2.5. Orthopedagogics and orthodidactics used in inclusive education of students with visual impairment

Methodologies used in teaching/ learning consist of diagnostic processes to establish and define the problem at the second process of corrective measures during the assistive phase (Badza and Chakuchichi, 2004). The methods used in inclusive education of students with visual impairment should be individualistic in nature. Fuller (2003) explains orthopedagogics and orthodidactics as actions interrelated in comprehending the curriculum needs of an individual student and should not end in remediation of deficiencies in learning. This means, orthopedagogics are regarded as a process of making sure that students acquire skills, fluency built that skills and to generalise the learnt behaviours. The current methodologies and pedagogies employed by most educators are biased towards normal students. This means, despite the fact that orthopedagogics aims at corrective education and focusing on modifying education of the conventional system to suit
students with disabilities, the methods used in inclusive education can only benefit normal students.

Mushoriwa (2007) acknowledges that orthopedagogics encompass studies in normal development and educational process and their application to special needs education students is a tall order task. This means that the use of orthopedagogics and orthodidactics in inclusive education can be very difficult considering curriculum demands. Application of orthopedagogics and orthodidactics in inclusive education of students with visual impairment do not receive adequate attention (Fuller, 2003). Orthopedagogics and orthodidactics receive scanty attention because most educators are not well versed with methodologies. The implication is that, without access to knowledge and understanding of visual impairment, educators will make mistakes of seeing the surface behaviours of students with visual impairment, thereby fail to help them to socially, emotionally and academically develop. Mafa (2012) asserts that educators can make normative assumptions that may lead to poor learning by students with visual impairment in inclusive educational settings.

Some educationists argue that students with visual impairments` pedagogies are not distinct and result in deterministic thinking and exclusionary practices (Ravet, 2011.) The practices by educators in inclusive classes can result in rather narrow and fixed teaching methodologies and pedagogies. Mushoriwa (2007) asserts that knowledge and understanding of visual impairment is crucial in enabling teachers to understand relevant orthopedagogics and orthodidactics in inclusive education of students with visual impairment. The above statements suggest that understanding of visual impairment can lead to proper ways of teaching students in inclusive education. Ravet (2011) found out that, without knowledge and understanding of visual impairment, teachers may often use subtle ways in which their practice may be directly limiting and determining teaching and learning in inclusive education of students with visual impairment. Batten and Daly (2006) argue that, what necessitates the implementation of methodologies and pedagogies are the
mismatch between the general education (objectives, curriculum and outcomes) and the needs of students with disabilities. Congruently, the prevailing situation in most inclusive education settings in Zimbabwe shows discrepancies between students with visual impairments’ cognitive disposition and the teachers’ methods. This discrepancy has a bearing on social, emotional and academic development of students with visual impairment in inclusive education settings.

Badza and Chakuchichi (2004) posit that orthopedagogics and orthodidactics consist of two processes, the diagnostic phase to establish and define the problem and the regime of corrective measures during the assistive phase. Florian (2007) asserts that orthopedagogics and orthodidactics assume that there is nothing wrong with the student but the process and when the fault is found and corrected, there is the assumption that the student will be able to make commensurate progress. This means that educators need to understand issues in visual impairment in order to anticipate how the pedagogy might need to be refined. Humphrey and Lewis (2008) confirm that, educators are not aware of the learning content needed in inclusive education of students with visual impairment, resulting in the mismatch of learning outcomes. Mushoriwa (2007) found out that, in order to match inclusive education requirements, educators, therefore, need to fine tune their knowledge of visual impairment, so that they can be able to use effective and relevant methodologies in inclusive education. According to Ravet (2011), orthopedagogics and orthodidactics are not just for children with special needs. They are the central ideas that specific approaches are based on the knowledge and understanding of specific categories of disadvantaged students (Daly, 2006). This implies that teachers in inclusive settings need to plan for many different students at a time and not just an individual group of students, hence this can be a more inclusive approach, thereby avoiding the one size fits all determinism.

The idea that mainstream educators are not well versed with methodologies that support students with visual impairment and require training (Badza and Chakuchichi, 2004), has created the base
that this research draws the notion of investigating the impact of inclusive education on social, emotional and academic development of students with visual impairment, hence the need to investigate the current pedagogies used in inclusive education. Musengi et al. (2010) note that, special needs education programmes are frustrated by educators’ lack of proper methodologies. This means that most educators in inclusive schools do not use relevant methods that address social, emotional and academic needs of students with visual impairment in inclusive education. Daly (2006) found out that there is a close link between the teaching methodology, time and knowledge. The effect of education and training on the implementation of inclusive education may be teacher’s self-efficacy. Teachers must create conditions that reduce the likelihood that students will use their veto power and increase the probability that students will put forth the time and effort needed to learn what their teachers intend them to learn. A greater deal of research shows that knowledge is a good predictor of effective teaching. However, knowledge has no meaning in itself but the way it is used and to whom has an impact especially in special needs education.

Badza et al. (2010) suggest methods such as direct instruction, cooperative and peer teaching, multi-sensory and trans-disciplinary approaches, individualised educational programmes, behaviour modification and computer based instruction as some of the best ways that can be used to teach students with visual impairment in inclusive classes. Notably, traditional methods, such as lecturing and demonstrating, dominate the teaching pedagogies in most mainstream classes (Musengi et al., 2010). The methods used do not enhance motivation and enthusiasm to students with visual impairment into wanting to learn (Horlin, 2004). A United Nations population study of 24 countries in Africa including Kenya, found that teachers are inclined to traditional pedagogies. Some reasons included a heavy reliance on the traditional lecture method, overemphasis on medical and biological facts and failed to address the real-life situations that students with visual impairment find in their homes, communities and the world. Such instructional practices contributed to the limited socio-emotional skills. In United States of
America, quality assurance helps to point to effective teaching methods and methods that are dysfunctional. In a study carried by UNESCO (2013), teachers’ teaching methods were considered as a variable that ensures quality inclusive education teaching. The traditional methods used in mainstream classes bring a lot of negative impact, which may mean that students with visual impairment would not benefit from those inclusive educational settings. This study interpolated the impact of those traditional practices in the teaching of students with visual impairment in inclusive education.

Effective specialist teachers incorporate an instructional sequence called direct instruction. The instruction is characterised by beginning the lesson with a short statement of goals, reviewing previous learning, presenting new material in small steps allowing students to practice time after each step, giving clear and detailed explanations, providing active and ample practice, asking questions, checking for understanding and obtaining responses from all the students providing guided practice and explicit instruction (Houtveen and va de Grift, 2006). Direct steps are appropriate to students with visual impairment especially when material taught is new, difficult or hierarchical or when the student experiences learning difficulties. The direct instruction model has been proven to be more effective to all the students with disabilities at all levels of learning, especially to individual students with visual impairment (Chireshe, 2013).

Chimedza (2007) opines that, there has been a global heated debate concerning the effectiveness of inclusive classes. It was found out that there are low positive and high negative relationships between inclusive classes and exam results. Homogeneous grouping is not enough to help students with visual impairment in which the remainder of the students are able to manage their own learning process (Mafa, 2012). The implication portrayed is that teachers are powerless in terms of making students with visual impairment acquire the relevant academic, social and emotional skills for independent survival, because of lack of knowledge on sustainable methodologies, hence
learning depends on students’ activities. Anderson (2004) asserts that students with visual impairment learn according to what they do and not according to what their teacher and sighted students do. Teachers and sighted students can neither make students with visual impairment pay attention, nor can they construct meaning to them (NBCS, 2008). Thus pedagogy advocates for specialist teachers to create conditions that reduce the likelihood that students would use their veto power to understand concepts. Against this background, the researcher investigated the extent to which mainstream inclusive teachers are well versed with inclusive class teaching pedagogies. This is because effective teaching pedagogies lead to academic, social and emotional development of students with visual impairment.

2.6. Inclusive education contributions to social and emotional development of students with visual impairment

Social, emotional and academic development of human beings is hinged on cognitive development. Cognitive development refers, to the changes in mental abilities such as learning, memory, language and thinking (Berger, 2005). The ability to reason also depends on cognitive development. Cognitive development, therefore, encompasses a collection of mental abilities that are used to obtain knowledge or to become aware of the environment. These skills, when drawn together, enable social, emotional and academic development of individuals with visual impairment. The ability to socialise, therefore, depends on the combination of social, emotional, physical and cognitive areas of development (Santrock, 2004).

Social and emotional development includes the individuals’ experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Papalia and Olds, 2004). This means social and emotional development encompass both intra- and interpersonal processes. Hooper (2010) opines that the socio-emotional domain determines the person’s unique and relatively consistent way of feeling, reacting, behaving and relating to others. This implies that socio-emotional development is characterised by how students
with visual impairment socialise with other different students in inclusive education. Socialisation releases feelings such as fear, joy, anxiety and compassion (Berk, 2009). This can affect the individual’s performance in academic tasks.

Hooper (2010) found out that, the core features of emotional development include the ability to identify and understand one’s own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one’s own behaviour, to develop empathy for others, and to establish and maintain relationships. This means that students with visual impairments` capacities to become competent in inclusive education is dovetailed in social interactions and the ability to participate effectively in relationships and group activities, and to reap the benefits of social support that is crucial to equity.

Socialisation supports students with visual impairment (Decay and Travers, 2004). In order for students with visual impairment to be able to regulate their emotions and to develop a sense of predictability, safety, and responsiveness in their social environments, there is need for them to emotionally develop. Early relationships with different others in inclusive education are important to social, emotional and academic development of students with visual impairment in inclusive education. Research by Berk (2009) broadly concluded that, nurturing, stable and consistent relationships are the key to socio-emotional development and learning. In other words, high-quality social relationships increase the likelihood of positive outcomes for students with visual impairments’ social, emotional and academic development. Experiences with different others in inclusive education provide an opportunity for students with visual impairment to learn about social relationships and emotions through exploration and interactions (Hooper, 2010). This means that professionals and other students working in inclusive education settings can support the social-emotional development of students with visual impairment in various ways, including interacting
and communicating directly with students with visual impairment, arranging the physical space in the inclusive education environment and planning and implementing the inclusive curriculum.

Berger (2005) concludes that emotion and cognition work together by informing an individual’s impressions of situations and influencing behaviour. Most academic development of students with visual impairment in inclusive education occurs in the context of emotional support. This implies that the rich interpenetrations of emotions and cognitions establish the major scripts for an individual person’s development. Together, emotions and cognition contribute to academic development of students with visual impairment in inclusive education. Emotions affect the students with visual impairments’ ability to persist in goal-oriented activities as well as seeking help, when it is needed (Hooper, 2010). Equally, the social and emotional development domains of students with visual impairments are hinged on how different others in inclusive education render competition.

Generally, blindness interferes with students with visual impairment’s ability to observe appropriate social behaviours and to learn basic life skills. Visual impairment affects students’ self-esteem, self awareness and social skills (Florian, 2007). According to Hooper (2010), students with visual impairment face problems of benefiting from peer interactions. This means students with visual impairment in inclusive education may have problems of acquiring social skills that are learnt through social interaction. Winzer (1996) asserts that students with visual impairment have trouble on acquiring adequate repertoire of interpersonal skills. This implies that students with visual impairment in inclusive education may have problems in playing and socializing with different others. Hooper (2010) confirms that students with visual impairment are unable to see important non-verbal clues such as facial expressions, gestures and body language that aid social interaction. The meaning is that students with visual impairment really find it difficult to develop non-verbal communication skills at the same rate with sighted students.
Berk (2009) asserts that students with visual impairment have social problems resulting from being excluded by the sighted students, from social activities that are integrally related to their disability. This implies that even if students with visual impairment get included in inclusive education, they may be excluded in activities that require the use of sight. According to Winzer (1996), students with visual impairment do not want to participate and enjoy associating themselves with activities that are related to the use of sight. However, Chimedza (2007) argues that, students with visual impairment are excluded from social experiences that stem from negative attitudes of sighted students and teachers. Deductively it means that students with visual impairment are negatively labelled and this may affect their social and academic development even if they are included in mainstream education.

Students with visual impairment in inclusive education may not develop relevant social skills due to poor mobility and poor acquisition of daily living skills. This means that students with visual impairment lack self help skills for independent survival. Winzer (1996) concurs that, students with visual impairment are not able to efficiently and independently explore and learn more about their environment. This suggests that students with visual impairment lag behind in their development because sighted students perform most of the activities on their behalf. Hopper (2010) asserts that, students with visual impairment use sighted students to help them to perform social activities on their behalf. This implies that if the sighted students do social activities on their behalf, they may become passive in those social activities. Florian (2007) found out that, students with visual impairment have social adjustment problems, as they have poor self concept and feelings of inferiority. This means that, although students with visual impairment are included in inclusive education, they may feel less important when learning together with sighted students. Minnet (2008) explains social adjustment as the ability to conduct oneself according to the norms and values of education. The implication is that social adjustment has a bearing on the learning of students with visual impairment when in inclusive education.
Hooper (2010) concludes that, students with visual impairment have difficulties in social relationships as their vision prevents them from interpreting subtle social cues. This implies that students with visual impairment are not able to see how other students respond to their behaviours. In tandem, Harden (2012) confirms that students with visual impairment speculate sighted students performing activities as they find it difficult to engage in interactions due to limited mobility. The meaning is that students with visual impairment have problems with interacting with different other students. As a result they may be passive in group activities, hence the need to investigate the impact of inclusive education on social, emotional and academic development of students with visual impairment.

Academic success is more closely related to social, cultural and familial factors than the degree of disabling conditions. The implication is that social aspects of life have a bearing on academic achievement of students with disabilities, especially students with visual impairment. Winzer (1996) argues that, academic development of students with visual impairment is hinged on their social experiences. The implication is that, students with visual impairment have delays in speech and language acquisition that results from little or no interaction with other students and their environment. This assertion indicates that the delays can affect their communication skills which can in turn affect their learning.

Chiinze and Tambara (2000) confirm that, the education of students with visual impairment has been through special schools for the blind. This signifies that special schools can provide special equipment, teachers, optical aids and Braille transcription services which may not be readily available in inclusive education settings. Hooper (2010) concurs that, students with visual impairment in inclusive education academically achieve if there is mainstream integration and continuous provision of individual instruction, access to special equipment and Braille services. This indicates that academic achievement of students with visual impairment is made possible if there is relevant provision of both material and human resources.
According to Winzer (1996), students with visual impairment experience delayed motor development as a result of restricted mobility. On the same concept, Norwich (2007) notes that, students with visual impairment operate at two grades level below their sighted colleagues. This means that even if students with visual impairment have the same chronological age with their sighted peers, their mental capacities will be lagging behind. Chimedza (2007) asserts that all students in inclusive education follow the regular curriculum at times with minor modifications to provide comparable experiences which do not involve the use of sight. The implication is that students with visual impairment in inclusive education may find it difficult to achieve some academic goals of that curriculum. Harden (2012) asserts that, students with visual impairment learn best when taught using stimulating instructional procedures that will stimulate compensatory senses. The indication is that students with visual impairment need therapeutic methodologies that are individualized for them to socially, emotionally and academically develop and achieve respectively.

Bruce et al. (2010) say students with visual impairment have limited ability on coordinating and organizing academic elements into high levels of abstraction and to verify information. The implication is that students with visual impairment lag behind in academic concepts that demand problem solving. Minnet (2008) confirms that students with visual impairments` academic achievement are hurdled by conditions such as glaucoma and infectious conditions that interfere with the learning process. This shows that some visual disabling conditions limit opportunities for students with visual impairment to explore their environment because of fear of the unknown. Hooper (2010) asserts that students with visual impairment need to be taught explicitly as their condition is inevitably confronted with social, emotional and academic difficulties. This study, therefore, investigates the impact of inclusive education on social, emotional and academic development of student with visual impairment in inclusive education.
2.6.1 Social, emotional and academic challenges encountered by students with visual impairment in inclusive education.

Globally, most countries encounter numerous challenges in the implementation of inclusive education. Notably, Japan faces inclusive education challenges even after the start of a new “Tokubetsushienkyouiku”, which is a legal framework of inclusive education. Special education classes do not exist in Early Childhood Development (ECD) and high schools. The challenges in Japan are manifested mainly in the law, support and the rights of those with visual impairment (UNICEF, 2006). In China, although it has a long and unique history, with a rich culture and ideologies, the challenge encountered is the gap between inclusive education theory and practices (Disabled Persons International, 2008). In consistence with the United Nations Declarations, the Government of Botswana adopted the revised National Policy on Education in 1994, with the aim of enhancing effective management of inclusive education. Currently, the Botswana Ministry of Education has taken several initiatives to ensure proper implementation of inclusive education, but access to such education is exacerbated by lack of least restrictive environments and support materials. In Zimbabwe, inclusive education was officially launched on 22 March 1997, but upon its launch, there was lack of resources (Mavundukure, 2010). Analysis of researches carried by Murinda (2005), Mpofu (2000) and Dash (2006) demonstrate that there is a cumulative crisis on implementation of inclusive education in Zimbabwe. Studies by Murinda (2005) and UNICEF (2006) show that, the education system in Zimbabwe has devoted to inclusive education. The inclusive system lacks guidance from relevant policies on how to implement it on students with visual impairment. The 2013 Zimbabwe constitution has no issues of non-compliance. Section 22 deals with social inclusion, which includes communication and reasonable accommodation in buildings and section 62 of the constitution guarantees access to information, but, both sections are silent on how people with visual impairment can exercise these rights.
Although education jurisdiction around Zimbabwe has adopted the vocabulary of inclusive education, it is flawed by many challenges (Mafa, 2012). Richardson (2009) asserts that students with visual impairment in such inclusive education in Zimbabwe are left out in activities that are integrally related to their disability due to negative attitudes promulgated from myths and misconceptions that are associated with it. This implies that social boundaries may get eroded as teachers assume the role of facilitator, giving students greater apparent control of their social interaction as such, they would be left out.

Inclusive education and social environment in Zimbabwe creates a highly selective system due to lack of an inclusive curriculum, lack of a conducive environment and specific policies that are constitutionally bound. Studies by Chireshe (2011) on promotion of inclusive education in Zimbabwe suggest that there is resistance to such changes where societies in Zimbabwe place a high premium on able-bodied. NBCS (2008) found out that although there is progression on the national policies, there is no guarantee of progress in inclusive education. Despite the visionary legislation and policy regarding equal treatment of previously disenfranchised population, Chireshe (2011) concluded that, there is a contradiction between achievement of excellence and equity. This background provided the basis for assessing the impact of inclusive education on social, emotional and academic development of students with visual impairment and gave the following challenges;

2.6.2 **Resources provided to students with visual impairment in inclusive education for their academic, social and emotional development.**

Autobiographical reports by students with visual impairment globally show that they experience both good and bad things at various levels of inclusive practices in education due to social barriers and lack of resources (UNICEF,
Due to these circumstances, students with visual impairments may be socially, emotionally and academically affected relatively when educationally included. According to Disabled Persons International (2008), if students with visual impairment encounter hurdles in inclusive education, they construct a sense of inferiority. This means that the alluded sense of inferiority may illuminate pain and anxiety amongst students with visual impairment. This can threaten their self esteem and academic achievement while in inclusive education.

Chimedza (2007) confirms that the difference between inclusive schools in terms of resources continue to be greatly increased by the process of marketization and globalization. The implication is that commercialisation of education makes it difficult for students with visual impairment to have resources to use whilst in inclusive education. While Fareo (2010) in his studies found out that, essential materials and facilitates for students with visual impairment are diverted for use by regular students, the cumulative effect of this can have a negative impact on social, emotional and academic emancipation of students with visual impairment and on effective implementation of inclusive education in Zimbabwe. Mafa (2012) posits that, administrative issues that worry teachers in inclusive education include having full responsibility for students with specific educational needs as well as others. The highlighted symptomatic atrophy in the management of inclusive education implies that students with visual impairment may not socially, emotionally and academically benefit from inclusive education.

Winter and Raw (2010) note that, The United Nations International Convention on the Rights of Persons with Disabilities (2006) declares that structures or procedures to facilitate mainstreaming and alternative support measures that are consistent with the goal of inclusive education should be met. The emphasis is not about placing students in mainstream classes to make them learn, but on optimizing learning environment by providing opportunities for all students to benefit from such arrangement. UNESCO (2010) asserts that inclusive education is about providing a range of
resources such that teaching/learning materials, equipment, additional personnel and differentiated approaches to teaching are made possible. However, Mafa (2012) reports that the traditional medical model influencing teacher training and beliefs, attitudes and practices in education trigger lack of competence amongst teachers. In Zimbabwe, resources for use by students with visual impairments are scarce, and schools that have already embraced inclusive education practices have challenging learning environment for students with diverse learning characteristics (Mushoriwa, 2007). In Contrast, Article 24 on the Convention on the Right of Persons with Disabilities states that, “State Parties must recognize the right of persons with disabilities to education, with the view of making them realise this right without discrimination” (UN, 2006). This is in contrast with the prevailing situation in most inclusive schools in Zimbabwe that include students with visual impairment. The state does not fully ensure effective individualized support measures. This means that, the current environment provided to students with visual impairment do not fully maximize their academic and social development consistently. In this light, this study established ways through which inclusive education environment can be tailor made to meet the needs and interest of students with visual impairment.

UNESCO (2005) asserts that the convention on EFA reinforces the centrality of inclusion citing the Salamanca Statement and Framework for Action (1994) which recognizes the uniqueness of each student in inclusive educational settings. The statement hinges on the 2006 Convention on the Rights of Persons with Disabilities (CRPD) which internationally and legally bind inclusive education as a right. The Dakar Framework for Action (2000) also states that, States must create a safe, healthy, inclusive and equitably resourced educational environment conducive to excellence. According to UNESCO (2010), countries need clearly defined levels of achievement for all, as there are large differences between the expectations of the declarations which strongly support conducive learning environments and the reality of resources provision. This means these
considerations may have an equal bearing upon policy formulation and inclusive education implementation practices.

2.7. The curriculum for academic, social and emotional development of students with visual impairment in inclusive education.

Mushoriwa (2007) asserts that, the curriculum plays an instrumental role in fostering tolerance and it promotes human rights. This means that a curriculum provides content that treat students as equals. Tanner and Tanner (2009) define a curriculum as a guiding framework that defines the learning/teaching process. Barker (2010) explains a curriculum as a social word driven from Latin ‘currere’, meaning a racecourse or track. A curriculum is a set of intentions about opportunities for engagement of persons-to-be-educated with other persons and with things (all bearers of information, process, techniques and values) in certain arrangement of time and space. The opportunities of which the planners of the curriculum intend to provide are so selected, structured and ordered as to foster a desired quality of present and future living and are to be made available under the auspices of the school (Lewis and Miel, 1978: 21). The mandate is, therefore, on the governments to set goals for the national curriculum that broadly align with human welfare, social cohesion and economic prosperity. However, UNESCO (2008) found out that implementation of an inclusive curriculum in most countries globally, has proven to be a challenge and limited. Besides, a review and transformation of a curriculum can have profound complications on pedagogical practices, hence competence pedagogies broadly align to student centred approaches to teaching can be difficult over a short space of time. Thus traditional content based curriculum may not specify knowledge to be produced by students with visual impairment.

The above definitions show that a curriculum demonstrates what a student is supposed to encounter, study, practice and master in his or her educational endeavours. It is also a plan or a programme of all experiences which students are exposed to, under the direction of a school.
Therefore, a curriculum seeks to account for student needs and interests, through content based activities. The curriculum should also specify the instructional methodology.

Lewis and Miel (1978) cited in Mafa (2012) identify the following as some of the characteristics of the curriculum; comprises the experiences of students, has content, is planned, is a series of courses to be taken by students and should considers the students` communication and interaction.

In Canada, accessing mandatory curriculum that is presented to all students in inclusive education is problematic to students with visual impairment (UNESCO, 2010). However, the Canadian inclusive education institutions have institution-based planning team with the mandate to plan, implement, monitor and evaluate curriculum programmes and services for students with visual impairment. In Nigeria, the seventeenth Lagos State Congress of All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) held in December, 2002 an ad hoc committee was set up to identify the causes of poor performance in the Ministry of Education. The committee was also tasked to suggest ways of improving the quality of education in order to enhance better performance in both internal and external examinations in the state and obtained information on students` population, curriculum as well as infrastructural facilities. The committee identified infrastructural facilities and the curriculum as possible factors against the enhancement of quality education and better performance of students in both internal and external examinations.

Mukopahyay et al. (2009) note that the Zimbabwean curriculum is designed following a certain model that suit the needs of all the students. It looks on how students should be developed. Despite the visionary new Zimbabwean constitution regarding equal treatment of persons with disabilities, the Salamanca statement of (1994) recognises that an inclusive curriculum is central to the achievement of high-quality education for all the students (UNESCO, 2005). Booth and Ainscow (2011) argue that it is not unclear whether students with all types or complexity of disabilities can benefit from an inclusive curriculum. Furthermore, Chataika et al. (2012) argue that inclusive education represents a process involving the transformation of curriculum, the schools and other
centres of learning to cater for all students. In contrast, Mushoriwa (2007) found out that the concept of an inclusive curriculum in Zimbabwe is an abstract principle. In reality students with special needs in Zimbabwe definitely follow a modified curriculum as they are regarded as unable to meet the curriculum targets.

The SADC Technical Committee on Education and Training for People with Disabilities and Special Needs (2004) confirms that in most SADC states the curriculum focuses mainly on communication and interaction, cognition and learning behaviour, emotional and social development. As Zimbabwe is also a SADC state, it should be in tandem with inclusive education demands. NASCHO (2008) analysed Zimbabwe schools curricular and found out that, there is an imposition of latent uniformity that favours abstract academic learning, demands high intellectual abilities, advanced oral communication and written skills. Richardson (2009) concurs that the Zimbabwean curriculum reinforces deductive and logical ways of thinking as it heralds didactic ways of teaching. This means that the current Zimbabwean curriculum contains what needs to be learned by students without provisions for modification. This mixed feeling about the potential benefits of the curriculum implies that, the extent to which the curriculum has an effect on inclusive education of students with visual impairment and needs to be assessed.

The curriculum in Zimbabwe seems to focus on students' academic performance and achievement. Chireshe (2013) asserts that, in some curriculum jurisdictions, there is a statistically negative relationship between the curriculum and the educational needs of students with visual impairment. This means that the social, emotional and academic needs of students with visual impairment may not be properly developed. The curriculum that is not inclusive means teachers can concentrate on the betterment of specific groups of academically able students (Gallagher and Smith, 2000). Although the curriculum needs to quench students' variations and differences that occur naturally. It seems that teachers are not sufficiently prepared for and are not able to cope with the specificity
of teaching of students with visual impairment. NASCH (2008) asserts that, the current Zimbabwean curriculum does not take into considerations the different abilities and needs of all the students. According to UNESCO (2005), access to the curriculum is so much more difficult to students with visual impairment. The current Zimbabwean curriculum does not involve subtle issues such as how students with special needs interact with their peers, or how the classroom should be structured. The Zimbabwe Education Act of 1970, through the then curriculum, paved way to special care units, hospitals and homes. The institutions had no curriculum to facilitate accessibility and implementation of inclusive education (The Disability Act, 2001). The mismatch of what inclusive education offers and the prevailing Zimbabwe curriculum suggest that students with visual impairment may not benefit from it. WHO (2008) argues that, even if an inclusive curriculum is made available to students with disabilities, the students may not benefit from it due to severity of different disabling conditions of disabilities.

Minett (2008) asserts that, an inclusive curriculum embraces the notion that no one is uneducable since both objectives and the means by which they are achieved vary from student to student. In contrast, the school curriculum in Zimbabwe reflects the nature of its people although it does not address the unique social, emotional and academic needs of various students with disabilities (Mushoriwa, 2004). This means that some students will inevitably fall behind, especially those with visual impairment, while others would find academic work too easy, although the content is deemed to be universally designed. Winter and Raw (2010) note that universal design of learning is not just about accessibility by students with disabilities, but about access by all, considering the potential needs of all students when implemented. Perhaps this explains the confusion and inconsistency that characterizes much of inclusive education practices in Zimbabwe. Allen (2008) argues that, curriculum accessibility is deeply confusing for inclusive education practitioners who teach students with disabilities. This background provides the need to investigate the impact of
inclusive education on the social, emotional and academic development of students with visual impairment in Zimbabwe.

Mafa (2012) asserts that, the Zimbabwe curriculum is examination oriented and should be covered in a set period. The present Primary, Secondary and Tertiary curricula in Zimbabwe offered to students with disabilities in inclusive education of those with visual impairment seems not to be suitable since most students with visual impairment fail radically in public examinations. The suitability of including students with visual impairment in Zimbabwean schools was questioned by many researchers (NASCHO, 2008), but it remains unchanged, hence the need to interpolate the benefit of inclusive education on social, emotional and academic development of student with visual impairment.

2.8 The academic, social and emotional environment for students with visual impairment in inclusive education.

In both developed and developing countries there is lack of attention to physical access to inclusive education facilities (UNESCO, 2008). In Botswana, the Ministry of Education has developed the standards for construction of all educational buildings so as to make them accessible by individuals with all forms of disabilities. Observably, most school buildings in Zimbabwe pose a challenge to students with visual impairment and those with physical disabilities. Mavundukure (2005) confirms that, most schools have been failing student with disabilities by denying them access to appropriate facilities. However, Mhlanga (2008) argues that most schools have embarked on adapting the physical environment with the social environment posing greater challenges. This leaves inclusive education of students with visual impairment vulnerable to this challenge, hence the need to investigate inclusive education impact on student with visual impairment in such settings. Chakuchichi et al. (2010) assert that, the existing infrastructure at most regular schools
does not accommodate all students, hence the need to investigate the relevance of inclusive education to students with visual impairment.

Stubbs (2008) posits that the process of inclusive education is about building supportive communities that foster achievement and participation by all. As inclusive education in Zimbabwe is an integral part of existing development, the physical (infrastructure) social (attitudes) are the key ingredients of successful inclusive education of students with visual impairment (Chataika et al., 2012). This shows that collateral negative attitudes by the general public towards those with visual impairment hinder their participation in social and academic activities. Winter and Raw (2010) confirm that, to make inclusive education a reality, it is important to make fundamental changes in society’s attitudes. To change society’s attitudes, there is need to address the cognitive and emotional components (UNESCO, 2008). Provision of new information is one method for changing a people’s attitudes and behaviours (Hooper, 2010). Attitude transformation takes time, effort and determination, hence they are formed over a lifetime. Moore (2003) says, attitudes are formed over a lifetime through the individual’s socialisation process. The socialisation process includes understanding of values, beliefs and norms. Although there are varied views regarding this complex concept of inclusive education in Zimbabwe, its implementation on students with visual impairment seems to follow the same trend in almost all institutions in Zimbabwe, most social settings and buildings are not accessible by students with disabilities.

Gray (2009) asserts that some of the challenges encountered by students with disabilities may not be solvable because of negative attitudes. Students with visual impairment are not spared from such segregatory systems. Lindsay (2007) confirms that the real key resource for successful inclusive education is on the teacher’s attitude. In some schools that include students with visual impairment, the reservations are related to teachers’ attitudes. Pottas (2005) found out that there is a close connection between lack of knowledge and the teachers’ attitude. According to UNESCO
negative attitudes are complex, multifarious and constantly changing. Negative attitudes lead to stigmatisation and discrimination that may lead to failure by students with visual impairment to access inclusive educational programmes. Goffman in Survegil and Akayol (2011:465) defines stigmas as “the identification that a social group creates of a person based on some physical, behavioural or social trait perceived as being divergent from group norms.” Negative effects of stigmatisation are status loss and discrimination. Generally, discrimination often includes harassment, violence and blame of the victim. Stubbs (2008) asserts that inclusive education requires a paradigm shift towards more learner-centred inclusive practices that positively label students with disabilities. The explanations made above show that teachers are agents of attitude change and are the key stakeholders who can create inclusive education environments that are barrier free.

Silverman (2007) asserts that teachers’ attitudes and beliefs directly affect the students’ behaviour and have the greatest influence on classroom climate and students’ academic outcome. Atkinson (2004) posits that teachers’ attitudes towards those with disabilities hamper the programme of inclusive education, hence a feeling of inadequacy and lacking of knowledge when they encounter new situations in class. The current Zimbabwean situation is that, students with visual impairments are left out in curriculum issues that are integrally related to their disability, hence there are no intensive measures to alleviate students with visual impairments’ distress. Musengi et al. (2010) found out that, educators in Zimbabwe lack relevant knowledge about implementation of inclusive education. Educators do not have a clear understanding of practices and skills needed to enhance the teaching and learning of students with visual impairment whilst in inclusive education. UNESCO (2009) confirms that most educators in developing countries lack expertise in inclusive education and may not teach the attitudes, skills and competencies that are needed by specific categories of disabilities. The implication is that most educators lack broad and deeper understanding of instructional practices that are needed to meet the needs and interests of students.
with visual impairment, hence they use traditional methods. This means implementation of inclusive education on students with visual impairment can have a negative impact on their social, emotional and academic development.

Chireshe (2013) confirms that negative attitudes create challenges to inclusive education in Zimbabwe. Most inclusive schools are afraid of enrolling students with visual impairment, as they think that they cannot neglect other students in favour of the student with visual impairment (NCB, 2008). The institutions that include students with visual impairment do it haphazardly because the general social environment in most schools in Zimbabwe makes students with visual impairment vulnerable to negative attitudes, beliefs, labels and stigma that can militate against their educational benefits in such settings.

The Zimbabwe National League for the Blind (ZNLB) (2013) and Zimbabwe Association of the Visually Handicapped (ZAVH) (2011) believe that, the Zimbabwean government does not provide adequate support services and materials to compliment the few human resources in inclusive education settings. Although minimal support is given by Government, most educators in inclusive education settings encounter a dilemma when using those few resources towards the academic achievement of students with visual impairment. Even though the Zimbabwean government revised the Zimbabwe Education Act in 2006, the Disabled Action Act in 1996 and the Education Secretary’s policy circular Number P 36 (1990) in 2000, there seems to be inconsistence in the intent of providing necessary support services and material for use by students with disabilities. This means that there are virtually poor resources for use by students with visual impairment in most schools in Zimbabwean institutions that educationally include students with visual impairment due to negative attitudes. Mafa (2012) found out that most types of inclusive education in Zimbabwe are unplanned and participation of those with disabilities in unplanned inclusive education provides challenges. Although the intention of inclusive education is to expose students
with visual impairment to a diversity and more social experience, in an ironic twist they are experiencing more stigmatization and victimization and this warrants investigation of such unplanned inclusive education of students with visual impairment, hence the need for this study.

2.9. Academic, social and emotional development considerations for students with visual impairment in inclusive education

In developed countries, special considerations are done in learning assistance, counselling, psychological, occupation, health, home based and distributed learning services. According to UNICEF (2006), students with visual impairment need effective provision of specialised devices and services. This means, where there is a proper funding, parents and teachers may provide the much needed care to meet social, emotional and academic needs of students with visual impairment in inclusive education settings. Murinda (2005) asserts that where there is funding, a conducive learning environment that welcomes all the students may be created. This implies that if there is funding, the flow of resources may increase to support the implementation of inclusive education in the least restrictive environment.

In England and Wales, two thirds of students with visual impairment do not write public examinations due to lack of proper support services (UNESCO, 2008). However, there has been little research carried out into links between visual challenges and academic achievement of students with visual impairment. Researches carried out in Wales suggest that, the academic attainment of students with visual impairment is very low and is attributed to variances in their socio-emotional development. In Brazil, researches carried out concluded that students with visual impairment have problems that affect their learning process and social development (Hepburn, 2013), while in Kenya, on average, it was observed that students with visual impairment perform better academically than their sighted counterparts if relevant resources are provided. Kasayira et al. (2006) point out that there should be specific legislation for inclusive education resources
provision. The Zimbabwe Education Act of 1996 does not commit the Zimbabwean government to provide a legal framework for the funding of inclusive education resources for use by students with visual impairment in a concrete way. Badza and Tafangombe (2010) assert that, the current act prevents citizens from suing government of Zimbabwe if their social, emotional and academic needs are not met in inclusive education. In United States of America, the advent of Public Law (PL 94-142) ensures placement of all students and persons with disabilities in a least restrictive environment. The law ensures the right of information to both individuals with disabilities and their parents. Zimbabwe should also adopt laws that make it a criminal offence to discriminate against persons with disabilities. This is so because education is regarded as a civil right for all students. The Zimbabwean Government should also follow much of The Warnock Report of 1978 recommendations. According to NBCS (2008), the Zimbabwean government should improve legislation and resource provision. The implication is that the legislation should be designed in a way that tries to address all facts by making all facilities user friendly.

Mpofu (2007) posits that successful inclusive education results in students and families of those with disabilities’ participation in regular activities at school for their social, emotional and academic development. This shows that successful inclusive education involves all stakeholders. Parental involvement may influence and continue to shape everyday social emotional and academic development of students with visual impairment. Fareo (2010) asserts that inclusive education should consider role involvement. The implication is that, stakeholders’ involvement implies access to basic goods and social welfare networks. According to UNESCO (2008), inclusive education has the objective of increasing social and academic participation of stakeholders and reduces exclusionary tendencies that arise from institutionalisation. This means that related to participation is good social attendance and academic achievement of all students especially by those students with visual impairment. Dyson (2004) points out that, parental support helps students with disabilities in inclusive education to develop self-confidence and positive self-
esteem. This means parental involvement has a strong impact on social, emotional and academic development of students with visual impairment in inclusive education.

According to The United Nations (2006), developing countries must develop activities that enhance specialist personnel training in education. In Zimbabwe, due to inadequate personnel training programmes, many teachers appear to know little or nothing about the needs of students with visual impairment. This cascades to the point that educators in inclusive education are not fully aware of the social, emotional and academic needs of students with visual impairment. Chimedza (2007) found out that specialists can help in issues of screening and identification of disabilities that also need to be made public and compulsory at little cost. This implies that early screening and identification processes are pre-requisite for effective implementation of inclusive education and may ensure correct placement in inclusive education settings for effective social, emotional and academic development of students with visual impairment.

UNESCO (2008) reports that, in The United Kingdom, local authorities are mandated to administer special needs education. This implies that decentralising inclusive education may help various stakeholders at grassroots to be involved in social, emotional and academic activities that help students with visual impairment to participate in those inclusive education activities. Mushoriwa (2007) found out that, decentralising inclusive education activities helps local stakeholders to employ various specialist personnel to supervise the construction of private and public buildings and other infrastructures. According to International Conference on Education (2008), in China, there is a code of construction the (JGJ 50-2001) which outlines that all roads and buildings must be designed in a way that is friendly to persons with disabilities, especially those with visual and physical disabilities and is supervised by individuals with disabilities. This implies students within inclusive education need to be empowered. Zimbabwe can also adopt such codes and monitor construction of all public and private infrastructures. This implies that adopting such a code of construction means there will be increased access to different inclusive
environments that help students with visual impairment to socially, emotionally and academically develop. After considering all these requirements for effective inclusive education, there is need to find out the extent to which inclusive education develops students with visual impairment socially, emotionally and academically.

2.10. Summary

This chapter focused on reviewing related literature covering issues on the theoretical framework and conceptual framework of inclusive education. The chapter also reviewed literature on academic, social and emotional development of students with visual impairment in inclusive education settings. Literature on challenges encountered by students with visual impairment in inclusive education, resources provided to and considerations for students with visual impairment was also articulated in this chapter. The next chapter alludes to how this research was carried out.
CHAPTER 3
RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter describes how this research was carried out focusing on the methodology that was used. The researcher used the qualitative research approach and an interpretive paradigm. The research design, the sample and sampling procedure are also discussed. It is also in this chapter that the research instruments are articulated. Data generation procedures and triangulation techniques as well as data analysis procedures are also discussed in this chapter. At the end of the chapter, there is discussion of research inquiry’s trustworthiness and ethical considerations that guided the inquiry.

3.2.1 Research paradigm

A research paradigm is a philosophical framework that forms an instrumental point of departure in any research. A research paradigm is a set of assumptions, values and beliefs about fundamental aspects of reality which give rise to a particular world view and serves as the microscope through which researchers perceive and interpret reality (Creswell, 2007). Linchtman (2006) explains a research paradigm as a general view of a subject that includes its underlying philosophy and the assumptions that are inherent in it. According to Creswell (2006), a research philosophy is a belief about how data should be gathered, presented, analysed and used. This reflects that, a paradigm is a lens through which actions into inquiries can be tackled.

The researcher used the interpretive research paradigm. Cohen et al. (2009) explain an interpretive philosophy as a concept that is used to obtain an understanding of the world from an individual perspective. Frost (2010) asserts that the positivist and the post-positivist (interpretive) are known research philosophies that originate from Western tradition of science. Maree (2007) says
positivism is a research philosophy that specifically uses numerical data and believes in empiricism, which he explained as an idea that observations and measurements are the core of the scientific understanding. Linchtman (2006) asserts that interpretive philosophy is associated with a qualitative research. Basing on this argument, the researcher opted to be guided by the interpretive philosophy as it uses the natural history approach.

Creswell (2006) explains interpretive philosophy as a way of drawing facts from participant interaction, actions and statements of individuals which are then grouped according to similarities. Interpretivism is regarded as anti-positivism (Cohen et al., 2009). It is sometimes called a constructivist’s perspective (Maree, 2007). Constructivists’ perspective put emphasis on the individual’s ability to construct meaning. Creswell (2007) opines that interpretivists assume that social reality is seen by multitudes of people and they interpret events differently leaving various perspectives of a situation or a phenomenon. The implication portrayed is that interpretivists’ main assumption is that, a research cannot be objectively viewed from outside but from inside after a thorough scrutiny of direct experiences.

The researcher was guided by the interpretivist philosophy to seek to understand the phenomenon rather than to explain it. This study assessed the effects of inclusive education on the social, emotional and academic development of students with visual impairment. The main idea was to understand the social, emotional and academic state of students with visual impairment in inclusive education institutions. According to Maree (2007), an interpretive research views human beings as able to think, reflect and to change behaviour if they know that they are being studied. Basing on this philosophy, the researcher was guided by the following epistemological and ontological assumptions. Epistemological assumptions opine that knowledge is gained through a strategy that respects the differences between people and the objects of natural sciences and, therefore, requires the social scientist to grasp the subjective meaning of social actions (Plato as cited in Creswell, 2007). Epistemologically, knowledge can be gained inductively to create a theory. However,
knowledge arises from particular situations and is not reducible to a simplest interpretation (Witt and Booyisen, 1995). Besides epistemological assumptions, the researcher considered also ontological assumptions which explain that reality can be directly or indirectly constructed according to the individual’s interpretation and can be objective or subjective. Logically, people can interpret and make their own various meanings of situations, objects or different things can be distinctive and cannot be generalised (Manion and Morison, 2006). This means people may have multiple perspectives on one incident even if it appears or happens at the same moment.

When this research was carried out, important considerations were paid on participants’ perceptions, beliefs, assumptions and the nature of reality and truth. The epistemological and ontological undertones helped the researcher to expose and minimise biases. Epistemological and ontological facts also provided a platform for the researcher to use appropriate research designs, data collection methods and analysis techniques. As ontological assumptions involve the philosophy of reality, the epistemological assumptions addressed how the researcher came to know the social, emotional and academic realities of the phenomenon under study. Phenomenology (from Greek: phainómenon "that which appears"; and lógos "study") is a broad philosophical movement emphasizing the study of conscious experience (Yin, 2011:6). The researcher managed to consciously design data generation instruments. The interpretivist philosophy helped in identifying methodology and the research design used to attain knowledge about the social, emotional and academic status of students with visual impairment in inclusive education institutions. The research instruments were organised into a set of rules, principles and formal conditions that guided the researcher’s scientific inquiry.

Epistemology is the philosophy of knowledge or how we come to know (Barker in Cohen et al. 2007). Krauss (2005) acknowledges that epistemology is intimately related to ontology and methodology and specifies the nature of relationship between the researcher and what can be
known. The implication is that methodologies identify the particular practices used to attain knowledge of it. Manion and Morison (2006) argue that ontology specifies the nature of the social phenomenon or reality being investigated. This implies that reality may not be clear or known as it can be interpreted through experiences that are tallied into different instrumental views. Thus knowledge is sometimes regarded as something that has to be acquired through personal experiences, which one may acquire through learning. This means our orientation enables us to acquire experiences, hence knowledge is regarded as relative to individuals’ experiences that are associated with the environment. The knowledge about the phenomenon addresses how the researcher comes to know that methodologies identify the particular principle used to attain knowledge (Marshall and Rossman, 2006). In this research, the researcher managed to build a simplified and holistic picture about the social, emotional and academic state of students with visual impairment in inclusive education. The researcher also managed to analyse different contexts of the participants’ views about the phenomenon under study.

3.2.2 The research approach

There are specifically different approaches to research. The three approaches to research are namely, qualitative, quantitative and mixed methods (Maree, 2000). Marshall and Rossman (2006) define a qualitative approach as a broad approach to the study of social phenomenon and Maree (2007) explains a quantitative approach as a formal, objective and systematic way of collecting numeral data and this enables the researcher to look for relationships between variables. Creswell (2003) explains the mixed methods approach as triangulation. This means, the mixed methods approach mixes both the quantitative and the qualitative approaches. The mixed methods approach collects numerical and text data. In simpler terms, the approach can be used to gather and generate data. The mixed methods approach helps to provide a more complete analysis of the research problem (Maree, 2007) and it offers the best chance of answering the specified research questions
(Denzin and Lincoln, 2000; Creswell, 2007; Barbour, 2008). The mixed methods approach is promulgated from both the quantitative and qualitative approaches. The implication portrayed is that, the quantitative approach uses statistical figures, whereas the qualitative approach uses words to describe and analyse participants’ individual or collective social actions, beliefs, thoughts and perceptions (Shampoo and Rensnik, 2009). Creswell (2007) opines that the two differ in how they access knowledge. According to Maree (2007), the mixed approach ensures convergence and corroboration of results from different methods on the same phenomenon. With the above mentioned considerations the researcher adopted for the qualitative approach.

3.2.3 The qualitative research methodology

The researcher adopted the qualitative approach to address the demands of the research problem. A qualitative methodology is a process of systematic inquiry into the meanings which people employ to make sense of their experiences and guide their actions (Chindanya, 2002:78). Shampoo and Rensnik (2009) stress that qualitative methodology intends to convey the flavour of real life experiences of being there. Thus, the participants may have the opportunity to respond more elaborately and in greater detail. Qualitative research means any kind of research that produces findings not arrived at by means of quantification (Strauss and Corbin in Mupa, 2012)

A qualitative research is a skilful interpretive inquiry process that is based on naturalistic approaches where a researcher develops a complex and holistic picture, analyses words, reports, detailed views of informants and conducts the study in a natural setting (Creswell, 2007). Therefore, it was a qualitative research approach that could address the demands of this research as it allows the researcher to explore and understand a central phenomenon in its real situation. The researcher gathered data in form of words and not in numerical, so as to establish the socially constructed nature of reality.

A qualitative research approach consists of an investigation that;
• Seeks answers to a question
• Systematically uses a pre-defined set of procedures to answer the questions
• Collects evidence (rich and explanatory in nature)
• Produces findings that were not determined in advance
• Takes account of the constant interaction between points of view, processes and accepts contradictions
• Produces findings that are applicable beyond the immediate boundaries of the study (Mack et al, 2005: 1)

Basing on the points above, the goal of a qualitative research is to seek to understand participants’ experiences with the central phenomenon. By adopting the qualitative methodology, the researcher overcame certain kinds of resistance by participants on delicate issues on attitudes of participants towards implementation of inclusive education to students with visual impairment. The goal was to explore and understand the social, emotional and academic state of students with visual impairment in inclusive education. There was the need to use the qualitative research approach to understand the participants’ naturalistic experiences and perceptions without losing any of the verbal, visual, auditory and olfactory data, but maintaining the flavour of real-life experiences. Qualitative researchers seek to understand the phenomenal world through the study of events, actions, talk and interactions of the participants (Cohen, Manion and Morrison, 2006). The researcher had the latitude to pursue a range of themes that were to be covered.

The qualitative research is concerned with the ‘Why’ and the ‘How’, and seeks to grasp what is actually happening, than just regulations and norms (Prasad, 2005). Leedy and Ormrod (2005) assert that qualitative approaches seek to explore the phenomenon through describing variations, explaining relationships and describing group norms. Flick (2009) stresses that the major goal of qualitative research is to capture the richness and completeness of a situation from participants.
The instruments used to generate data in a qualitative research include semi-structured interviews, in-depth interviews, focus groups and open-ended questionnaires and are flexible to use (Newman, 2000). Furthermore, Flick (2009) opines that, the study designs used in qualitative methods are flexible. This means data collection and research questions can be adjusted according to what is learned. The implication is that, qualitative methods allow greater spontaneity and adaptation of the interaction between the researcher and the study participants. In qualitative methods, the relationship between the researcher and the participants is often less formal, hence the participants have the opportunity to respond elaborately and in greater detail (Frost, 2010). Therefore, it was a qualitative research that could address the demands of this research. The participants had the opportunity to respond clearly and in greater detail on their perceptions and experiences in implementation of inclusive education of students with visual impairment. In a qualitative research, the researcher can quickly revise the framework and direction of the research as new information emerges (Maree, 2007). The researcher had also the opportunity to respond and probe immediately to what the participants said by probing and tailoring subsequent semi-structured interview questions to suit the information that was provided by the participants.

Frost (2010) found out that a qualitative research helps the researcher to understand experiences of the participants by enabling them to interpret and attach meaning to those interpretations basing them on their experiences. Qualitative researchers seek illumination, understanding and extrapolation of similar situations (Flick, 2009). It was the qualitative approach that unveiled the extent to which students with visual impairment could socially, emotionally and academically benefit from social interaction with different other students in inclusive education. This research qualitatively interpreted each new way encountered in light of what was already known from previous studies. The qualitative approach was flexible to use as it was adapted to suit the literacy level of the participants.
3.2.4 Some challenges associated with the use of qualitative research methodology

Every research method is bound to have pros and cons and the qualitative research method is no exception. Yin (2011) asserts that, data collected in a qualitative paradigm can be informal, relaxed and fun thereby encouraging subjects’ participation. In this research a single case could highlight the general situation of the problem under investigation hence, the researcher was tempted to use fewer cases than what was planned. In order to remain focused, the researcher had to get a number of cases for in-depth study to ensure credibility and trustworthiness of data generation.

In qualitative research, the research results are easily influenced by the researchers’ personal bias (Denzin and Lincoln, 2000). In order to guard against bias, the researcher triangulated data. Triangulation is the cross checking of information and conclusions through the use of multiple procedures (Barbour, 2008). When different sources are in agreement this is known as corroboration (Nutbeam, 2006). Qualitative researchers can be subjective and this may lead to procedural problems (Denzin and Lincoln, 2000; Yin, 2011). This means that the research results can be more easily influenced by the researcher’s personal bias. The researcher seriously attended to phenomenological hues, certain words and phrases or moments of experiences in order to minimise bias.

Flick (2009) posits that qualitative descriptive studies may have undertones of grounded theory. The researcher employed more than one technique that was associated with the interpretive theory. This required rigour which was difficult to demonstrate and maintain, due to the large quantity of data generated, it was also difficult to analyse it. In order to circumvent the problem, data were concurrently categorised immediately after it was generated and the process was done technically associated with the interpretivist theoretical techniques.

Qualitative research methodology requires much time, is labour intensive and expensive (Creswell, 2007). Time and labour intensity was required in categorising raw data, data analysis
and reduction. The researcher had to train an assistant and to do thorough planning by putting in place a detailed checklist that helped the researcher not to overlook some vital information even if it were thought to be trivial.

3.3.0 Research design

A design is an overall constructed grand plan for conducting the research. It is a blue print of a research plan and deals with what questions to study, what data to collect and how results are analysed (Yin, 2003). A research design is a plan that enhances the research’s internal and external validity (Richardson, 2000, Morse, 1999 and Weiss, 2001). Basing on the given definitions, a research design is a general plan which spells out basic strategies that the researcher adopts to generate data that is accurate and reliable. A research design is a plan that helps the researcher to move from the underlying philosophical assumptions so as to specify the selection of participants, data gathering techniques and the data analysis to be done (Denzin and Lincoln, 1994). This means that a research design is a general road map that shows how a research will be done. The road maps may differ as there are many types of research designs at the researchers’ disposal.

The researcher adopted the qualitative approach for this research and utilized two designs, namely the case study design and the phenomenological design. The two designs were used to gain in-depth information on the impact of inclusive education on social, emotional and academic development of students with visual impairment in inclusive education.

3.3.1 The case study design.

One of the research designs adopted in this study was the case study design. The word case is mostly taken to be synonymous with qualitative methods. Research studies that look closely at the quality of relationships, situations or materials are frequently referred to as case studies (Linchtman, 2006; Morse, 1999). Murinda (2004) posits that, a case study is suitable for studying
characteristics, opinions, attitudes and experiences of the population. The researcher opted to use a case study design in the light that it helped the researcher to develop possible explanations of the social, emotional and academic development of students with visual impairment in their natural settings. Maree (2007) stresses that, a case study deals with contemporary events and is concerned with how and why things happen. Data analysis for a case study is done at three levels:

- Interpretation, this means examination of data for constructs, themes, categories and patterns that help to explain the problem under investigation (Creswell, 2007)
- Structural analysis, which implies analysing and evaluating data patterns with inferences to meaning of the patterns.
- Reflective, which means making sound judgments and conclusions about a phenomenon and it involves making interpretive of values, perceptions, experiences and feelings (Maree, 2007)

On the same concept, Leedy and Ormrod (2005) confirm that, case studies have the advantage of focusing on specific instances and shade light on a phenomenon of interest to the researcher. With this consideration, the researcher managed to explore in depth the complexity of social, emotional and academic issues of students with visual impairment in inclusive education institutions. Creswell (2002) explains that, a case study design is simple and easy to understand. The researcher found out that, as qualitative research put emphasis on describing in detail all what goes in inclusive education of students with visual impairment, it was suitable to assess the effects of inclusive education on social, emotional and academic development of students with visual impairment.

According to Prasad (2005), case study data is often not collected using a prescribed data collection instrument and procedure. The researcher used a variety of data collection techniques. Data were collected using open-ended questionnaires, document analysis and semi-structured interviews. The
The researcher used standardised instruments to allow easy comparison of data. The case study design allowed the researcher to probe deeply, analyse data intensively in order to get in-depth and detailed understanding of implementation of inclusive education to students with visual impairment. The case study design gave room to the researcher to triangulate data using a variety of research instruments, as it allowed the researcher to consider the various perspectives of the subjects of the study in depth.

A case study research design does not permit the researcher to generalize the findings to the entire population, although it enabled the researcher to gain in-depth insights about the phenomenon (Flick, 2009). Although the knowledge produced might not be generalised to other people or settings, the researcher produced a detailed description of the social, emotional and academic state of students with visual impairment in inclusive education, thereby making evaluations in relation to the perspectives of implementation of inclusive education in Zimbabwe.

According to Neumann (2000), a case study design is demanding in nature, in terms of understanding the theoretical and policy issues in judgment made during data generation. Yin (2011) believes that a case study design lacks internal reliability as different researchers might come to differing conclusions. In this study, the researcher remained focused on the original purpose of assessing the impact of inclusive education on social, emotional and academic development of students with visual impairment in order to avoid jeopardizing the study. The use of individual interviews, questionnaires and document analysis was derived from case design flexibilities. The use of the three data collection instruments improved internal validity since collections suggested by different sources are far stronger than those suggested by a single source. In this study, inclusive education institutions were studied as cases for the impact of inclusive education on social, emotional and academic development of students with visual impairment.
3.3.2 The phenomenological design

The other research design adopted for this study was the phenomenological design. Creswell (2007) and Maree (2007) regard phenomenology as a research perspective within a qualitative research. Phenomenology is a philosophical movement emphasising the study of conscious experiences and was founded by Edmund Huseerl in the early years of the 20th century (Best and Kahn, 1999). Huseerl’s view was concerned with systematic reflection and analysis of the structures of consciousness (Neumann, 2000). According to Goulding (2005), a phenomenological study advocates for the use of qualitative methods of data gathering and analysis. Leedy and Ormrod (2005) explain a phenomenology in terms of a research design as an approach that seeks to understand people’s perceptions and perspectives about a particular situation. Phenomenological research design is regarded as the most suitable design to collect data with the aim of gaining clear, first hand information with no assumptions (Frost, 2010).

This design was adopted as it revealed an insight into the participants’ intentions, thereby enabling the researcher to gain rich data. The researcher had the advantage of using phenomenological hints to help to identify common themes in participants’ description of their experience of the implementation of inclusive education on students with visual impairment. The phenomenological research design allows the researchers to distinguish between what participants say they have to do (the rules), what they say they do (the norms) and what they actually do (reality) (Maree, 2007). This helped the researcher to uncover the impact of implementing inclusive education on students with visual impairment. The phenomenological research design also gave the researcher the advantage of understanding the relationship in terms of systems that contribute to effective implementation of inclusive education to students with visual impairment. These include resources (both human and material) and the curriculum. A phenomenological research design is responsive to change since the researcher will constantly be developing new patterns of thought about what is being studied (Denzin and Lincoln, 2000). Although this seems to be an advantage, the
researcher remained personally detached from the participants’ subjective views by using objective research instruments and the guides, hence there was adequate time to make authentic data.

The phenomenological design is flexible to use (Maree, 2010). Its flexibility is regarded by Frost (2010) as a disadvantage to inexperienced researchers who may lose focus. This means that the phenomenological studies are liable to critics in relation to credibility of generalisations due to procedural problems. The use of a phenomenological design makes it difficult to make quantitative predictions (Nutbeam, 2006). Having noted these challenges, the researcher remained focused on the qualitative nature of the study by adopting qualitative data generation strategies.

3.3.3 Advantages and disadvantages of using the two designs

The use of multi-methodical research strategies seek to introduce a variety of ways of seeing and interpreting a phenomenon in the pursuit of knowledge (Flick, 2009). The use of two designs helped the researcher to understand the impact of assumptions and limitations. The researcher managed to have two dimensional insights and to illuminate the complexity of the phenomenon under study for analysis. Frost (2010) asserts that the use of more than one design offers the researcher the opportunity to have in-depth dimensional insights of the social world. In this study the researcher managed to capitalise the use of two designs to view the complexity of social, emotional and academic development of students with visual impairment in inclusive education institutions using different lenses, thereby illuminating the discussions about the impact of inclusive education to students with visual impairment.

The use of two designs helped the researcher to have dual insights that illuminated discussions, but Newman (2000) argues that the use of multi-design research strategy is time consuming as it requires a lot of time in sample selection and as such the researcher may lose focus if not carefully planned. To guard against this, the researcher carefully planned procedures and instruments geared
towards data generation, interpreting and analysing all participants’ expressions and all data that were provided on implementation of inclusive education to students with visual impairment was systematically categorised into themes.

3.4. Data generation instruments

This study was a qualitative study, the researcher used semi structured face to face interviews, open ended questionnaire and document analysis to collect and triangulate data. Data gathering was done in two phases. The first phase was to set guidelines against which data could be gathered using document analysis and how data could be evaluated. The aim of setting guidelines was to provide a skeleton of documents to be analysed. The second phase entailed qualitative data generation through an open-ended questionnaire and semi structured interviews.

The researcher was the major data generating instrument so as to make sense of the phenomenon under investigation. Fraser and Killen (2005) assert that the researcher and his assistants are the major research instruments in a research. The experience of the researcher also created the context in which data were discussed. Haralambos and Holborn (2004) found out that the researcher as a key person translated, analysed and interpreted data generated from participants into categorised themes. This means that as a key player, the researcher guided and standardised the nature of data that were generated, especially in semi-structured interviews.

3.4.1.1 Document analysis

Document analysis was used as one of the methods of collecting data for this study. The examination of written documents provided a benchmark for answers to research questions. Saunders et al (2003) assert that document analysis gives the researcher the opportunity to develop possible explanations to the phenomenon under study. In tandem, Terre and Durham (2002) conclude that, document analysis gives room to the researcher to produce detailed descriptions of
events. When document analysis is used in a descriptive research, current documents and issues are the foci (Manion and Morrison, 2006). Document analysis in this study was concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time. By analysing The Zimbabwean Constitution, inclusive education policies and inclusive education circulars, the researcher had the advantage of getting detailed and rich statements that gave possible explanations to meanings and intentions that are inherent in inclusive education of students with visual impairment.

The analysis of plans of work, schemes of work, course outlines, registers and individual record books provided background information on how the teachers and lecturers make deliberate efforts to support learning of students with visual impairment in inclusive education. These documents were analysed in the view that they focus and do have relevant information on how the teaching and learning happen in inclusive education of students with visual impairment. However, to get rich data, Muranda (2004) asserts that, document analysis requires extensive planning, resources and time. The researcher carefully planned the checklist that was used as a guide to analyse circulars, constitutional statutes, policies, plans and schemes of work, course outlines, registers and individual record books. Some publications were not recent but were used as they contained essential information regarding inclusive education of students with visual impairment in Zimbabwe. Cohen, Manion, and Morrison (2007) believe that written documents such as newspapers, policy statements, magazines, diaries, newsletters, manuals or publications and minutes should be analysed. In this study, inclusive circulars and policies, individual record books, registers, textbooks, syllabuses, pictures, exercise books, timetables, curriculum policy documents, course outlines and plans/ schemes of work constituted the documents that were analysed in depth.
3.4.1.2 Document Analysis Guide

The researcher developed guidelines to provide a framework for document analysis based on the principles that have been recommended for the method. According to Fraser and Killen (2005), a qualitative research has a multi-method focus. The researcher was concerned with the meanings, attitudes and interpretations of the participants and, therefore, this was to be achieved through document analysis guides. The document analysis guides enabled the researcher to obtain data required to meet specific research questions of the study.

The document guide enabled the researcher to obtain data required to meet specific standards of the research. The document analysis guide (appendix D, 7.14) listed the questions that were to be asked during analysis of the documents. This was also done in the desired sequence and it provided guidelines to the researcher on the information to look at when the opening and closing of the documents. The questions on the guide are usually asked as they appear in the guide (Creswell, 2007). Although the preceding comment seems to be dovetailed and rigid in qualitative research ethics, the researcher had the latitude to pursue a range of topics and content.

3.4.2.1 The interview

An interview is often one of the most common qualitative research data generation instruments. It is popular and effective in giving a human face to research problems (Mack et al. 2005:29). An interview is a technique designed to elicit a vivid picture of the participants’ perspective on a research topic (Creswell, 2007). This means, an interview is a conversation between the researcher and the respondent who is presumed to have certain knowledge and experience that enhance in-depth understanding of a problem under investigation. Frost (2010) opines that an interview is a two-way specific purpose conversation between the researcher and the participant. An interview strategy was adopted on the assumption that interactions were productive in widening the range of responses, from experience and releasing inhibitions that may otherwise discourage participants from disclosing information.
An interview helps the researcher to find out what is inside the person`s head and makes it possible to measure what a person knows (knowledge), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs) (Creswell, 2007). An in-depth interview is usually conducted face to face and involves one interviewer and one participant (Mack et al., 2005). In this study, the purpose of the interview was to study participants within the broader context of implementation of inclusive education to students with visual impairment. An interview can be structured or unstructured. In this research, the researcher adopted and used semi-structured interviews.

3.4.2.2 Semi-structured interview

The researcher used face to face interviews to gather data from students with visual impairment, some administrators, teachers and lecturers. Fielding (2003) points out that, interviews are planned conversations between two parties during which questions are asked and answers supplied. Pope and Mays (2000) posit that interviews play a great role in qualitative research as they can gather facts about people`s beliefs, perspectives, feelings, motives, past and present behaviours and events. The implication is that interviews are flexible to use and can gather a variety of first hand data. Creswell (2007) defines semi-structured interviews as guided conversations for a purpose. The researcher used semi-structured interviews with the considerations that, no fixed sequencing of questions was suitable to all participants. The researcher also secured participants` privacy and personal concerns when the need arose during the interview sessions. In semi-structured interviewing, the researcher wanted to get more focused information by asking specific questions. The researcher is the one who opened the discussion, listened and used prompts to guide the participant but avoiding leading the participant to close-ended questions. The probes were purposively elucidated and related to the objectives behind each question.
3.4.2.3 Advantages of semi-structured interviews

The use of semi-structured interviews proved to be effective in data generation. Swetnam and Swetnam (2009) point out that face to face interview gives the interviewer the opportunity to get non-verbal responses that may be observed and analysed during the interview process. In this study, the researcher used semi-structured interviews. The interview schedule had more than ten open ended semi-structured questions that sought to solicit data on social, emotional and academic development of students with visual impairment in inclusive education and these were administered to students with visual impairment who are currently involved in inclusive education. The use of semi-structured interviews allowed the researcher to have clear explanations of the phenomenon under study as is alluded to by Fraser and Killen (2005) who argue that, the use of a semi-structured interview allows exploration and clarification of situations and comments of participants. The use of semi-structured interviews allowed flexibility as the researcher managed to probe further on matters of interest that were raised during the interview session. The researcher could also immediately validate data if the respondent gave false information through observing non-verbal cues that included facial expressions and tones of voice.

3.4.2.4 Disadvantages of Semi-structured interviews

The researcher encountered challenges during data collection. Alby (2010) reiterated that, prompts and lack of standardisation may lead to head off into irrelevant topics. To circumvent this, the researcher promptly adhered to interview guides and could rephrase the questions and use simple language or even mother language depending on the type of the participant. Hart (2001) asserts that, the present of the interviewer can influence the participants’ responses. During the interview, some interviewees would want to impress the interviewer, thereby affecting the quality of their responses. The researcher remained focused on the demand of the questions on the schedule and
its prior objectives as prompted by Fraser and Killen (2005) who assert that, adherence to prepared interview schedules enhances content validity.

Newton (2010) asserts that, data from semi-structured interviews can be difficult to compare as sequencing and wording may vary from interview to interview. In order to minimise the effects of this, the researcher trained a research assistant prior to data gathering. In this research, comparability of data generated by the research assistant was a bit difficult as the sequencing and wording of data notes varied from interview to interview. The research assistant could also gather unnecessary large amounts of data which was difficult to comprehend. In order to minimise data variance, the researcher used the tape recorded information so as to identify common themes among the participants to come up with convincing and credible data. Prior to each interview session the researcher informed the research assistant about the sort of data to be gathered and would meet immediately after the day`s interviews so as to evaluate each interview session, thereby verifying, discussing and evaluating gathered data.

3.4.2.5 The semi-structured interview guides

The researcher used non-standardised interview guides. The researcher had key themes, issues and questions that were intended to be covered. However, during interview sessions, the order was not changed. The researcher used the additional questions that were used as probes and had no specific order, hence the questions were asked as and when the need arose. This was done so that the researcher could concentrate on social, emotional and academic issues of students with visual impairment in inclusive education.

3.4.3.1 The questionnaire

One of the most widely used data collection instrument is the questionnaire. A questionnaire is a document containing a list of pertinent questions for inquiry (Frost, 2010). According to Leedy
and Ormrod (2005), a questionnaire often consists of three parts of which, the first part is the administrative section which identifies the participant, interviewer, interview locations and conditions. The second part is the classification section, which usually consists of sociological demographic variables that allow participants to give personal details and the third section consists of target questions relating to the subject matter of inquiry. This means a questionnaire is a document containing questions designed to obtain knowledge from sampled participants.

A questionnaire is usually composed of structured and unstructured questions (Maree, 2007). Creswell (2007) asserts that structured questions are referred to as close-ended, where as unstructured questions are referred to as open-ended questions and the latter do not limit the possible answers. Open-ended questions allow the participants to give free responses. In this research, the researcher adopted an open-ended questionnaire (unstructured) which had relevant questions that allowed participants to write their descriptive accounts on social, emotional and academic state of students with visual impairment in inclusive education institutions.

### 3.4.3.2 The open-ended questionnaire

The open-ended questionnaire provided the participants with the freedom to provide any answer which they could make. According to Barbour (2008), a questionnaire is a commonly used method of collecting data from many respondents and it can be sent to a large number of people. Fraser and Killen (2005) define a questionnaire as a document containing a list of pertinent questions for statistical inquiry. Fielding (2003) asserts that questionnaires can be sent to many respondents. This means that, open ended questionnaires can gather data from many participants.

Fraser and Killen (2005) posit that, absence of the researcher from the participants allows participants to express their opinions freely and openly. The use of a questionnaire in this research allowed the participants all the freedom to express what they wanted freely as anonymity and confidentiality were granted as no names were written. The questionnaire used in this research was
categorised into four sections, seeking to gather demographic data and emotional, social and academic development data.

3.4.3.3 Advantages of using the open-ended questionnaire

In this research, the researcher used open-ended non-calculus questions. Haralambos and Holborn (2004) confirm that an open ended questionnaire is easy to construct but quite demanding, hence there was the need to be cautious when questionnaire for administrators, lecturers and teachers were developed. In this study, the use of open-ended questions enabled the researcher to gain access to data that were buried deep in the minds and feeling of the respondents as the open ended questionnaires used did not demand names of individual respondents. Payne and Payne (2004) assert that, the use of an open-ended questionnaire has little personal involvement during the data collection process. In this regard, the researcher did not influence or interfere with the respondents` responses on sensitive issues that required anonymity. By using the open-ended questionnaire, the researcher managed to collect large quantities of data over a relatively short period of time as the open ended questionnaires were distributed and collected after a week of distribution.

3.4.3.4 Disadvantages of using an open ended questionnaire

Despite the mentioned strengths, Creswell (2009) acknowledges that open ended questionnaires have no room for change, thereby limiting the quality and quantity of information to be drawn from the participants. This means that, understanding and interpretation of the written questions depended on individual participants` knowledge of content the participant has, thus some participants chose not to respond on themes they were not familiar with as the researcher had no control over who filled in the open ended questionnaire and as such some contextual information might have been missed. However, to have validated data, the researcher used interviews, document analysis and a questionnaire as data generation techniques, hence data was triangulated.
3.5 Piloting the instruments

Pre-testing of research instruments was done. Gulati (2011:529) says, “Pilot testing of instruments is the most critical element in a qualitative research.” Following this argument, the researcher pilot-tested the research instruments to fine tune them for the main inquiry. Pilot and Hungler (2005) explain pilot testing as a trial run of what is intended to be later research instruments, While Holborn (2004) argues that piloting research instruments is done prior to an actual research to determine whether instruments are appropriate. The researcher pilot-tested the research instruments to improve their success and efficiency on data gathering.

The researcher constructed the questionnaire and the interview and observation guides and a pilot run was conducted using administrators, teachers and students who were part of the population but not part of the sample, but whose attributes and characteristics were similar to those of the targeted participants. Yin (2011) found out that piloting research instruments help to test and refine one or more aspects of the study. In this research, the instruments were pilot tested so as to arrange questions in a more logical way and to determine the time needed to cover each question and to realign the techniques that were to be used in probing and to substantiate them. The purpose of the pilot study was to eliminate some ambiguous items, establish if there were problems in administering the questionnaires, establish the feasibility of the study, anticipate and amend any logical and procedural difficulties regarding the study and allow a preliminary data analysis to establish whether there would be difficulties in the main data analysis and to ensure that the data generated answer the researcher’s questions (David and Sutton, 2004:177; Pratt and Loizos, 2003:59; Oppenheimer, 1996:47).

Piloting research instruments is paramount as it principally increases validity and reliability of research instruments (Barret, 2007). By pilot-testing the questionnaire and the interview guides, the researcher managed to check the clarity of wording, vocabulary and phrases that were used in
research instruments especially on the questionnaire and interview guides so as to have clear instructions and proper layout. The researcher also believes that pilot-testing research instruments had helped to review omissions that would have led to unanticipated answers to questions asked. Pilot-testing also helped to eliminate redundant questions and those that would have led to misrepresentation of facts.

Pilot testing revealed the need to include non-participant observation techniques as another form of data collection instrument so that pictures and photographs of the physical infrastructures that are used in inclusive education got captured leaving no gaps in making an in-depth analysis of the phenomenon. Furthermore, the research instruments were pilot-tested so that the researcher could manage to have an opportunity to improve the research instruments before they were used to get data from the targeted participants and this promoted vivid and reliable research instruments.

3.6. Population of the study

A group of individuals that have one or more common characteristics is regarded as a population. Shumba et al. (2006) define population as the theoretically specified aggregation of the elements under study, while Frost (2010) views population as the group of whom the research will draw conclusions. The term population in research refers to the total number of elements or cases that one can investigate (Murimba and Moyo, 1995). In this study, the population was the entire number of possible participants in inclusive learning institutions in Masvingo Province, from which the researcher sampled participants. These included primary and secondary schools, tertiary colleges and universities that educationally include students with visual impairment.

The targeted population included female and male participants who qualify to be administrators (heads of schools, principals of colleges and vice chancellors of universities and their deputies), specialist teachers and lecturers (those who had trained in Special Needs Education, including
those who teach inclusive classes with students with visual impairment) and students with visual impairment respectively. Gender was considered for comparative analysis and justification of data.

In this study, the population of inclusive education administrators was included so that the researcher could assess their perceptions on implementation and management of inclusive education. According to UNICEF (2006), autobiographic reports by inclusive schools’ administrators show that they experience both good and bad things at various levels of implementing and administering inclusive education at their institutions. The focus was on resources provision, including provision of the least restrictive inclusive settings. The administrators also provided information on the challenges they encounter in administering inclusive education of students with visual impairment.

The population of the study also included male and female teachers and lecturers who teach inclusive classes with students with visual impairment. Studies by Fareo (2010) conclude that, some educators in inclusive education settings are not aware of the needs and interests of students with visual impairment. The researcher wanted teachers and lecturers to provide data on how they manage and teach inclusive classes of students with visual impairment. Analysis was done on pedagogies, teaching and learning aids, lesson pacing, challenges encountered and attitudes towards inclusion of students with visual impairment in their classes.

This study’s population also comprised male and female primary, secondary and tertiary institutions’ students with visual impairment. Newell and Debenham (2005) observe that, students with disabilities need to be involved in all issues that concern them. It was important to include students with visual impairment as they have a belief that there is nothing for individuals with disabilities without us all. The aim was to generate data on the challenges they encounter socially, emotionally and academically when learning together with the sighted students in inclusive education. The central objective was to find the significance of inclusive education to the quality
of lifelong learning. Furthermore, the population was to be drawn from the seven districts of Masvingo Province. However, all the institutions that educationally include students with visual impairment in Masvingo Province are in Masvingo District.

3.7.1 Sample and sampling procedure

A sample is a collection of some elements of the population. In qualitative research, a small and distinct group of participants can be used (Cohen et al., 2006). Kark and Williams (2002) view a sample as a group of individuals selected from all the possible participants in the population in which the study is being conducted. In this research, a representative sample of the entire population under study was used and allowed the researcher to gain an in-depth understanding of the social, emotional and academic development of students with visual impairment in inclusive education. According to Linchtman (2006), a sample is a limited subset of the entire population. Muchengetwa and Chakuchichi (2010) assert that, the lesser the number of participants the easier it becomes to manage. However, Newman (2000) found out that a sample can lead to the production of biased information. To get a good sample for the study, the researcher used non probability sampling technique.

3.7.2 The study sample.

In qualitative research, a small distinct group of participants is usually investigated to enable the researcher to understand the problem in depth (Horberg, 1999:57). Patton (1990) suggests that it is paramount to list relevant elements, factors and characteristics of desired sample in advance. The researcher considered the following factors;

- Professional qualifications and experience in special needs education for lecturers and teachers.
• Administration experience of heads of institutions and their deputies
• Willingness of the participants to be involved in this study.
• Inclusiveness of the institution (institutions that include students with visual impairment and the sighted).

3.7.3 The sampling procedure

Sampling procedures are the techniques that contribute to validity and reliability of the research. Cohen and Manion (1990), Oliver (2004) and Handwerker (2001) concur that there are basically two kinds of sampling; namely, probability and non-probability sampling. Probability sampling is based on randomisation in which all the elements of the study population have a known chance of being selected (Cohen and Manion, 1990). This research adopted non-probability sampling techniques which are referred to as ‘unscientific’ (Mack, Woodsong et al., 2005). Non-probability sampling techniques include accidental, quota and purposive (Payne and Payne, 2004). Palys (2008) says non-probability sampling technique involves searching for cases or individuals who meet a certain criterion. However, in this research the researcher was not exactly aware of the criteria in advance but planed for it.

3.7.4 The sampling method used

Qualitative samples are usually in small sizes (Palys, 2008). The researcher had to purposively sample institutions and participants. In a qualitative research, the major dominating strategy is purposive sampling (Ritchie and Lewis, 2004). Leedy and Ormrod (2005) assert that, purposive sampling is a non-probability sampling technique which provides a typical group of individuals with a particular life experience. CSSR (2007) explains purposive sampling as a method of selecting participants that are typical of a group. In this research, the sampled inclusive education institutions and participants were purposively sampled. Purposive sampling is not a representative
but a maximum variation sampling strategy (Copper, 2010). According to Patton (2001), purposeful sampling is a non-random method of sampling where the researcher selects information-rich cases for depth study. At first, the researcher identified inclusive institutions, targeting those which include students with visual impairment, as it was not feasible to include all inclusive education institutions. After identifying the operational field, the researcher sampled participants and these included administrators of inclusive education institutions that include students with visual impairment, lecturers and teachers who teach inclusive classes with students with visual impairment and the students with visual impairment as shown in table 3.1 on page 93 (sample of institutions and participants). This was done purposively.

The participants were hand-picked because they had experience and relevant qualifications in Special Needs Education. The selected participants had some defining characteristics that are related to inclusive education of students with visual impairment. Basing on the above propounded definitions of purposive sampling, the researcher used this sampling technique in the selection of the participants. The teachers and lecturers were first chosen basing on the criterion of teaching an inclusive class. Secondly, the considerations were on highest professional qualifications in special needs education and on the work experience. This was the sample from which the researcher got the relevant and vital information on inclusive education of students with visual impairment.

Basically, the type of purposive sampling used was the criterion sampling, a sampling technique that is explained below;

3.7.5 Sampling procedure- Criterion sampling

In a qualitative research, sampling of participants plays a pivotal role. Leard (2011) explains criterion sampling as one of the purposive sampling techniques. Purposively, the researcher employed criterion sampling. According to Palys (2008), criterion sampling involves searching for cases that meet a certain criterion. As the researcher considered highest professional
qualifications in special needs education and teaching or lecturing (experience) to inclusive classes that have students with visual impairment, this criterion was used to select teachers or lecturers. This was done to select participants who had in-depth understanding of factors that lead to equality or inequality in inclusive education of students with visual impairment.

The researcher considered all institutions that include students with visual impairment in Masvingo Province for the results not to be biased. In order to collect data well, the researcher trained one assistant and went to arrange for conducive dates for data collection at different institutions. All the institutions which were included in the sample were criterion chosen. The inclusive education institutions were criterion chosen as they educationally include students with visual impairment.

3.7.6 Sample and sampling of administrators

Twenty female and male heads and deputies who were administrators of inclusive education institutions were criterion sampled and constituted the sample of administrators. This is shown on table 3.1 (sample of institutions and participants). Individuals were selected because of some defining characteristics that make them the holder of specific data needed for the study (Maree, 2007). Two administrators namely the head of the institution and the vice/ deputy were criterion sampled as participants. At some institutions, if both were males or females, the researcher used the specialist teacher in charge and the head of department at primary, secondary, higher and tertiary education institutions respectively as the second option to represent either the male or female participant. According to UNICEF (2006), autobiographic reports by inclusive schools’ administrators show that they experience both good and bad things at various levels of implementing and administering inclusive education at their institutions.
3.7.7 The sample and sampling of specialist teachers and lecturers

To get a good sample for the study, the researcher used criterion sampling to sample forty-four male and female specialist teachers and lecturers with relevant professional qualifications in special needs education, this is shown on table 3.1 (sample of institutions and participants). The targeted participants had to have experience and knowledge about the phenomenon (Best and Khan, 1993). From each primary and secondary inclusive education institutions, two males and two female teachers with highest qualification in special needs education were selected and the second consideration was both highest qualification and experience. The logic and power of credible data lies in selecting rich cases for in-depth study (Patton, 1990). There was a fair distribution of male and female teacher participants at primary and secondary inclusive education institutions.

Two males and two female college lecturers with highest professional qualification in special needs education were selected from each inclusive education college. Where there were more than four lecturers, a consideration was on specialisation in visual impairment. It was desirable to get a reasonable representative cross-section of the population of interest. However, at some colleges there were less than four specialist lecturers and they all became participants by the fact that they met the set criterion of qualifications in Special Needs Education.

Four males and four females with highest professional qualifications in special needs education were selected from each of the two universities in the province. A study must seek equal representation of men and women (Newell and Debenham, 2005), where there were more than four lecturers, a consideration was on specialisation in visual impairment. Table 3.1 on page 98 shows a summary of the participants who were criterion sampled from different inclusive institutions. According to Badza and Tafangombe (2010), the existence of a person with disabilities at an inclusive institution calls for the attention of specialist teachers or lecturers to look into the person’s social, emotional and educational needs and interests.
3.7.8 The sample and sampling of students with visual impairment

Twenty-four male and female students with visual impairment were criterion sampled according to their education level and their academic performance at that particular grade or form for students with visual impairment at primary and secondary level respectively. Although students with visual impairment at college and university institutions were criterion sampled, at some colleges and universities there were less than three students enrolled, hence all would constitute the sample of students. Newell and Debenham (2005) observe that, students with disabilities need to be involved in all issues that concern them. Barret (2007) acknowledges that, given the frequency of human inconsistency, errors can be found in third person report. Basing on this point, it was important to include students with visual impairment as they have a belief that there is nothing for them without them.

The following page, (98) shows the sample of institutions and the number of participants drawn from administrators, teachers, lecturers and students with visual impairment.
The table above shows that, on average nine lecturers, teachers and students with visual impairment were selected from each institution. Only 5 primary and secondary schools, 3 teachers’ colleges, 1 polytechnic and 3 universities that practise inclusive education of students with visual impairment in Masvingo Province were criterion sampled. These are namely, Copota Secondary, Margareta Hugo Primary, Mutendi Primary, Mutendi Secondary and Bondolfi Primary, Masvingo, Bondolfi and Morgenster Teachers’ colleges, Masvingo Polytechnic College, and Great Zimbabwe University and Reformed Church University. Specifically, the sample comprised male and female administrators, specialist teachers, lecturers of and students with visual impairment respectively.

3.7. 10 Negative case sampling

<table>
<thead>
<tr>
<th>Institution</th>
<th>Administrators</th>
<th>Lecturers</th>
<th>Teachers</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Mutendi Primary</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Bondolfi Primary</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Mutendi Secondary</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Copota Secondary</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Bondolfi Teachers’ College</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Masvingo Teachers’ College</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Masvingo Polytechnic College</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Morgenster Teachers’ College</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Great Zimbabwe University</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Reformed Church University</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

N=88
The researcher had a negative case sampling at the end of the study to ascertain validity and reliability of research findings. Negative case sampling helped the researcher to examine research findings as the negative case sample cases examined and disconfirmed or confirmed the researcher’s expectations and tentative explanations. The researcher sampled five specialist professionals with highest experience in inclusive education to disconfirm or confirm research findings.

3.8. Instrumentation Procedure

The open-ended questionnaires were administered by the researcher and the research assistant to some of the administrators, lecturers and teachers. The assistant would move around inclusive institutions after one week to collect the responses. This was done to allow participants enough time to complete the questionnaires. The researcher and the assistant also moved around inclusive institutions of students with visual impairment carrying out interviews to some administrators, Lecturers, teachers and students with visual impairment.

The administrators, lecturers and teachers who responded to the questionnaires were not interviewed. Document analysis was done for administrators, lecturers and teachers who were interviewed. This was done to tally and confirm oral responses or interview responses with written documentation/evidence.

3.9.1 Data generation procedure

The aim of any research is to collect or gather data. Best and Khan (1999) explain data collection procedure as an explanation of how data were gathered. After identifying the operational field, the researcher and the assistant started to gather data. The researcher who also acted as the moderator would seek permission from administrators to interview students and to distribute questionnaires. Barret (2007) asserts that, qualitative researches seek to understand the phenomenon through the
study of events, actions, talk and interactions. In order not to take participants by surprise, the researcher made prior appointments before each data collection session. The researcher also familiarized with the participants, thereby reducing their subjectivity and this created a good rapport with the participants.

3.9.2 Procedure on Semi structured interviews

The researcher asked for permission from selected students and arranged for the interview date at least five days prior too. During the interview sessions, the researcher would welcome all the participants and thank them for their time. He would then ask permission from the participants so as to get their consent. The researcher would then introduce his assistant and himself and briefly explain the purpose of the interview and the aim of the research. Thereafter, the researcher and the participant would have their ground rules and informed the participants that the interview was to be recorded for the purpose of transcribing only and that all names would be kept confidential. The interviewee was not requested to identify self prior to the recording process. At the end of the interview, the interviewee was given the opportunity to listen to the recorded conversation for verification purposes and was also asked if there was anything to add or ask. The researcher would then thank the participant once more and to give him or her contact information.

The thirty to fifty minutes interview was recorded on a videotape. This was done to enable the researcher to code information more precisely and this was accompanied by field notes. Although all the interviewees were not comfortable with being recorded while outside their classrooms, at some cases, interviews were either done in the teacher in charge’s office or under tree shade. Video recording was done to obtain in-depth and detailed experiences and explanations. Frost (2010) suggests that the notes should be complete and usable in the event that the video recorder malfunctioned, hence all the interviews were manually transcribed to get the codes and to do immediate and constant comparison of emerging ideas. Regardless of video recording, the
researcher made notes during and after each interview session to facilitate valid data presentation and analysis. The research assistant’s primary role was to serve as an observer as well as to be on stand-by if the problem with the video camera occurred and he would also pick up verbal and non-verbal cues about the social situation and the mood of the participants. The research assistant also would transcribe relevant verbal sayings which would be shared after each interview session. Prior to each interview session, the researcher would briefly explain confidentiality issues. The participants were assured of confidentiality by the researcher as pseudonyms were used on reporting, presenting and analysing data.

3.9.3 Procedure on open-ended questionnaires

The researcher got permission from relevant authorities, school heads, principals and academic registrars of universities and made appointments a week before questionnaire administration. Each participant was requested to fill in a consent form. The researcher would verbally welcome and introduce the assistant and self. Although the questionnaire had an introductory paragraph that alluded to the research aims, the researchers briefly explained the objectives of the research and told the participants that the information they would provide would only be used for the purpose of the research only and would be treated with confidentiality as no names were required.

The researcher and the research assistant then distributed the research questionnaires to the participants and told them that follow-ups would be made when it was necessary. Then, after a week, responses were collected by the research assistant. This was done to give participants ample time for them to complete the questionnaire. Individually, some administrators and specialist lecturers and teachers were each given a questionnaire to complete. The researcher and the research assistant made number codes as they issued the questionnaires and would then mark the codes when the questionnaires were returned. This was done at all institutions so that all the questionnaires would be tracked if returned.
3.10.1 Data analysis procedures

Data analysis is an on-going process and started as soon as data were collected (Frost, 2010). The research did not leave data analysis to the end of data generation, as this could have created possibilities of generating new data to fill arising gaps during presentation, hence massive amounts of data were generated. The identified significant patterns of data generation constructed a framework for communicating the essence of what data revealed. In addition, the researcher aimed at maintaining and preserving the naturalness of data generated. The researcher analysed data using open coding techniques and did line by line analysis, where words and phrases from interview responses had meaningful contributions.

Data analysis consisted of three phases, namely data reduction, display and drawing conclusions. Palys (2008) explains data reduction as a form of data analysis that sharpens, sorts, focuses, discards and organizes data in such a way that conclusions can be drawn and verified. Display of data is a compressed assembly of information that permits drawing conclusions and action (Barret, 2007). Drawing of conclusions was done after verifications of identified areas of agreement. The researcher tried to distinguish between individual opinions expressed and actual group consensus, however, the researcher gave attention to minority opinions and examples that did not fit within the researcher’s overall context. In this study, interview transcripts and questionnaire responses were analysed using thematic data. This was done in three stages, that is, preparation, organising and reporting. The researcher selected relevant data and coded information according to the characteristics that uncover themes pertaining to the phenomenon. Data were then divided into meaningful units and then condensed to allow categorising information into content that shared commonality. The tentative categories were then discussed and revised. After formulating the themes, they were then compared against the guidelines that were developed initially. Similarities and differences were then explored and discussions and conclusions were based on the similarities and differences. Below is a summary of data analysis process.
The researcher had to make sure that generated data and the new emerging data were dense enough to cover variations in data. Thus, credibility, dependability and trustworthiness tests were done on generated data. The next section describes and discusses the highlighted issues.

### 3.11 Validity, Reliability (Trustworthiness of the research)

The researcher adopted a qualitative research method and as such, trustworthiness was a high priority. According to Copper (2010), trustworthiness of a research report lies at the heart of issues conventional to validity and reliability. To attain trustworthiness the researcher used a combination
of methods, negative case sampling, prolonged engagement and member checking to confirm or disconfirm the findings.

In this research, a combination of interviews, document analysis and questionnaire were used to make triangulation of data possible, thereby adding reliability to data generated. To ensure research results were credible and trustworthy, the researcher was guided by the process of inquiry. The inquiry process included the use of guidelines against which data were compared. In a qualitative research, the concepts of credibility and transferability are used to describe various aspects of reliability (Palys, 2008). According to Linchtman (2006), credibility deals with research focus and refers to confidence in how well the data process analysis addresses the intended focus and depends on the technique and methods used to generate data.

Haralambos and Holborn (2004) explain credibility in qualitative research as true and exact description of the phenomenon and Frost (2010) suggests that, selecting participants with various experiences increases the possibility of shedding light on the research question from a variety of perspectives. The researcher put this into account and as such purposively selected participants with highest qualifications and vast experiences in inclusive education.

The researcher also ensured trustworthiness of research results by using methodological triangulation such as design triangulation and negative case sampling. Palys (2008) asserts that, to counter biases that may be brought by one method, different data collection methods should be used. In this research, the researcher used an open-ended questionnaire, document analysis and semi structured interviews to collect data. These different generation methods assured credibility, dependability and trustworthiness of the research findings. This research was also based on two designs with different theoretical backgrounds. This then provided the researcher with the panacea for comparing findings from these two designs and see if the findings are coherent. However, transferability of the research findings may be limited since all institutions differed in terms of the context in which they were situated.
To ensure trustworthiness of the results, the researcher used member checks. Frost (2010) asserts that member checks involve the researcher returning to the participants and check the accuracy of the data collected. Thus, during and after data generation, the researcher continued to engage the research participants to ascertain whether the way data were interpreted was in tandem and consistent with what the participants had said. This was done to attain trustworthiness of data, hence constant comparison.

The researcher also used negative case sampling to ensure credibility of the research findings. The researcher chose cases of exclusionist from some sampled inclusive education institutions, to disconfirm the researcher’s expectations and tentative explanations. This created a platform for debating and arguing, thereby leading to cross examination and verification of the facts which were alluded to by participants. This was done concomitantly with member checks. Thus, during and after the research, the researcher continued to engage the participants to check if they were consistent with what they had said.

3.12 Ethical Considerations.

Barret (2007) explains ethics as norms of conduct that distinguish between acceptable and unacceptable behaviour. In this research, ethical considerations were observed in a contextualised stance. The researcher ensured informed consent rules, that is, protect confidential communications, avoid discrimination and act with sincerity. The researcher received a clearance from Zimbabwe Open University prior to the commencement of the study. Permission from Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities in Masvingo Province, namely Great Zimbabwe University and Reformed Church University was sought and granted.

The researcher first sought verbal consent of research participants. The participants were told about the aims of the research so that they would not be coerced or forced into participating. In order to
win participants` confidence, the researcher ensured strict confidence and anonymity during data gathering so that the participants` security was not compromised. The information was kept confidential because the researcher had an obligation to assure all participants that their identity would be protected.

According to Alby (2010), the researcher has to be clear about the use of collected data. In this regard the researcher told participants how collected data were to be used and promised them to avail and share the research results as feedback. This created a platform for participants to voluntarily participate in the research with full understanding of possible risks and benefits.

Eliot (2004) pinpoints that, when conducting research on people, minimize harms and risks and maximize benefits. The researcher valued human dignity, privacy and autonomy. Special precautionary measures were taken to vulnerable (students with visual impairment) populations, colleagues, gender, race and other different complexities in competence and integrity. As this study is qualitative in nature and aims at in-depth understanding of a phenomenon, the researcher would at times provoke anxiety and a lot of emotions to some participants and was quick do pre or post counselling where the need arose. Furthermore, the researcher complied with research norms and social values so as to build public support sincerely. The researcher was also honest and objective when gathering, analysing, interpreting and presenting data. In order to give feedback to the participants, the researcher hopes to put hard and soft copies in chosen libraries and even email research findings or report at workshops to ensure public access.

3.13. Summary

This chapter highlighted the methodology, where a qualitative research paradigm was adopted. The case study and phenomenological designs were highlighted as they were used in this research. Purposive sampling techniques were also discussed as they were used to select participants. Practical steps for collecting and analysing data to resolve the question have been discussed. This
chapter has also discussed the sample and sampling procedure and instrumentation. Pertinent ethical concerns are also spelt out in this chapter. The following chapter will deal with data presentation and interpretation of findings.
CHAPTER 4

DATA PRESENTATION, ANALYSIS, DISCUSSION, AND INTERPRETATION

4.1 Introduction

This chapter is aimed at presenting, analysing and interpreting data generated for this study. This study focused on four themes about the state of students with visual impairment in inclusive education settings from primary to university level. The researcher analysed data by enumerating words, phrases, verbs and quotes that were obtained by participants. Enumeration of data helped for easy presentation, interpretation, analysis and communication. Maree (2007) explains enumeration as a process of quantifying data to count the number of times a word, phrase or a theme appears in a document. This process helped the researcher to determine the frequency of coded themes in data. Thus, data generated were categorised into pre-defined themes and under each theme, there are sub-themes. Morison (2006) argues that in qualitative research data presentation, interpretation and analysis occur at the same time. Data generated were organised and interpreted into the following themes: demographic, academic, social, and emotional development of students with visual impairment in inclusive education, orthodidactics and orthopedagogics used by teachers and lecturers in inclusive education. The sub-themes under each theme were developed into descriptions of a phenomenon so as to simplify presentations and analysis. This section also highlights the codes that were used in narrative texts, phrases, tables, figures and vignettes. Data were presented, analysed and interpreted systematically through the said categorised themes and this is presented and discussed below but first is demographic information:
4.2.1 Demographic data of the participants

Data were generated from a sample of inclusive education administrators, specialist lecturers, teachers and students with visual impairment. All the participants’ responses were grouped together regardless of whether one is an administrator, teacher, lecturer or student with visual impairment. Demographic data were first presented and the research results are shown on page 115:

4.2.2 Composition of the participants

This section shows the sample of the administrators, lecturers and teachers’ sex, qualifications, age ranges, experiences and professional qualifications. This section also shows the sample of students by age, academic level and sex.

Fig 4.1: Age ranges of male and female participants.

The column graph on page 110 shows the age ranges of male and female participants of the study. 45 of the participants were males, while 43 were females. There was a small significant difference between male and female participants from which data were generated. The slight difference arose from the fact that, at some institutions, there were only male students with visual impairment. However, the researcher tried to strike a balance between male and female participants so as to be gender sensitive. Both male and female participants were sampled as they met set parameters. The graph on page 110 shows that there was equal number of males and females in the age range category 31-40, 41-50 and above 50 years. The participants who were below the age range of twenty years category were primary and some secondary students with visual impairment.
Fig 4.1 Distribution of research participants by age and sex (N=88)
**Fig 4.2: Distribution of participants by position held**

The pie chart on page 111 shows the position held by the participants of the study in percentages. 27.3% (24) of the participants were students with visual impairment. Of the 88 participants, 18% were university lecturers, while 14% were college lecturers. The administrators constituted 5% of the study participants. The other percentages of participants are clearly shown in Fig 4.2 on page 111.

![Pie chart showing the distribution of participants by position held.](image)

**Fig 4.2 Position of research participants in inclusive education (N=88)**
### Table 4.1: Distribution of participants by professional qualifications and sex

<table>
<thead>
<tr>
<th>Highest qualifications</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade seven students</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Ordinary level students</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Advanced level students</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>College students</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>University students</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Administrators, Lecturers and Teachers with a Diploma in Special Needs Education</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Administrators, Lectures and Teachers with a Degree in Special Needs Education</td>
<td>9</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Administrators, Lecturers and Teachers with a Masters degree in Special Needs Education</td>
<td>17</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>Administrators, Lecturers and Teachers with a Doctor of Philosophy in Special Needs Education</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>43</td>
<td>88</td>
</tr>
</tbody>
</table>

N=88

The above table (4.1) shows a summarised distribution of research participants by professional qualifications and sex. In this study, it was imperative for the researcher to use both female and male participants who have relevant knowledge of inclusive education. The experience in inclusive education implies that the participants provided robust data on emotional, social and academic development of students with visual impairment and pedagogies that are used by specialist teachers in inclusive classes of students with visual impairment.
In this regard, a typical sample of participants with relevant professional qualifications was used in this research. It is paramount to select participants who have typical experience (Leedy and Ormrod, 2005). Thus, this study sampled participants with relevant experience in inclusive education.

**Fig 4.3: Participants’ experience in handling inclusive education classes with students with visual impairment**

The bar graph below shows the administrators’, lecturers’ and teachers’ experience in handling inclusive education and classes with students with visual impairment respectively. Participants were asked to indicate their experience and the majority of them had between 11-15 years experience of handling students with visual impairment in inclusive education. Only 7 participants had less than 6 years of experience in managing an inclusive class with students with visual impairment. Figure 4.3 below, shows the experience of participants who were used in this research to generate data.

![Bar graph showing experience of participants](image)

**Figure 4.3: Experience of participants**
The results suggest that, demographically, there are more specialist lecturers at tertiary institutions than teachers employed by the Ministry of Primary and Secondary Education in Masvingo Province in Zimbabwe. According to Chimedza (2007), inclusive education in Zimbabwe was officially launched in 1997, but upon its launch there was lack of specialist personnel. The American Foundation for the blind (2012) asserts that inclusive education is widely practised in developing countries with few human resources to support it. The present situation is that there are very few specialist teachers who have specialised in visual impairment that are employed by the Ministry of Primary and Secondary education. There are more inclusive education specialists employed by Ministry of Higher and Tertiary Education as shown on Fig 4.2.

The general aspect of concern appears to be high professional qualifications of specialist teachers and lecturers. Data reveal that amongst the few available specialists, most of them, at all the levels of inclusive education, appear to have a Bachelors’ degree or a masters’ degree in special needs education. This finding is in contrast with research by Pottas (2005) who notes that lack of adequate knowledge and training on specific disabilities hurdles inclusive education of students with visual impairment. Alcott (2002) found out that educators lag behind on the current inclusive needs of students with visual impairment.

Despite the major strides taken by the Zimbabwean government towards inclusive education through the training of specialist teachers, this research found out that most of the inclusive classes with students with visual impairment are manned by non specialist teachers, administrators and lecturers. These non specialists feel unqualified, unprepared and unequipped to meet the needs of diverse students with visual impairment at different levels of inclusive education. This perhaps explains why students with visual impairment do not get adequate inclusive services for their social, emotional and academic development.
4.3.1 Research results

A summary of the four themes is presented, interpreted and analysed respectively. The themes were basically guided by the research questions in the introductory chapter. Under each theme, sub-themes are articulated and analysed.

4.3.2 The codes that were used for the participants

The participants’ responses were coded to facilitate easy categorisation and presentation of data. In the responses, administrators’ responses were coded as (A), Lecturers’ as (L) while teachers’ were coded (T) and students with visual impairment as (S). Data from document analysis was coded (DA). These codes were used in narrative text.

4.4.1 Participants’ responses on academic development of students with visual impairment in inclusive education

By academic development the researcher refers to all that take place in the teaching and learning of students with visual impairment in inclusive education settings. Development is a process of social transformation (Williams, 2001). It encompasses also the physical environment as it is capable of stimulating the eagerness of students with visual impairment into wanting to learn in inclusive education settings at all levels of education. Furthermore, the physical frame factors such as the institution’s infrastructure, for example the physical environment, enables teachers and lecturers involved in the teaching and learning inclusive education environment to manage academic instruction more effectively. An instruction involves organizing and sequencing a serial of lesson and move students towards a stronger understanding and achievement of specific academic goal (Richardson, 2009). The teaching and learning environment can trigger an instruction towards social, emotional and academic desires to achieve by students with visual impairment in inclusive education at all levels of education. Under this theme, several sub themes
emerged. All the themes that came out were promulgated from the research question 1.4.2.1 (How are students with visual impairment affected academically by implementation of inclusive education in Zimbabwean schools?). After scheming through all the responses from semi-structured interviews, document analysis and open-ended questionnaires, the following themes emerged and were interpreted.

- Lack of enough teaching and learning resources (human and material) affects academic development
- Lack of specialist teacher and lecturer motivation (incentives) affects academic development of students
- Lack of commitment and quality of teachers leads to poor academic development
- Teacher pupil ratio affects academic development of students with visual impairment
- Restrictive physical teaching/learning environment affects academic development
- Policies affect administration and quality teaching in inclusive education
- Experience in visual impairment issues affect quality of teaching and learning
- The curriculum affects academic development and achievement of students
- Time affects quality of education and academic development of students
- Negative attitudes affect academic development

The above themes are presented and analysed below as they emanated from the responses and analysed documents. The above conceptions were discovered and said to have a bearing on academic development of students with visual impairment in inclusive education.
4.4.1.1. Inadequate teaching and learning resources (human and material) affect the academic development of students with visual impairment in inclusive education

The participants were of the view that lack of resources (both human and material) impact negatively on the quality of education provided to students with visual impairment in inclusive education. The above results were supported by the participants who said the following;

**A:** I do not have enough specialists to cater for different students with visual impairment. The few specialists I have at this institution did not specialise in visual impairment except Mrs X who feels burdened and stressed to solely deal with them.

**A:** Some lecturers here are not specialists and they want students with visual impairment to be active participants towards achieving set objectives but lack adequate and relevant skills to help the students to be active participants.

**L:** Teachers are staff developed and some have knowledge of handling inclusive classes with students with visual impairment but the class size, inadequate resources and sometimes lack of teacher preparedness disturb academic achievement of students with visual impairment.

**L:** The problem is not the teacher and his teaching styles but the resources and the way teachers assess students with visual impairment. Students with visual impairment cannot be compared with the sighted students given variations and differences in their learning styles where there are little resources.

**T:** There is no adapted equipment for use by students with visual impairment and this derails the way they grasp concepts that are taught and as a result they become so slow to complete the given work.
DA: The asset inventories show little special equipment for students with visual impairment at primary and secondary education level. At some colleges and universities there were no such inventories for equipment to be used by students with visual impairment.

Lack of resources implies that students with visual impairments’ eagerness to academically benefit from inclusive education at all levels of learning cannot be stimulated. The above responses perhaps explain why some students with visual impairment in inclusive education are left out in academic activities that are integrally related to their disabilities. Mafa (2012) found out that, lack of resources have a negative impact on the teaching and learning of students with visual impairment.

L: Lack of textbooks and other reading materials in Braille affects how students with visual impairment academically achieve.

T: It is difficult to find audio-tangible teaching aids as they are not available at this institution. Even the few computers we have do not have required software for use by students with visual impairment, hence the use of computer based instruction remains a pipe dream.

The cited lecturer and teacher believe that there is need for audio tangible aids when lecturing and teaching respectively, students with visual impairment in inclusive class as they may reduce the level of abstraction of concepts and relevant information. Lecturers at inclusive tertiary institutions said that there are no textbooks in Braille for students with visual impairment to use in their learning. At primary and secondary education teacher would find it difficult to pace their lectures or lessons in a style that accommodates academic needs and interest of students with visual impairment where there are no Brailed textbooks. This negatively affects the performance of students with visual impairment who are included at different levels of inclusive education. The participants had this to say;
S: We share textbooks that are in print. My friend will read to me what I want or what has been taught. At times he may not have time for that and I have to do my work later when he becomes free.

S: The way I write my work needs more time as I will emboss my work using the Perkins machine and this requires me to be exact and perfect and this requires more time than my sighted friends who can just scribble and quickly finish their work.

All the students at different levels of learning said that they are not provided with audio-tangible aids during the lecturing or teaching and learning process. They all said that, they are not given learning aids. This impedes their academic performance, especially in most practical subjects. The participants said:

S: I do not have relevant equipment to use during my lectures, I resort to the use of my cell phone to record lectures and later I will listen to the recordings and Braille my few points to remember. My phone memory is small and I miss a lot of information during lectures as remembering everything of the whole day will be difficult. (Voice of a female university student).

S: The teacher can come and identify his/her teaching aids that will be used in the lesson and I don’t have the sight to see. I don’t benefit from such acts. What I need is to see with my mind through hearing and touching and I am not given this opportunity and will be regarded as lazy. To me hands matter as I use them to see. (Voice of the male secondary education student).

L: I do not prepare any learning material to cater for individual students during my lessons. There is no time for that. Lecturing to inclusive classes is quite demanding.

T: There is too much burden left to me as a teacher. Looking for resources in the name of being resourceful is a tiresome activity. Yet, the truth is that I do not see the rationale for taking such a stride (voice of a primary school teacher).
**DA:** The teaching aids that were written in the scheme-cum were just visual without brailed instruction (seen at secondary and tertiary education level).

**T:** School administrators are not doing enough to provide quality and technologically advanced equipment for us to use when teaching inclusive classes.

**A:** When making orders of equipment for teaching at the beginning of the year, I find it difficult to make considerations for students with visual impairment. This is really a problem and I do not know how to solve it as their equipment is not locally available. Most of their equipment needs to be imported. What is interesting is that even teachers do not give orders for such equipment when making their yearly budgets. It is even worse with school development committees. You cannot convince them to import teaching and learning equipment for the few students with visual impairment.

**S:** We are not treated equally, learning notes are written on the chalkboard or handouts in print are given. We need these in Braille too (voice of a secondary school student).

The phrases above show that, although teachers and lecturers feel that giving students the same academic work on soft copies bridges the learning gap between sighted students and those with visual impairment, students with visual impairment feel that they need academic information in Braille for their academic development. Failure to academically achieve by students with visual impairment emanates from the view that most of the students with visual impairment do not have computers with relevant software and other modern devices to use during the teaching and learning process. This shows that lack of proper and effective assistive technology has a negative impact on academic development and lead to poor academic achievement by students with visual impairment in inclusive classes.
4.4.1.2 Lack of specialist teachers and lecturers’ motivation (incentives) affects academic development of students with visual impairment in inclusive education

The participants said that there is a close connection between teachers and lecturers’ or even anyone’s work related performance and the rewards awarded. This stems from a feeling of self-actualisation and self-esteem which can be promulgated from incentives. Incentives can be in form of intangibles such as recognition of a specialist’s professional effort (Davies and Florian, 2004). Incentives are capable of stimulating performance and happiness, professional pride and a sense of worth (Pottas, 2005). Lack of specialist teachers and lecturers’ incentives has been found to hinder the way teachers and lecturers render their teaching services to inclusive classes with students with visual impairment at all levels of their education. The following sentiments shed light;

**T:** By being given the title of a specialist, I need to be recognised through a better remuneration.

**L:** I do not remember any day being rewarded as a specialist lecturer for students with educational needs at this college.

**T:** I need to be motivated through incentives as a specialist teacher.

**T:** If I get an extra reward as a specialist, I can do wonders to the needs and interests of students with visual impairment

The sentiments show that specialist teachers and lecturers need to be recognised. It has been found out that specialist teachers and lecturers are not well remunerated. This has been found to have a negative impact on the quality of work given to students with visual impairment at all levels of inclusive education. The analysed documents showed little work given to students with visual impairment at all levels of inclusive education. Teachers and lecturers in inclusive education have mixed feelings at the thought of motivation. In spite of being specialists, teachers and lecturers
generally have negative attitudes towards the idea of educational inclusion of students with visual impairment. They displayed a measure of opposition and other negative emotions. Lack of motivation may lead to a negative mindset that may correspond to negative attitudes and resistance on provision of individualised educational instruction to students with visual impairment in inclusive education for their academic achievement. Some of the specialist teachers and lecturers thought that their efforts are not realised and as such may have a feeling of extreme frustrations as there are no satisfying rewards to their specialised knowledge and endeavours. This means the practices by specialist teachers and lecturers have a negative bearing on the academic performance of the students with visual impairment who perhaps need individualised instruction which may be an ad hoc activity to specialist teachers or lecturers who are poorly remunerated at all levels of inclusive education.

4.4.1.3 Lack of commitment and quality of teachers leading to poor academic development of students with visual impairment in inclusive education

Teachers play an essential role in the quality of education provided to students with visual impairment in inclusive education. Savolainen (2009) quotes Mckinsay et al. (2005) who say, “The quality of an education system cannot exceed the quality of its teachers.” The quality of the teacher contributes more to the learner/student achievement than any other factors, including class size or class composition (Bailleul et al., 2000 in Donnelly, 2010). Therefore, the teacher is a critical influence and player in inclusive education of students with visual impairment. The participants had this to say;

A: I do not have any lecturer here who specialised in visual impairment for specifically the special needs education at this institution. The lecturers I have here have specialised in technical and vocational areas and not in inclusive education for students with visual impairment.
A: Dealing with teachers who are not trained in inclusive education is a problem. It definitely affects students with visual impairment in inclusive classes.

A: Knowledge of inclusive education is a vital asset. Only one teacher here has specialised in visual impairment and cannot teach all the subjects alone and it becomes difficult to manage the affairs of students with visual impairment at this institution.

The above sentiments imply that primary, secondary and tertiary inclusive education institutions create a highly selective learning environment for students with visual impairment due to lack of specialisation in visual impairment. Musengi et al. (2010) confirm that educators in Zimbabwe lack relevant knowledge about inclusive education. The comments above clearly show that most educators in Zimbabwe’s inclusive institutions do not have a clear understanding of the needs and interest of students with visual impairment although they include them. The Disabled Persons International (2008) reports that most teachers in mainstream education relatively lack skills and knowledge of handling inclusive classes that have students with visual impairment. It follows that even a well specialised lecturer or teacher cannot handle issues of students with visual impairment in a more robust way that the students with visual impairment can find it easy to participate in inclusive academic activities. Thus even the specialist teachers or lecturers are not equipped with Braille requirements and feel not prepared to academically help students with visual impairment in their academic endeavours in a more effective manner when teaching or lecturing in an inclusive class with students with visual impairment. This means that students with visual impairment in inclusive education do not academically benefit from inclusive education arrangements. Most of the teachers and lecturers at all levels of inclusive education fail to braille their students’ work and to mark brailed work. The analysed students work showed transcribed assignments at tertiary level and written work at primary and secondary education. This affects the quality of students’ academic work at all the levels of inclusive education.
4.4.1.4 Teacher pupil ratio affecting academic development of students with visual impairment in inclusive education

All the inclusive education administrators said that, they do hold staff development workshops on teaching methods that cater for individual differences but did not mention the methods they think are really excellent to address the needs of students with visual impairment who are in inclusive classes. The administrators shoulder the blame on the current teacher-students ratio at primary and secondary education is currently one as to forty or more whereas the lecturer student ratio at inclusive tertiary education was not exact as the analysed documents were not clear on the ratios. However, the participants said that the current ratios at all levels of inclusive education of students with visual impairment are not compatible with the social, emotional and academic needs and interest of students with visual impairment who are in inclusive classes.

A: Although we staff develop lecturers on different ways of teaching, some feel that individualising academic activities at university level is not compatible with the large numbers of students in each semester.

A: Lecturer student ratio affects the quality of education that students with visual impairment receive.

DA: The analysed class registers at primary and secondary level showed more than forty-five students in inclusive classes.

A: It is difficult for teachers to meet individual demands for all the students because of large classes given the syllabus demands.

A: Teachers find it difficult to handle large inclusive classes with students with visual impairment.

These acknowledgements show that there is lack of appropriate equipment for teachers, lecturers and students with visual impairment in inclusive education. Although mainstream teachers and
lecturers are staff developed on methodologies that can be used in an inclusive class with students with visual impairment, teachers and lecturers find it difficult to give individualised educational instruction to students with visual impairment in inclusive education because of lack of equipment. The teacher and lecturer ratio is exacerbated by lack of relevant equipment. Chireshe (2013) confirms that, there is a close link between lack of knowledge and the equipment to use. Lack of equipment can lead to negative attitudes, which are complex and multifarious. The above explanations show that teachers and lecturers are core players in academic development and achievement of students with visual impairment in inclusive education. Although teachers and lecturers may be supported by stakeholders who can create a conducive inclusive education, inclusive class teachers and lecturers need to have knowledge on how to effectively teach many students with visual impairment in an inclusive class. The conveyed sentiments clearly show that students with visual impairment’s academic endeavours are challenged by large inclusive classes which specialist teachers and lecturers cannot academically and effectively manage.

4.4.1.5 Restrictive physical teaching and learning environment affects academic development of students with visual impairment in inclusive education

Most inclusive education institution administrators said that, they do not have conducive physical environments for relevant academic development of students with visual impairment. Inaccessible physical environment by students with visual impairment has led to all inclusive education institutions to have different programmes for students with visual impairments’ academic and co-curricular activities. However, most secondary and tertiary inclusive education institutions have embarked on restructuring and redesigning their infrastructures to accommodate easy access by students with visual impairment who are included. This perhaps led to the mismatch in inclusive education focus on the needs and interests of students with visual impairment. The participants had this to say:
A: We have made this school environment user friendly to all students (those with visual impairment and those without). We have ramps and stairs to accommodate those with visual impairment and those who are wheelchair bound.

A: I have tried to make friendly pathways but these are not enough as students with blindness cannot access some buildings at this institution. A lot needs to be done so that they can gain access to most of educational activities.

DA: Dual pathways were seen on the school itinerary maps at tertiary institutions.

The observed pathways at some tertiary and secondary inclusive institutions are concomitantly designed. Some inclusive institutions have redesigned their physical environments for students with visual impairment to have access to facilities and activities at inclusive education institutions. Chireshe (2013) found out that most schools have embarked on adapting the physical environment with the social environment posing greater challenges. The dual pathways may ensure access to services and appropriate facilities by students with visual impairment as their mobility can be enhanced. In contrast, most students believe that the physical and academic inclusive environments in most inclusive educational institutions are a challenge to them. The participants said:

S: The institution administrators put these paving stones here to help me and others like me to know that we are getting to this busy road. But this actually does not help because we find it very difficult to get here from our classes.

S: The environment is not suitable for students like me. Look here! I cannot travel independently and safely from my hostel to the classes, I need to be guided by someone and that someone will guide me to the classes only if she intends to go there.
S: I do have my walking cane which I cannot even use here for my independent mobility, the pavements have a lot of pot of holes and ditches which I may fail to detect with my cane and it becomes unsafe for me to walk alone here. I really need a guide.

L: The environment here does not allow students with visual impairment to access some places for services. It’s a challenge.

The students described their own difficulties in accessing learning and teaching environments as the major hindrance to their participation in different academic activities in inclusive education. Most students with visual impairment have academic aspirations, abilities and needs, but they regard the aspect of the physical environment as a challenge to their anticipations. Mavundukure (2005) opines that most inclusive institutions in Zimbabwe have been academically failing students with disabilities, especially those with visual impairment by denying them access to appropriate facilities. The implication is that there is need for inclusive education institutions to create a supportive inclusive education environment in order for students with visual impairment to academically benefit from such arrangements.

Most administrators indicated that they do not have friendly physical environments for academic development of students with visual impairment, although they have some programme of co-curricular activities. The participants believed that restructuring of the physical environment implies effective and independent orientation and mobility and participation by students with visual impairment in inclusive education. Participation in inclusive education activities under prevailing conditions curtails academic opportunities for students with disabilities (Mafa, 2012).

The pathways at some tertiary inclusive education institutions are concomitantly designed. This has been done in efforts to provide conducive physical environment to students with visual impairment who are included. Mafa (2012) opines that most school buildings in inclusive institutions in Zimbabwe pose a challenge to students with physical disabilities. Mavundukure
(2005) found out that most inclusive schools have been failing students with disabilities by denying them access to inclusive education activities and opportunities. The current existing infrastructure at tertiary inclusive education institutions that include students with visual impairment does not accommodate students with visual impairment. The students may be academically left out in academic activities that are integrally related to their disability and as a result they poorly achieve. This was shown in progress record books at primary and secondary education, whereas analysed results slips at universities also showed poor academic achievement.

**A:** Creating a friendly environment for students with visual impairment requires a lot of financial obligations. This may not be done over night but will take centuries before getting user friendly environments, so students with visual impairment come here knowing this and need to find own assistants.

**A:** Meeting the needs of some students with visual impairment may have a cost implication to other students due to diversity needs of those students with visual impairment.

The comments show that there are collateral negative attitudes by the general inclusive education administrators. However, Lindsay (2007) claims that, some challenges encountered by students with visual impairment may not be solvable because of teachers` negative attitudes. This implies that, although students with visual impairment are enrolled at convectional inclusive education institutions, the administrators are not able to provide them with the least restrictive physical environments because of lack of financial resources. The following statements shed light:

**A:** Financially, I cannot afford to spare resources for the only few students I have at this institution. They are not the only students affected by lack of resources. I cannot fully provide for all the students.
A: Even if I want to create a good teaching and learning environment for students with visual impairment, the community is not knowledgeable in inclusive education and as such regards redesigning of the infrastructure as resources wastage.

A: There is need for a policy that regulates redesigning of infrastructure. It is not only this institution that needs to create a friendly atmosphere. There is need for all community infrastructures to be accessible by all the students with disabilities.

Most of the administrators said that, they have inclusive mandate to create conducive teaching and learning environments for all the students but this is hurdled by lack of finances. Cohen (2007) believes that educators are not keen to take up researches on conducive inclusive physical environments. The episodes of financial woes were echoed by all the administrators to the extent they are in tandem with the dictates of remaining focused to inclusive education demands. The participants, especially the college and university lecturers, noted that, there is need to carry out researches so as to find lasting solutions on designing friendly physical environments in the teaching and learning of students with visual impairment who are educationally included. Successful implementation of physical environment changes to inclusive education starts with good leadership, continuous staff development and collaboration (UNESCO, 2010). This means that there is need for a trans-disciplinary approach to resources provision to inclusive institutions. The other implication portrayed is that, there is no policy that regulates the designing of inclusive physical infrastructures in Zimbabwe.

4.4.1.6 Experience on visual impairment issues affecting academic development of students with visual impairment in inclusive education
The participants were asked how teaching experience affects the quality of inclusive education of students with visual impairment. Most of them cited experience as a necessary condition for effective implementation of inclusive education to students with visual impairment. The participants said the following:

**T:** Due to lack of experience in inclusive education, information delivery is not very suitable for academic achievement of students with visual impairment.

**A:** Even the novices in special needs education who come into the school system these days find it difficult to teach inclusive classes of students with visual impairment.

**T:** When I heard some people saying that one needs to have practise in special needs education in order to be a specialist in special needs education, I thought they were not serious but then I have seen it myself.

**S:** Teachers really need to have experience in special needs education especially in visual impairment in order to be able to understand our educational academic needs.

From the interviews, it was also found that a lack of induction programmes for newly qualified specialist teachers was linked to teachers' failure to teach inclusive classes of students with visual impairment. Participants argued that a new specialist teacher will take a long time to understand how to handle an inclusive class with students with visual impairment. Teaching experience is a new factor that is being brought into inclusive education. The researcher found out that very limited research has been conducted to examine whether experience in special needs education has a role to play in implementation of inclusive education to students with visual impairment. Experience in special needs education could mean either experience in teaching students with visual impairment or the number of years one has been dealing with individuals with visual impairment. In both cases, what is important is that one has to be able to handle students with visual impairment in relation to their academic needs whilst in an inclusive class. The sentiments below shed light:
L: What we see are specialists in the field who lack professional capacity and competence in teaching an inclusive class. Some of us seem to be new in inclusive education and still need a lot of practice.

A: Teaching an inclusive class especially one with students with visual impairment needs teachers with the ability to make proper judgements in terms of teaching skills, practical knowledge and the ability to academically assess students.

T: Let me admit that some of us specialist teachers lack the professional capacity to academically handle an inclusive class with students with visual impairment.

S: Our teachers lack fairness, tolerance and patience when teaching us.

The absence of professional capacity among teachers and administrators implies that very little meaningful academic learning goes on in inclusive classes. Mafa (2012) opines professional capacity as the ability to assess pupils, teacher’s knowledge of appraisal techniques, knowledge of pupil teaching techniques and skills for academically managing students.

It also rose from the participants that inclusive institutions administrators do not organise in-service training for specialist teachers for them to be able to academically address the needs of students with visual impairment in inclusive education. They said this:

L: Our administrators may prefer to see themselves as just administrators and not as facilitators of in-service learning programmes for us. This affects our academic service delivery when teaching an inclusive class.

T: I believe it is the ministry’s custom to have staff development workshops, demonstration lessons and in-service training courses in the teaching of inclusive classes but we have never done this as specialist teachers for students with visual impairment.
T: I will be surprised to hold in-service training centred on the teaching of an inclusive class with students with visual impairment. This is because the administrators do not value whether students with visual impairment benefit or not. Our leaders are worried with the examination system which emphasizes on pass rate.

DA: Minutes of workshops held at different inclusive education had no mention of in-service workshops on special needs teaching.

The administrators should take major responsibility for in-service training of teachers within their schools so they can effectively teach inclusive classes with students with visual impairment. They can do this through arrangement of specialist staff development workshops, so as to foster feasibility of inclusive education to students with visual impairment. The findings above seem to mirror research findings in literature. As noted above, policy prescriptions are not always fulfilled in practice (Chireshe, 2013).

4.4.1.7 The curriculum affecting academic development and achievement of students with visual impairment in inclusive education

All the participants felt that the curriculum seems irrelevant to the academic needs of students with visual impairment and those with disabilities in general. They believe that whoever determines what is to be taught in inclusive education of students with disabilities should make a needs analysis and find out the exact missing links in inclusive education. The participants were worried about the issue of an inclusive curriculum. They voiced that:

L: The present tertiary curricula (at both teachers’ colleges and polytechnics) do not address the needs of students with disabilities, let alone those with visual impairment who are wildly included.

A: We are sick and tired of the current curriculum (voice of a secondary school administrator).
DA: The analysed primary and secondary education curriculum lacks relevance and does not close the academic need gap that exists between students with disabilities and those who are so called normal.

The majority of the participants indicated that there is need for curriculum review if inclusive education of students with visual impairment is to be a reality. The finding concurs with Mushoriwa (2007) who found out that the current Zimbabwean curriculum is an abstract principle. It imposes latent uniformity that favours high intellectual abilities (NASCOH, 2008). Chiresh (2013) argues that in some curriculum jurisdiction, there is statistically negative relationship between the curriculum and the educational needs of students with disabilities. However, it is the current curriculum that paved way to special care units, hospitals and homes, although it does not facilitate academic development of students with visual impairment, accessibility and implementation of inclusive education.

The participants said that, although the curriculum quenches students’ variations and differences that may occur naturally, it does not sufficiently provide strategies for inclusive specialist teachers to cope with inclusive class demands. They had this to say:

A: The Curriculum Development Unit has done nothing in terms of dispatching information on how the curriculum can be handled in inclusive classes.

A: Inclusive education teachers are confused and are just dry islands as the curriculum is silent on inclusive education of students with visual impairment.

L: The curriculum needs to be reviewed in order to provide information on inclusive education of those with disabilities.

DA: The curriculum documents are there at most inclusive education institutions.
A: Due to unavailability of modified curriculum content, teachers teach whatever they think will make majority of student pass public examinations without specificity on the content of students with visual impairment.

The sentiments show that the current curriculum used in inclusive education does not academically benefit students with visual impairment. In such a scenario, the curriculum used in inclusive education is against what are regarded by society as the aims of the curriculum. The SADC Technical Committee on Education and Training for People with Disabilities and Special Needs (2004) argues that the curriculum must serve the following:

- Involve subtle issues on how students with disabilities learn.
- Follow a certain model that suits the needs of all the students.
- Ensure internationally recognised academic standards are being achieved by all the students.
- Equip students to manage their life throughout.
- Provide students with knowledge and skills relevant to their lives.

Besides the mismatch of the curriculum and the academic needs of students with visual impairment, this study established that the curriculum document which is deemed to be currently operational does not exist in schools, if it is available, only a few have seen it for use. The following shed light:

T: I have never seen a copy of a curriculum for the period I have been here.

A: A curriculum is an important document. Its unavailability is really worrisome.

T: We operate like empty vessels and what more do you expect from students with disabilities within such situations.

The implication portrayed is that specialists in inclusive education operate without the guidance of the curriculum. It becomes a tall order for students with visual impairment to academically benefit in such inclusive education settings. The participants noted that inclusive education of
students with visual impairment requires a holistic approach if students with visual impairment are to academically benefit.

4.4.1.8 Time affecting quality of academic development of students with visual impairment in inclusive education

Some students with visual impairment at Primary and Secondary inclusive education are sometimes exposed to individual educational instruction (IEI) when they consult as individuals and those at colleges and university institutions are not given individual attention, lecturers seem to be busy, although they participate in the same academic activities with different other students. The noted uneven practices imply that at colleges and universities, students with visual impairment are regarded as independent and are capable of adjusting to different educational situations they encounter at learning arenas in inclusive education for their academic development. The participants said:

\(S:\) Lecturers seem to be busy and will not want to interact with me when I encounter challenges with my academic work.

\(T:\) I give students individual attention if they approach me with their problems individually and I am ready to assist all of them.

\(DA:\) The analysed time-tables showed two hour lectures at tertiary institutions and thirty to forty-five minutes per lesson at primary and secondary education.

Most lecturers and teachers at inclusive tertiary institutions do not do individualised educational teaching or lecturing for students with visual impairment. They had this to say:

\(L:\) There is no time for individualising lecturing given the amount of work that needs to be done versus the number of students I need to accommodate. If those students with visual impairment do not come forward for individual assistance, then I will assume that all is well.
T: It is difficult when teaching to assign specific time for individual assistance to students with visual impairment in an inclusive class.

Although some lecturers motivate students with visual impairment into understanding the taught concepts or skills, the students believe that motivating them depends on the nature of method used, learning aids and the questioning techniques that will be used. The students regard motivation as nothing to their academic development. The participants had this to say:

T: Students with visual impairment need a lot of time to complete given tasks as they do not have enough resource to aid their understanding of abstract concepts and it is difficult for them to achieve their lecture objectives.

S: Lecturers need to help us understand what they teach but most of them do not make follow ups to our academic performance. They do not mind.

The above sentiments portray the picture that students with visual impairment do not academically benefit from inclusive education arrangements. All the lecturers and teachers said that they do not have enough resources for them to effectively teach students with visual impairment who are in inclusive classes. Although lecturers and teachers get little moral support from their administrators, they make necessary endeavours to see to it that students with visual impairment in inclusive classes benefit from the lessons taught. However, the acknowledgement of support from inclusive administrators implies that administrators have a positive attitude towards the learning of students with visual impairment in inclusive education. All teachers and lecturers do not plan individualised educational programmes (IEP) for students with visual impairment at all levels of inclusive education. They involve students with visual impairment in academic mainstream class activities without individual instruction. The following sentiments shed light:
L: I consider all the students as the same, so it is not important to have an IEP. They need to capture concepts taught like anyone else; hence regarding them as in need of individual assistance will not lead them into how we survive in the community.”

T: I treat all the students equally when it comes to teaching and learning. Why should I have other programmes for other students? It is difficult to manage that.

The sentiments imply that, by involving students with visual impairment in academic class activities, the students may greatly benefit from peer tutoring. Students with visual impairment must be given the opportunity to share their academic experiences with other different colleagues and as such they may be accorded the opportunities to share their academic ideas with different other students. However, some university lecturers do not get support from School Psychological Services, some of them, even without enough teaching aids, they pace their lectures in a way that accommodate students with visual impairment in inclusive classes. In order to help students with visual impairment to academically benefit, the lecturers exploit co-operative learning techniques in order to achieve set goals. The participants said:

L: When presenting using power point slides, I will be able to give students with visual impairment soft copies of the presented work so that they can further use the copies at own pace”.

S: We are given soft copies in print and not in Braille.

L: It is difficult to braille work for just those few students every day. The institutions should provide them with transcribing software.

The above comments show that lecturers give scant attention to individual academic needs of students with visual impairment in inclusive classes. It was noted that lecturers do not use audio-tangible learning aids as they said that they are not available at their institution. The indication is
that most lecturing or teaching is done in abstraction and as such students with visual impairment in inclusive education may benefit very little for their academic development.

**4.4.1.9 Teachers and Lecturers’ negative attitudes affecting academic development of students with visual impairment in inclusive education**

The participants pointed out that negative attitudes militate against quality teaching in inclusive classes. From the findings of this study, administrators, lecturers, teachers and students with visual impairment affirmed that there are negative attitudes by different others towards inclusive education of students with visual impairment that stems from lack of support across the education sector. The participants had this to say:

*T:* The implementation of inclusive education to students with visual impairment is crippled by lack of support from the top.

*A:* Even the District Education Officers and Provincial Directors are not highly supportive of this inclusive education because they do not even have knowledge of inclusive education.

*T:* I do not remember any day when my supervisor made an attempt at understanding Braille or observe students with visual impairment’s brailed exercises and produce a critique.

*L:* Supporting of inclusive education is lacking across the education sector.

There is no doubt that negative attitudes slow effective implementation of inclusive education to students with visual impairment. Negative attitudes are complex, multifarious and constantly changing (UNESCO, 2005). Lindsay (2007) propounds that negative attitudes lead to stigmatisation and discrimination. This means that students with visual impairment may not academically benefit from negative attitudes. Most of the participants note that managers of inclusive education lack the zeal to facilitate necessary resources, staff development meetings, workshops and provide textbooks in Braille for effective implementation of inclusive education and for it to take place across the entire education system.
Besides managers’ negative attitudes, teachers and lecturers do the teaching with low spirit because they feel that inclusive education where there are no resources is a burden to both the teacher and the students. This means that due to the low spirit of the teachers and lecturers, students with visual impairment in inclusive classes do not academically benefit from inclusive education arrangements. The following sentiments shed light:

**T:** Some of us are not specialists in visual impairment and this gives us very low spirit to teach an inclusive class with students with visual impairment.

**A:** Some teachers normally want to show that they are specialists, but the fact that they did not specialise in visual impairment poses problems in teaching an inclusive class with students with visual impairment.

**T:** I am totally depressed when I teach as a specialist in a class with students with visual impairment but without necessary resources.

An analysis of schemes of work and plan books, at both primary and secondary inclusive education, showed that nothing or very little is prepared for students with visual impairment. The work plans were not evaluated to show whether the work was taught or not. In some cases, a sentence was written as the plan for an individualised work for students with visual impairment. Where there is no individualised educational instruction, students with visual impairment often experience depression because they feel that they lose so much academically, they blame themselves for being included educationally. An additional complicating factor is that teachers and lecturers felt strained of teaching or lecturing to an inclusive class. The implication is that students with visual impairment in inclusive classes do not benefit academically where there are negative attitudes.
The research participants provided a wide range of data on academic development of students with visual impairment in inclusive education at primary, secondary, tertiary and university level. It appears that the implementation of inclusive education at all levels has not significantly helped students with visual impairment to academically achieve. The general aspects of concern appear to be the methods and the learning aids used in inclusive classes. It is clear that even specialist teachers do not provide audio-tangible teaching aids to students with visual impairment. Lack of learning aids is compounded with lack of adequate knowledge on individualised educational programmes by most inclusive teachers and lecturers. UNESCO (2009) confirms that most educators in developing countries lack expertise in handling inclusive classes with students with visual impairment. The implication is that the lecturers and teachers may not teach attitude skills and competencies that are needed by students with visual impairment in inclusive classes. In tandem, Mafa (2012) reports that the current pedagogies used in inclusive classes favour the so called “normal” students. This research found out that, at most, lecturers at tertiary and universities sparingly use computer based instruction when presenting their concepts to students with visual impairment in an inclusive class, while at primary and secondary levels the teachers do not use computer based instruction. They do not have computer accessories that make it easier to design and implement individualised educational instruction for students with visual impairment’s academic learning activities.

A closer assessment at the data generated shows that most teachers employed by the Ministry of Primary and Secondary Education use ordinary traditional teaching methods and the confession by students with visual impairment is that they do not academically benefit from such pedagogies and they may sometimes only benefit after consulting their sighted friends who will teach them the missed concepts. In their studies, Peter and True (2008) note that educators are not well versed with orthopedagogics and orthodidactics in inclusive education of students with visual impairment. This perhaps explains why the issue of individualised educational programme receive scant
attention. Data also reveal that the current teacher-pupil or lecturer-student ratio is unbearable to implement individualised educational programmes. The ratios transcend from the policies that are not hand in glove with the current trends towards achieving Millennium Development Goal (MDG) of inclusive education.

One other important fact that emerges from the research results is that there is a mismatch between inclusive education and curriculum objectives at primary, secondary and tertiary education. The findings are that the mismatch has a negative bearing on academic development and achievement of students with visual impairment in inclusive education. Humphrey and Lewis (2008) conclude in their research that educators are not aware of the techniques needed in inclusive education of students with visual impairment. Mushoriwa (2007) concurs that the current Zimbabwean curriculum is silent on the academic needs and interests of students with visual impairment in inclusive education. The results show that the lecturers and teachers, who perceive themselves as competent enough to teach inclusive classes with students with visual impairment, based on the fact that they were trained, proved that they are not familiar with new initiatives and the demands of inclusive education of students with visual impairment. The findings of this research show that the issue of individualised educational programmes and instruction need a lot of consultation and collaboration with supporting personnel. Mpofu (2007) posits that successful inclusive education of students with visual impairment is possible if the students and their families participate in curriculum activities. Chimedza (2007) also notes that in The United States of America, the advent of PL94-142 ensures collaboration and participation by all inclusive stakeholders. This research found out that the teacher or lecturer is not the sole participant in the academic development of students with visual impairment in inclusive education but need to be anchored by the supportive others in a clinical way as shown in fig 4.4 below.

The figure 4.4 on page 142 shows that, in order for an inclusive teacher or lecturer to have an individual educational programme for students with visual impairment in an inclusive class, there
is need to revisit the policies on the work load of an inclusive specialist in an inclusive class. Thus this research found out that, the specialist’s work load, knowledge, perceptions, experience and a conducive social and physical environment may lead to effective academic achievement or development of the students with visual impairment in inclusive education. This research found a clinical way of handling inclusive classes with students with visual impairment as shown below:

Fig 4.4. The Clinical way of handling an inclusive class with students with visual impairment

Data generated show it clearly that tertiary institutions do not get any form of support from Schools Psychological Services and it seems that The School Psychological Services only provides little academic support services, if any, to students and teachers at primary and secondary education. Chireshe (2013) recommends that the Zimbabwean government should provide a legal framework
for support services to all students with disabilities. The general concern is that students with visual impairment at tertiary level and even those at primary and secondary in inclusive education settings are not provided audio tangible learning aids. More so, there is no psychological support provided to them and as such they (students with visual impairment) find it difficult to academically develop or achieve easily like any other students in inclusive education. Lack of psychological support has a significant effect on the education process of a student with visual impairment (Zimbabwe National League for the Blind (ZNLB, 2013). As is the case with all the other students, students with visual impairment in inclusive education institutions are at all the levels of their academic education, paying tuition and boarding fees. This noted practise is against the then Ministry of Education, Sport, Art and Culture Circular Minute P3/ 2003, which mandates the government to pay tuition and boarding fees for all students with disabilities and those who are disadvantaged.

Considering that students with visual impairment have certain and definite academic needs that have to be addressed prior to their inclusive education, for them to learn as equals, the research found out that some of the students with visual impairment in inclusive education, especially at secondary and tertiary fail to complete their studies as they find it difficult to meet various academic demands in inclusive education settings. These demands include finishing assignments/presentations and even homework at given due dates or times. Failure to complete assigned academic work is propelled by the way lecturers and teachers pace their lessons during the teaching or lecturing process. This perhaps explains why some students with visual impairment in inclusive classes perform poorly at public examination as alluded by Mushoriwa (2010). Despite the mentioned factors, it also appears that specialist teachers and lecturers are often overwhelmed and exasperated when teaching or lecturing to inclusive classes with students with visual impairment in inclusive education. They do not feel compelled to alter their teaching styles when teaching or lecturing to an inclusive class with students with visual impairment. This automatically and concomitantly affect academic development of students with visual impairment.
4.5.1 Participants` responses on the extent to which inclusive education teachers and lecturers are well versed with orthodidactics and orthopedagogics in special needs education

Different sections of the interviews, document analysis and questionnaires had questions related to the following research question 1.4.2.2 (To what extent are mainstream teachers well versed with orthopedagogics and orthodidactics in special needs education?). A perusal of the responses led the researcher to come up with the following categorised themes of data as they emerged frequently in the participants` responses. This was done for easier data handling. The following themes emerged:

- Pedagogies affect the quality of inclusive education
- Poor planning affects lesson delivery
- Lack of commitment affect choice of pedagogies
- Lack of information computer technology affects choice of pedagogies
- Lack of knowledge in visual impairment affects choice of pedagogy
- Teacher- pupil ratio affects pedagogy choice
- Time affects methodology
- Experience in visual impairment affects choice of teaching method

4.5.1.1 Pedagogies affecting the quality of education provided to students with visual impairment in inclusive education

The participants report that they are not aware of special pedagogies used in special needs education that are viable enough to cater for all the students in an inclusive class, especially with students with visual impairment. The participants had this to say;

_T: I feel extremely inadequate as I am not well versed with the current special methods that need to be employed in inclusive classes so as to make students with visual impairment benefit from learning._

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L: I vary my teaching methods but I think there is no single method that can address the academic needs of students with visual impairment.

A: Teachers find it difficult to use special methods that motivate students with visual impairment.

L: Pedagogies used by most of us do not adequately address stigma and discrimination surrounding visual impairment. Which methods do I need to employ in an inclusive class with students with visual impairment?

T: A teaching method is selected because of availability of resources to use. It is difficult to think of an appropriate method where resources are not there.

S: It seems these lecturers are not aware of other teaching approaches. They forget that we are also here. They come here just to lecture and leave.

S: We are in trouble. These lecturers sometimes demonstrate on chalkboards and I benefit completely nothing in terms of those demonstrations.

DA: The analysed plans of work showed demonstration, lecturing, individual research and peer tutoring as the teaching approaches.

S: Our teachers do not cater for us when teaching. I get help from my friend after the lesson(s). He will dictate very few notes to me that I will summarise in Braille.

The above extracts from interviews and questionnaires show that inclusive education specialist teachers and lecturers are not aware of the individualised pedagogies. It has been noted that the majority of the teachers and lecturers do not pace their lessons in a style that suits students with visual impairment. Although teachers and lecturers sometimes get social support from their administrators, they have problems with lecturing or teaching to an inclusive class. The implication is that specialist teachers need to thoroughly prepare for their lessons before content presentation so as to cater for individual differences. Although the specialist teachers have partial knowledge on how to handle inclusive classes, they rarely use computer based instructions during content delivery. This can be argued that students with visual impairment can hardly academically benefit
if the mode used to deliver content is not individualised. The implication is that teachers and lecturers resort to the use of ordinary traditional teaching methods. These have discrepancies between students with visual impairments’ cognitive disposition and the skill to be acquired. This implies that teachers and lecturers need to understand the dynamics in the academic needs of students with visual impairment in inclusive education in order to anticipate how the pedagogy can be refined.

### 4.5.1.2 Poor planning affecting the choice of a teaching method for teaching of students with visual impairment in inclusive education

The participants from primary, secondary and colleges raised the issue of poor planning as a basis for poor choice of pedagogies that can be used in inclusive classes with students with visual impairment. Most of the participants confirmed this situation. The following responses shed light:

**A:** *The teachers plan their lessons poorly for inclusive classes; hence they resort to ordinary traditional methods*

**A:** *Lack of professional development in special needs education causes poor choice of the teaching pedagogy by teachers.*

**L:** *We do not do proper planning for the teaching methods because the methods need extra-ordinary knowledge, which I do not possess.*

**T:** *We are just fulfilling the demands of inclusive education. How can I plan individualised pedagogies for such a large class?*

**T:** *I really do not know which teaching strategy to employ in my plan. I make summarised schemes of work by the name scheme-cum.*

**DA:** *The teaching or lecturing methods that were written in the schemes of work did not suggest individualised instruction.*
Proper planning is a necessary condition for effective choice of an individualised instruction teaching. Teachers and lecturers’ records are the evidence for planning preparation. The observed and analysed records showed lack of individualised instructional planning for inclusive classes. The records at primary, secondary and at colleges showed, most teachers, lecturers and administrators do not plan individual instruction for students with visual impairment in inclusive classes to ensure quality teaching. Failing to properly plan for individual instruction for the students with visual impairment implies failing to teach an inclusive class with students with visual impairment. If teachers and lecturers use methods that scratch on the surface, the whole system of inclusive education becomes crippled. What is important is to ensure that teachers have the necessary knowledge of orthodidactics and orthopedagogics in special needs education.

The participants pointed out the need for professional development in orthodidactics and orthopedagogics in special needs education to meet the educational needs of students with visual impairment in inclusive classes. The participants had this to say;

_A:_ Although the teachers who teach inclusive classes are specialists, they need to be trained in current pedagogies that cater for all the students, those with visual impairment and those without.

_L:_ Of course, I am a specialist, but I need to be staff developed on current methods in special needs education that cater for inclusive classes with students with visual impairment.

_S:_ I think most of our teachers need to go back to the training centre to be equipped with the teaching styles that benefit us as students with visual impairment.

_T:_ There is no single method that can cater for all the included students amicably, so there is need for continuous staff development on strategies and methods that can be employed in inclusive classes with students with disabilities.

Staff development workshops can help overcome shortcomings that may have been part of
Lecturers’ and teachers’ specialist education training and keep them abreast of new knowledge and practices in pedagogies in inclusive education. Thus, on-going training on pedagogies for teachers can have a direct impact on academic achievement of students with visual impairment in inclusive education. Case studies from Kenya, Botswana, United Kingdom and Pakistan have provided evidence that on-going professional development throughout a career contribute significantly to academic achievement of students with disabilities’ (UNICEF, 2008).

4.5.1.3 Lack of commitment by lecturers and teachers hindering choice of pedagogy to be used in an inclusive class with students with visual impairment

All the participants noted lack of commitment by the above named educators in inclusive education to their choice of pedagogies to employ when teaching inclusive classes. They had the following to say:

S: Our teachers teach us in passing (voice of a male secondary education student).

S: The teachers who teach us do not teach us as an individual with special needs (voice of a primary education student).

A: Lecturers seem to comply to the teaching of an inclusive class but just to fulfil inclusive education policy demands and to meet institution requirements.

A: Teachers need to really commit themselves in inclusive class teaching pedagogies so that all the students can benefit from such arrangements.

T: After being appointed to the specialist post, there was no more training in inclusive class pedagogies to accompany my expertise.

L: It is now more than twenty years since I left specialist teacher training college. Some of these newly introduced methods in special needs education are out of touch. To make matters worse, when the methods are introduced, there are no workshops in this cluster to open up our minds.
A: I am an administrator and not aware of the methods that are relevant in the teaching of an inclusive class with students with visual impairment. I do not know many things involved in it.

Training in inclusive education in Zimbabwe is not a requirement for an appointment as a head of a school or principal of a college or university chancellor or vice. There is still an assumption that any good teacher can become an effective administrator and they become leaders without specific preparations in inclusive education dictates. This implies that the issue of relevant pedagogies in inclusive education becomes a complex technique and met by shields from teachers, lecturers and administrators. The implication is that administrators of inclusive education institutions must be specialist teachers who have trained in special needs education. This may open up initiatives for further training of specialist teachers who teach inclusive classes with students with visual impairment in inclusive education settings.

4.5.1.4 Lack of Information Computer Technology (ICT) knowledge hindering choice of teaching and learning pedagogies in inclusive education of students with visual impairment.

The participants from all the learning levels were of the opinion that lack of ICT knowledge affects their choice of pedagogies to be employed when teaching an inclusive class of students with visual impairment. The following statements shed light:

T: Schools lack the necessary ICT devices and knowledge to enhance the choice of a method to be used in an inclusive class of students with visual impairment.

L: ICT is an important aspect in the teaching and selection of a method to employ when teaching these students with visual impairment in inclusive classes, but we are still beyond in terms of e-learning at this institution.
**T:** Active learning can be promoted if there is access to internet from which current information on pedagogies in special needs education can be obtained, especially the methods that can be used in teaching students with visual impairment in inclusive classes.

**A:** Effective teaching and learning requires the specialist teacher to do step by step teaching. Specialist teachers should provide activities and structures of intellectual, social and emotional support to help all the students in an inclusive class to move forward in their learning so that when the supports are removed the learning is secure. So it becomes difficult without computers.

Mafa (2012) found out that learning in inclusive classes mediates on pedagogies, tools and artefacts. These include teaching and learning aids. Quality inclusive learning requires attention to be paid to the relationships between the use of new technologies and the nature of the learner, and approaches to teaching and assessment (Ravet, 2011). The education system in Zimbabwe has adopted e-learning at all the levels of inclusive education. Surprisingly, most inclusive education institutions have not yet equipped teachers and lecturers with ICT knowledge.

It arose from university lecturers that teacher pedagogy enhances quality of academic achievement of students with visual impairment in inclusive classes. Lack of ICT knowledge and individualised educational programmes affects knowledge transmission and dissemination of content to students with visual impairment. Analysed memos in inclusive education schools, colleges and universities showed that administrators, lecturers and teachers lack the mechanics of ICT. This compromises academic achievement of students with visual impairment in inclusive settings. Universities and teacher training colleges that train specialist teachers seem to be doing very little to equip teachers with the requisite inclusive education ICT based pedagogies and there is no doubt that students with visual impairment who are included are also victims of such circumstances.
Orthopedagogics and orthodidactics receive scant attention because most educators are not well versed with methodologies in special needs education (Peters and True, 2008). There appears to be an assumption that once teachers and lecturers are given the training and support, they may become effective vehicles for contributing to the envisioned change of inclusive education. This study indicates that such an assumption is not invalid. This normative assumption leads to poor learning and academic achievement by students with visual impairment in inclusive education. What is required is not training in general but specific training in specific inclusive education pedagogies for specific categories of students with disabilities. There is need to train specialist teachers and lecturers specifically in visual impairment issues and pedagogies that suit inclusive classes, if students with visual impairment are to get proper academic service delivery, the quality of inclusive education needs upgrading so that the students can realise their academic potentials.

Teacher pedagogy plays a central role in effective inclusive education. Effective teacher or lecturer pedagogies can provide a conducive atmosphere for personality, knowledge and skills development to students with visual impairment in inclusive education. The findings of this study show that students with visual impairment solely depend on the quality of teaching skills of the teacher. Ravet (2011) found out that, without knowledge and understanding of visual impairment, teachers and lecturers may often use subtle ways in which their practices may be directly limiting and determining teaching. It is argued that quality inclusive education requires specialist teachers and lecturers who are well-educated and trained (Barrett, 2007). In any profession there is a specialised professional knowledge that makes it unique and distinct from other professions. This also applies to the teaching of inclusive classes with students with visual impairment. One of the characteristics of good specialist teachers is for students with visual impairment in an inclusive class to academically benefit from it. This means the specialist teacher or lecturer should possess a substantial amount of specialised area of knowledge, known as pedagogical content knowledge,
which is the intersection between pedagogy and content (Humphrey and Lewis, 2008). Orthopedagogics and orthodidactics have been the focus of most specialist teaching research from the beginning of the 21st century to date (Ravet, 2011). Pedagogies in special needs education consists of general knowledge, beliefs, and skills related to teaching of students with disabilities whilst in inclusive educational settings. It also includes knowledge and beliefs of learning and learners, knowledge of principles of instruction such as individualised and direct instruction (Batten and Daly, 2006). It encompasses specialist knowledge and skills related to inclusive class management, knowledge and beliefs about the aims and purposes of inclusive education (Mafa, 2012). Pedagogies in special needs education are on content perspective, which is based on the breadth and depth of the subject matter (Florian, 2007). It is paramount for an inclusive education specialist teacher and lecturer to have knowledge on the strategies which can be employed in inclusive education of students with visual impairment. Horlin (2004) found out that traditional methods used in inclusive mainstream classes bring a lot of negative impact on the learning of students with visual impairment. It has been revealed that having a flexible, thoughtful conceptual understanding of inclusive education pedagogies is critical to effective teaching of inclusive classes especially an inclusive class with students with visual impairment. The implication is that, without knowledge of pedagogies in special needs education, management and quality teaching of inclusive classes of students with visual impairment, academic development of students with visual impairment becomes compromised. This means students with visual impairment in inclusive classes may find it difficult to acquire all the academic skills, behaviours, knowledge, values and norms which are considered worthwhile in inclusive education.

According to Mupa (2012), pedagogical content knowledge (PCK) refers to how teachers blend content and pedagogy to determine the most effective means to teach particular content or problems consistent with the students' academic interests and abilities. Teachers and lecturers,
therefore, need to understand inclusive education pedagogies through the eyes, hearts and minds of students with visual impairment in inclusive education. The task of the specialist teacher is, therefore, to transform the content in ways that make it accessible to individual students with visual impairment without watering it down but to maintain its academic integrity. The sentiments echoed by the participants provide strong evidence to demonstrate that students with visual impairment have particular teaching and curriculum needs at different levels of their inclusive education. They require modified educational provisions to enable them to gain access to academic opportunities that arise in inclusive education.

Special needs education pedagogies, by their very nature imply that inclusive class teachers/lecturers cannot teach students with visual impairment without expertise. It was found out that, pedagogies employed to teach students with visual impairment in inclusive education are distinct and not common to all sighted students. It is not the one size fits all type of pedagogy. It emerged from this research that the traditional pedagogies used at all levels of inclusive education are exclusionary. In order to safeguard the academic needs of students with visual impairment, this research found out that teachers and lecturers need to have essential specific training in visual impairment pedagogies. The social and learning environment conducive in order to meet social, emotional and academic needs of students with visual impairment in inclusive education.

These research findings, therefore, present strong evidence that the inclusive education pedagogies to be employed when teaching an inclusive class with students with visual impairment are not common to all. Most specialist teachers and lecturers are not acquainted with relevant pedagogies to employ when teaching an inclusive class with students with visual impairment. Norwich (2008) found out that most mainstream inclusive teachers use the ‘one size fits all’ pedagogies when teaching inclusive classes with students with disabilities. It has been found out that the pedagogies
used by inclusive education teachers and lecturers do not address the academic needs of students with visual impairment in inclusive education.

The findings of this study show overwhelming evidence that students with visual impairment who are in inclusive education classes experience isolation, stresses, frustration and confusion during the teaching and learning processes and resultantly, the students fail to fully meet their social, emotional and academic needs. Furthermore, it was found out that the traditional methods used in inclusive education class with students with visual impairment conflate the learning needs of students with visual impairment. From the response given, it was discovered that, inclusive education specialist teachers, lecturers and administrators who do not have knowledge on visual impairment do not directly support learning of students with visual impairment in inclusive classes. The findings of this study also show evidence that without practical experience; knowledge and understanding of visual impairment, teachers and lecturers label and isolate students with visual impairment during the teaching and learning process.

Specialist teachers and lecturers are the key elements in academic development of students with visual impairment in inclusive education (Batten and Daly, 2006), but in Zimbabwe, they lack adequate and relevant skills in the choice of pedagogies to be used in an inclusive class with students with visual impairment. The evidence from this research show that although inclusive class teachers and lecturers want all learners to be active participants towards set objectives, they do not meet the individual learning styles, hence they do not pace their lessons to meet the needs of students with visual impairment. It was found out that inclusive specialist teachers and lecturers in Zimbabwean education system put emphasis on keeping given time on assignments and general academic work. This research finding indicates that most specialist teachers and lecturers are not adequately trained on how to apply the necessary interactional pedagogical methods such as direct instruction, individualised educational instruction and scaffolded instructional procedures to students with visual impairment who are in mainstream classes. The learning aids (that are not
audio-visual) used during the teaching/lecturing and learning process do not reduce the level of abstraction nor assist in mastery of concepts. Thus, the noted type and quality of interaction between the students with visual impairment and the specialist teachers do not directly impact positively on the academic development of students with visual impairment in inclusive education.

Research evidence shows that students with visual impairment cannot be academically compared to the sighted students given the variations and differences in their learning styles. The students with visual impairment in inclusive education classes cannot cope with the ordinary pedagogies used. Lack of inclusive pedagogy support, large classes, insufficient facilities and infrastructure and assistive devices hinder academic performance of students with visual impairment at all levels of inclusive education. The study found out that, in most inclusive education institutions, the teaching and learning materials for use by students with visual impairment are often not available. This perhaps explains the fear by specialist teachers and lecturers in managing diversity in inclusive class with students with visual impairment, resulting in feelings of hopelessness by students and lecturers and teachers. The findings of this study show that specialist teachers and lecturers lack confidence in meeting individual academic needs and interests of students with visual impairment as they felt unprepared and unequipped to use relevant and current pedagogies in large inclusive classes with students with visual impairment in inclusive education.

4.6.1 Participants` responses on the extent to which students with visual impairment interact socially with other students in inclusive education settings

Several themes were generated from this research question 1.4.2.3 (To what extent do students with visual impairment interact socially with other students in inclusive education settings?). By social development, the researcher focused on the attitudes of students with visual impairment and their participation in valued roles and activities that arise in inclusive education. Social
development originates from social interaction with different other people and the environment for one’s self efficacy and personality. All the themes that came out under this research question are listed below and each theme was then discussed with reference to the data obtained from different sources. The following themes emerged from the above research question:

- Lack of management support on social activities.
- Negative attitudes affect socialisation.
- Lack of autonomy by students with visual impairment.
- Teachers lack basic training in social activities of students with visual impairment.
- Ineffective supervisory practices and lack of commitment lead to poor social development of students with visual impairment.
- The institutions force their beliefs on students with visual impairment.
- The inclusive settings do not act as advocates.
- Institutions do not facilitate effective communication on social activities.
- Lack of cross-curricular learning affects socialisation of students with visual impairment.
- The above themes are presented below as they emanated from the responses.

4.6.1.1 There is lack of management support on social activities of students with visual impairment in inclusive education

Management is the art of getting things done by people through informal or formal groups (Government of Zimbabwe, 2013). Management implies accepting responsibility to work for the objectives of an organisation. Inclusive education is one of the most significant communities that students with visual impairment belong to apart from their families. It is now largely recognised that inclusive education settings play an important role by providing a socialisation platform and support for students with visual impairment, hence the need for inclusive education institutions to be properly managed. In contrast, students with visual impairment in inclusive education do not
participate in social activities that are made available by inclusive institutions as there seems to be poor command, harmonisation and control of social activities by management. The participants had this to say;

A: There are no social and other co-curricular activities specifically for students with visual impairment.

L: We do not have adapted the environment and resources for students with visual impairment here. If they wish to engage in the ‘one size fits all’ activities they are free to do so. They are not denied that opportunity.

T: Individual students with visual impairment, like anyone else, are free to socialise with whoever they want but some students do not want to be associated with those students with this type of disability and that is accepted.

A: Socialisation of Students with visual impairment is hindered by lack of acceptance by us administrators. We have chosen to include them, so we need to provide them with socialisation platforms through sporting activities but we are not capable of providing them with necessary support services.

The above sentiments show that there are no social and curricular activities for students with visual impairment, particularly at colleges and universities. Most of the participants reported that, students with visual impairment are not discriminated as they interact with different sighted individual students in inclusive education. The aim of inclusive education is to increase social and academic participation of students with disabilities and reduces exclusionary tendencies that arise from institutionalisation (UNESCO, 2008). However, most of the participants said that most sighted students still need to be educated on visual impairment as they still have negative attitudes towards socialising with them.
The participants pointed out lack of management support as a factor that militates against their socialisation. The participants affirmed that there is no management support across the education sector in inclusive education social activities of students with visual impairment in inclusive education. They had this to say:

A: Socialisation of students with visual impairment in inclusive education is crippled by lack of management support from the top.

L: The school administrators are not highly supportive of inclusive education social activities because it seems as if they are not aware that students with visual impairment need to socialise with different other students through different social activities.

T: I do not remember any day this institution provided resources for use by students with visual impairment in their social activities.

A: Social support is lacking across the education sector.

S: I do not get any form of support from Schools Psychological Services. Look here! I don’t have any adaptive equipment to use in social activities (voice of secondary school female student).

The sentiments echoed above show that there is no doubt that there is lack of social support provided to students with visual impairment in inclusive education. This slows participation by students with visual impairment in inclusive social activities. Management support relates to the willingness of inclusive education administrators to provide necessary socialisation resources to students with visual impairment in inclusive education. Students with visual impairment in inclusive education have social problems that result from lack of resources (Berk, 2009).

Although different individuals in inclusive education socially accept students with visual impairment, most of them cannot provide them with a conducive social environment compatible with their social needs. The sentiments above show that students with visual impairment in inclusive education fail to develop relevant social skills in mobility and orientation because of lack
of resources. This creates a challenge as students with visual impairment in inclusive education are selectively left out in social and co-curricular activities that require the use of sight because they do not have user friendly social, physical environments and resources. Although students with visual impairment in inclusive education interact with different other sighted students, they are not involved in valued social activities that extend their opportunities for unconditioned socialisation. The participants had this to say;

**S:** *I am not given the opportunity to interact with different others in social activities. The physical and social environments here hinder me.*

**S:** *There are no social and co-curricular activities for us to socialise with different others. I wonder why?*

**L:** *Students with visual impairment are few at this institution to the extent that they cannot form a viable team that can participate in most social activities and compete and as such we just leave them out. They are just academically included. That is all.*

Although students with visual impairment are educationally included, they are not engaged in social activities available at inclusive education institutions. Inclusive education institutions at all the levels do not enough resources to be used by students with visual impairment in social activities. Inclusive education institutions lack resources for use by students with disabilities (UNESCO, 2006). The above extracts show that students with visual impairment fail to socially develop like other students in inclusive education because of lack of resources. The above sentiments show that pedagogies used in inclusive classes do not adequately challenge stigma, myths and discrimination surrounding students with visual impairment. The methods adopted are basically knowledge based and little attention is paid to the social activities and emotional development of students with visual impairment who are educationally included.
4.6.1.2 Lack of cross-curricular learning affecting social interaction of students with visual impairment in inclusive education

The participants raised the issue of lack of cross curricular learning. Social integration helps students with visual impairment understand information and socialisation better. In real life situations, socialisation experiences of students with visual impairment transcend the boundaries of knowledge domains that help students with visual impairment to interact with different others in inclusive education. The following sentiments shed light;

**S:** It seems that, when we are in class we learn together, but when it comes to social activities, ooh, it is stressing, the sighted reject me, they distance themselves from me.

**S:** I can discuss academic activities with the sighted students but not on social activities, they will just disappear from me and I cannot find them to socialise.

**T:** Academic issues should be separated from social issues. Why should the two be integrated?

**A:** This institution fails to fully provide the teaching and learning resources so, by integrating socialisation resources means we have to stop inclusive education of students with visual impairment. We cannot afford socialisation resources as an inclusive education institution.

Cross-curricular learning and socialisation allow students with visual impairment to see things from multiple perspectives and help them to integrate knowledge from different experiences, interaction or models and apply what they have experienced in daily life. The implication portrayed is that, besides class group activities, students with visual impairment in inclusive education institutions do not freely interact with different other students during social activities and they fail radically to enhance their self esteem and actualisation.

4.6.1.3 Inclusive education institutions do not act as advocates for social interaction of students with visual impairment in inclusive education

The majority of participants expect the role of inclusive education institutions to be advocates for socialisation of students with visual impairment. The participants stated that it is essential that
inclusive education institutions should have an integrated overview on socialisation principles.

The participants had these sentiments:

**A:** Teachers prefer to see themselves as just facilitators of learning and you know, this affects the way students with visual impairment socialise and interact with different other students.

**T:** It is our custom to socialise and interact with different others but, to have demonstration lessons on social etiquettes on how one needs to socialise with different others is not possible.

**L:** The teaching of various academic areas of the curriculum is possible but not with socialisation and interaction styles.

**S:** As you can see, I cannot see, so it is difficult for me to see non-verbal communication cues when interacting with sighted individuals, so these need to be taught to us no matter at what age.

**S:** Social activities are the core to my success in life, be it in my education or my actual life. I depend on others so I need to socialise and interact with them.

**L:** It should be the role of the institution to make sure that students with visual impairment participate in valued social activities in this inclusive education community.

The institutions must advocate for both academic work and socialisation of students with visual impairment although the way it would be done may differ from one inclusive education institution to another. An advocate generally has a planned series of actions in mind when responding to a certain purpose (Winzer, 1996 in Allan, 2008). A major role of inclusive education institutions is that of being an agent for social change. Currently, inclusive education institutions are drawing attention to their institution’s broader mission and not what the benefits of including students with visual impairment ought to be.
4.6.1.4 Negative attitude affecting socialisation of students with visual impairment in inclusive education

It was noted that stigmatisation affects socialisation of students with visual impairment in inclusive education. Most participants confirmed this position. The participants had this to say:

A: There is a lot of stigmatisation which results in some students with visual impairment falling out of school as they are labelled.

L: Most sighted students have negative attitude towards socialising with students with visual impairment.

T: Some students do not want to freely discuss, play or share anything with students with visual impairment.

S: When it comes to socialisation, Oh my God, we are not regarded as people. They view us as objects of pity.

S: It is difficult to socialise with sighted students, they feel I am a burden especially when I want to participate in social activities.

The sentiments above show that students with visual impairment in inclusive education are stigmatised. The word stigma originates from Greek language and refers to bodily signs designed to expose something unusual and bad about the moral status of the signifier (Goffman in UNICEF, 2006). The ancient Greeks placed a high premium on physical perfection of the body systems and structure, which to them symbolised normalcy, moral purity and the ability to contribute to the material community or culture. Persons with different forms of disabilities were seen as morally soiled, much like slaves, traitors and criminals (UNESCO, 2008). Even today, individuals who are disabled, especially those with visual impairment, have remained pertinent to stigma since ancient Greece. As such, this research found out that individuals in inclusive education and inclusive communities exposed to individual persons with visual impairment, especially the sighted students in inclusive education, are more anxious, uncertain and uncomfortable to share and interact with
students with visual impairment. This shows that students with visual impairment do not freely interact and socialise with different others in inclusive education settings.

Some participants reported that some sighted administrators, lecturers, teachers and students have long-standing and wrong myths and misconceptions about individual students with visual impairment in inclusive education settings. They said:

*S: This is stressing; the sighted students reject me. They distance themselves from me. They also spit at me, especially those ladies. They think if they do not spit at first encounter they will have blind babies later in their life* (voice of a female university student)

*S: Oh yes! The sighted think that I cannot lead my own life and have no freedom, so they need to learn from me and not to suggest for me. I can make my own decisions, wanting to interact and socialise with them does not mean that I am not able to lead my life. No.*

The sentiments above show that very few sighted students socialise with students with visual impairment. Participants’ responses show that students with visual impairment in inclusive education socialise with sighted students rarely when they are only doing academic class or group activities. The sighted students are not ready to render same passion at social activities that demand the use of sight to students with visual impairment. Students with visual impairment are regarded as having an attribute which is deeply discredited by the sighted students in inclusive education hence the sighted students’ reaction spoils participation of students with visual impairment in interaction and social activities. Students with visual impairment are now aware that they are being discriminated against, this affects their interaction and social participation. Discrimination also affects their emotions and beliefs. This means students with visual impairment in inclusive education develop learned helplessness, if they are discriminated against. The following sentiments shed light:
S: The sighted need also to participate in our social activities as well especially in Goal-ball athletics and Jingle ball. There is need for everyone to learn Braille and to read using their fingers so that they can fully understand us when interacting and socialising together.

S: I only socialise with the sighted students when in class doing group activities in which I seldom contribute.

A: I often see students with visual impairment by themselves most of the time, I don’t know why. Sometimes they will be interacting as a group.

The implication portrayed is that most sighted persons especially students in inclusive education, tended to be less genuine in content and social needs and interests of students with visual impairment. The above notions have been carried and cascaded from history to the present day. The statements above show that the sighted students, teachers and lecturers are likely to dislike students with visual impairment and this can be taken as stigmatisation even if educationally included.

The language used when students with visual impairment interact in class activities stigmatises them and this is socially unacceptable. The participants had this to say:

S: The sighted students laugh at me as if it’s my fault. They do not want to sit close to me especially X fearing own health status. (Vamwe vanotidaidza vachiti, Zvima-resource uye kuti mapofu, ini hazvindinakidzi) they call me by names for example ‘resource’ or ‘the blind, and these names frustrate me (voice of a primary education student)

Although students with visual impairment socialise with the sighted students in class group activities, they are perceived wrongly by most sighted students, administrators and teachers and lecturers in inclusive education, hence selective socialisation. Lack of knowledge surrounding visual impairment as well as the harmfulness of stigma related to blindness is cited as one of the major
contributors to stigma construction (UNESCO, 2010). As a result of stigmatisation, students with visual impairment in inclusive classes tend to accept that they deserve to be treated poorly and unequally. This form of stigma is manifested in many ways including self-hatred, feelings of shame, guilt and fear among students with visual impairment. Some students with other disabilities too are likely to be stigmatised and this affects their learning and social development. Similarly, teachers with visual impairment are also likely to be stigmatised and might feel threatened to teach inclusive classes. Socialisation failure results in students with visual impairment lacking information about their social, reproductive and productive roles and responsibilities in real life situations.

Most participants echoed the sentiments that most inclusive teachers, administrators and lecturers lack time to research on socialisation needs and interests of students with visual impairment and thus, they lack time to research on social needs of students with visual impairment but devote themselves to social needs of sighted students in inclusive classes. The following sentiments shed light:

*T: We lack internet facilities and how can we research on the social needs of students with visual impairment?*

*S: Administrators and teachers often lack time to engage us in social activities. This is bad.*

*S: Most of the sighted lecturers do not understand our social needs. They wrongly perceive us. So it is difficult for some of us to interact and socialise with sighted individuals.*

*S: We are socially isolated by both lecturers and students who are sighted and that is why I spend most of my time with the other student like me.*

Different sighted individuals in inclusive education often lack socialisation time with students with visual impairment and orientation to adequately address the socialisation gap and issues
within inclusive institutions and this is difficult. This relatively leaves students with visual impairment socially unequipped.

As has been noted in a number of studies in literature review, the attitude of the teaching profession towards inclusive education of students with visual impairment is critical to the success and maintenance of inclusive education strategies. The sentiments said by participants indicate that sighted teachers, administrators and lecturers’ attitudes have a bearing and weight against socialisation of students with visual impairment. This finding on negative attitudes tallies with similar findings from Arab world, where educators disturbingly hold high discriminatory attitudes towards individual students with visual impairment (UNESCO, 2007). Similarly, studies carried out in the Middle East offer some interesting contrast in relation to the attitude and practices by educators (administrators, lecturers and teachers) towards socialisation of students with visual impairment in inclusive education. In Middle East, different individuals accept being different and there is overwhelming positive attitudes towards individual with disabilities (UNICEF, 2012).

In inclusive education of students with visual impairment, the learning of students with visual impairment should occur through interaction with the social agents that exist in that inclusive setting that are beyond the individual students’ family members and relatives. The emphasis portrayed by inclusive education should be on the consistent pattern of interaction between the student with visual impairment and other sighted individuals in inclusive education. It is argued that the inclusion of a student with visual impairment in an inclusive class makes huge demands on the class teacher. Teachers and lecturers are deemed to have the responsibilities of socialising, counselling and educating the individual child with a visual impairment by addressing individual social and academic needs and interests. Research evidence shows that most specialist teachers and lecturers are not sufficiently prepared to fulfil the interaction and socialisation needs of
students with visual impairment in inclusive classes. Teachers, lecturers and administrators get confused when it comes to socialisation of students with visual impairment. These educators are being called to implement socialisation needs of students with visual impairment, this conflict with their personal situations. The thrust of the argument is that, while socialisation is a prerequisite of an inclusive education setting, most specialist teachers, lecturers and administrators are not well versed with the strategies which can be employed to make students with visual impairment socialise with different others in inclusive education settings.

4.6.1.5 Inclusive education institutions not facilitating effective socialisation of students with visual impairment

Many participants reported that they viewed facilitating socialisation as providing information for access to social roles at the institution, providing continuity, collaborating, facilitating integration of diverse points of view and networking as vital aspects of the role of inclusive education institutions in providing socialisation avenues. One of the roles of inclusive education institutions is to integrate divergent views of the staff, students and the wider inclusive education institution community. The extract from the interview reveal that:

S: We are not involved in social activities at this institution. This institution`s administrators and lecturers are not even worried about our social activities (voice of a university student).

A: Facilitating for socialisation activities for students with visual impairment is disturbed by lack of resources. I would want them to participate in different social activities and would like them to attend as many social gatherings as possible but, at times, I may not afford financially.

L: I would personally want to facilitate social participation of students with visual impairment into socialising activities but they really need extra care, time and information, if they are to benefit from such arrangements.
These sentiments indicate that inclusive education institutions do not facilitate social participation of students with visual impairment. There is need for a holistic approach and drawing attention to the mission of inclusive education. Often, inclusive education dictates regard an inclusive education institution as an avenue for social and academic development of students with disabilities. Facilitating social development among students with visual impairment is an issue that enhances their effective communication and interaction. Inclusive education institutions should have a coherent vision of how issues surrounding socialisation of students with visual impairment in such institutions fit into the institution’s agenda. While planning itself fulfils a visionary role, the logistics of making students with visual impairment get involved in socialisation activities should be included in the institution’s visionary plan.

Besides class group activities, very few students with visual impairment at all levels of inclusive education interact with different other students during social and sporting activities. If students with visual impairment in inclusive education fail to interact and socialise with different other sighted students, there are low chances that their self esteem and actualisation is enhanced whilst they are in inclusive education settings. The participants had this to say:

**T:** I enjoy socialising and participating in students with visual impairment’s various social and co-curricular activities but the major challenge is lack of resources.

**L:** I help most students with visual impairment to socialise with the sighted during social activities, although the sighted students feel it is sheer wastage of time to make students with visual impairment participate in sighted social activities that require the use of sight.

**S:** I enjoy socialising and watching sighted friends participating in sporting activities and vice versa but they still do not appreciate that, instead they discourage me. This is bad, maybe I give them burden during those social activities.
Most of the participants seem to positively label students with visual impairment by using appropriate language and have taught other students to see the person first. This acknowledgement implies that positive language helps students with visual impairment to develop positive self as knowledge of social development in different environmental conditions can help them with information and knowledge based learning. This implies that social development of students with visual impairment depend on a variety of experiences from social interaction. While the sighted students can see, recognize and even imitate non verbal expressions, students with visual impairment can only get those emotions through social interaction which is not provided by most inclusive education institutions.

Inclusive education theory incorporates friendly environments which are hinged on Bronfernbrenner, Piaget and Vygotsky`s theories of knowledge formation which assume that social interaction encourages learning (Woolfolk, 2010). These theories are basically the genesis of constructivist theories of education dovetailed on sharing and interaction as the basics of better learning. The constructionist theory is deep rooted in Piaget`s constructivism principle (Pianta and Kauffman, 2008). The theory explains how knowledge is generated and accumulates gradually during involvement in real-life social experiences. In this regard, friendly and socialising environments support new ways of learning. Social experiences occur constructionally, if the students with visual impairment are socially encouraged to explore their own thinking process through socialisation, their intellectual and emotional development can be esteemed. The above sentiments show that knowledge, attitudes and practices in most inclusive education settings do not allow students with visual impairment to participate in inclusive social activities.

Data generated show evidence that some students with visual impairment in inclusive education institutions do not get support and anticipated services from School Psychological Services (a government arm that deals with the needs and interest of disadvantaged students). Besides the above sentiments, most of the participants reported that they do not have enough resources to
facilitate social participation of students with visual impairment in social activities. The implication is that, although students with visual impairment are included in inclusive education, they feel that, without enough resources, they become wildly included and may not socially benefit from such arrangements.

4.6.1.6 Conception of students with visual impairment in inclusive education hindering their socialisation

The participants indicated that sighted individuals in inclusive education share different conceptions of students with visual impairment’s socialisation. The following quotations shed light:

A: Some sighted teachers and students have negative attitudes towards socialising with students with visual impairment. They think blindness is contagious or infectious.

L: I feel that the students with visual impairment have limitations in participating in social activities as they need sighted individuals’ support.

T: It looks like students with visual impairment do not want to participate in most of the social activities at this institution.

A: I think blindness does not stop one from engaging in social activities. It is only a misconception.

A: Even some well educated specialist teachers do not want to socialise with students with visual impairment.

S: I feel that the sighted community perceives us wrongly. We are like them.

It is broadly accepted that each individual has his/ her own way of perceiving issues. Although there is no specific description under which someone considers something, the sighted administrators, teachers, lecturers and students seem to perceive students with visual impairment wrongly when it comes to social roles in inclusive education. The sentiments above show that educators and sighted students are still in a dilemma and not ready and keen to socialise with
students with visual impairment who are in inclusive education. Such perceptions bring about social inactivity to students with visual impairment even in the class and this may further erode their social and academic development. A close analysis of the social activities of students with visual impairment show that they do not go beyond the inclusive education institution setting. This is pointing to a negative attitude by sighted individuals in inclusive education. This means that the sighted individuals' conceptions of blindness shape the kind of socialisation and interaction between the two groups. Although different sighted individuals share different views of blindness, some view students with visual impairment as imitative and would not want to socialise with them. This view, which is based on a behaviourist theory of socialisation, considers the individual’s mind as an empty container in which knowledge can be poured. Bloom (1956) in Ravet (2011) is one of the proponents of behaviourism theory, which emphasise talent, skills, and expertise that can be developed and natured through participating in social interactive roles and socialisation. In some contexts, behaviourism is used synonymously with 'objectivism' because of its reliance on objectivist epistemology (Mupa, 2012). The objectivist approach to social participation of students with visual impairment in inclusive education is hinged on socialisation principles.

Current metaphysical theories stress the influence of socialisation that transcends prior knowledge, beliefs and attitudes that can be learned by the individual (Barker in Cohen et al., 2007). This constructivism philosophy contends that students with visual impairment actively construct meaning through interaction with existing knowledge and ideas provided by others through social interaction and socialisation. Learning is thus understood as a social process in which interaction with others is of prime importance (Carl, 2006). Through interaction with different sighted individuals, students with visual impairment may share their personal feelings and may be able to conceptualise their social roles. Therefore, the social and cultural context of students with visual impairment should be an important part of the teaching in inclusive education. The belief is that,
socialisation of students with visual impairment can promote their participation in social roles on equal opportunities.

4.6.1.7 Inclusive institutions’ cultural social practices affecting social development of students with visual impairment in inclusive education

The participants aired the sentiments that, historically, visual impairment was regarded as a case from God. This means that, socialising with individuals with visual impairment will be sometimes perceived with shame and doubt. The participants had this to say:

A: Cultural beliefs definitely affect the way sighted individuals interact and socialise with students with visual impairment at this inclusive education institution.

T: The area of socialisation has a lot of controversy and debate. Some teachers, lecturers and students do not find it easy to socialise and interact with students with visual impairment all the time.

A: It is a shame to note that some sighted teachers and students openly refuse to socialise and interact with students with visual impairment who are educationally included here.

S: Some sighted students fear me and it is difficult to interact or play with them.

The above sentiments show that culture has a bearing on socialisation of students with visual impairment in inclusive education. UNESCO (2006) defines culture as an umbrella word embracing all the accepted traditional customs, values, beliefs, moral attributes and behaviours practised by a particular society or a group of people. The above sentiments concur with Chimedza (2007) and Mpofu (2000) who argue that in many societies, there are cultural dictates for individuals to play which may not be in tandem with inclusive education requirements. In most societies, social norms require the able bodied to be sympathetic with those with disabilities. This biblical practice results in negative labelling. The perspective is promulgated from the biblical
philosophy that ‘there is much happiness in giving than in receiving’. It is, therefore, argued that, making students with visual impairment participate in inclusive education’s social roles goes against the predominant view in most societies in which participation by those with disabilities is regarded as demonic and a taboo. The individual who let them participate will be regarded as heartless. The echoed sentiments show that most educators (administrators, teachers and lecturers) and students who are sighted still subscribe to the taboo when it comes to socialisation and interacting with students with visual impairment in inclusive education. Although most sighted individuals are aware of inclusive education dictates, they are very often unable to make provisions for socialising with students with visual impairment in inclusive education.

4.6.1.8 The fear of blindness militating against successful socialisation of students with visual impairment in inclusive education

The fear of blindness was identified by participants as a hurdle to successful socialisation of students with visual impairment in inclusive education. Fear is a very unpleasant or disturbing feeling caused by the presence of a danger (UNESCO, 2006). The participants had the following feelings:

_T_: *It is difficult to command the students with visual impairment to do like the rest of the class. I have a feeling that I will be infringing their rights.*

_A_: *I need to protect students with visual impairment from being abused socially, considering the calenture of the sighted individuals at this institution.*

_T_: *I feel incapacitated to engage in meaningful social interactions with students with visual impairment at this institution. There are specific times I fear to socialise and interact with some of them.*

_S_: *Some of these sighted students fear us to the extent that they do not want to see us. Even in class, some students have relocated their sitting positions as a way of avoiding me* (Voice of a female secondary education student).
T: Socialising and talking about blindness, especially with students with visual impairment is not easy and seems to be a taboo. It is not in our culture to talk with someone about own disability.

S: I once went to a group of my sighted classmates who were playing a game. The first person whom I met asked if I knew the game and I said, “Would you want me to demonstrate”.

The sentiments above show that different others in inclusive education have varying attitudes towards participation of students with visual impairment in inclusive education social activities. Research data show that administrators, teachers and lecturers seem to be overpowered by cultural beliefs and norms in their inclusive education society and, hence this adversely affects socialisation of students with visual impairment in inclusive education. This study brings out clearly that inclusive education educators have very little knowledge on socialisation of students with visual impairment. Knowledge about social and emotional development of students with visual impairment needs to be taught to administrators, teachers, lecturers and sighted students in inclusive education if students are to be engaged in meaningful socialisation. If educators lack knowledge of how students with visual impairment socialise, then students with visual impairment cannot be effectively taught social skills whilst in inclusive education settings. The above findings seem to mirror what previous researches established, for instance, Mavundukure (2007) found out that educators were in a quandary about the social needs of students with visual impairment.

This study established that many sighted individuals engage in selective socialisation, leaving out individuals with visual impairment who are educationally included. Selective socialisation appeared to be a particular problem at higher and tertiary inclusive education areas with most students appearing to be having, ‘I mind my own studies and each man for him/her-self attitude.’ Data generated revealed show some reasons for this situation as lack of training, lack of confidence and responsibility, gender issues, low priority on disability issues, and the wider crises in social
interaction which is perpetuated by fear of visual impairment by most sighted individuals in general.

Educators, especially teachers and lecturers, are now obliged to seek ways of making all students in inclusive education socialise and to give individual direct instruction (Mafa, 2012). This study found out that administrators, teachers and lecturers fear taking full responsibility of the social needs of students with visual impairment who are in inclusive education. It was also established that some of the social challenges encountered by students with visual impairment in inclusive education are student-related (both the sighted and visually impaired), social environment related and educators related (administrators, teachers and lecturers). The study’s findings on students related considerations for participation in inclusive education social activities include:

- The severity of visual impairment in terms of visual acuity (so as to determine social resources and time needed by the individual child to participate)
- The condition of visual impairment, (some students with visual impairment had multiple disabilities)
- The level of the student’s orientation and mobility skills
- The level of the student’s communication, interaction and language and speech.
- The chronological age and sex affect social participation

Administrators, teachers and lecturers related considerations included:

- Specialisation area
- Experience, knowledge and skills
- Attitudes
- Gender and age

Environmental related consideration
The research results show that administrators, teachers and lecturers believe that they are not sufficiently trained to cope with the social needs of students with visual impairment in inclusive education. It has been found out that the current curricular used by Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and that which is used at Universities do not fully help students with visual impairment in inclusive education to develop socially although the curricular at all the levels help students with visual impairment, to a certain extent, develop necessary academic knowledge and social skills.

The research findings show that students with visual impairment in inclusive education are deemed to place a heavy social burden to the teachers and lecturers if they are to be fully involved and to participate in inclusive education social activities. It was also established that teachers and lecturers have mixed feelings about social participation of students with visual impairment in inclusive education. Most of the teachers and lecturers showed a measure of opposition towards the social participation of students with visual impairment in inclusive education. Some teachers and lecturers think that they have to socially dump all the other students in favour of students with visual impairment if the latter need to be involved and participate in social activities on equal basis. In this regard, it was found out that administrators, teachers and lecturers are often overwhelmed by the feeling of defeat when they are to handle social participation and interaction issues of students with visual impairment in inclusive education.

4.7.1. Participants’ responses on the extent to which inclusive education contributes towards emotional development of students with visual impairment in Zimbabwe
All the themes that came out under the research question are listed below and each theme was then discussed with reference to the data obtained from the participants’ responses. The themes below emerged from this research question: **1.4.2.4 (How far does inclusive education contribute towards emotional development of students with visual impairment in Zimbabwe?)** By emotional development, the researcher refers to feelings that arise from competitive situations, equalisation of opportunities, equal rights and involvement, participation and motivation of students with visual impairment in competitive inclusive education activities. A competitive inclusive social environment is capable of stimulating feelings, communication, social participation and achievement of all the students in it. The following are themes that emerged:

- Lack of management support affects emotional development.
- Lack of student autonomy hinders emotional development.
- Negative beliefs affect emotional development.
- Lack of professional knowledge hinders emotional development.
- Lack of relevant policies affects emotional development.
- Poor orientation and mobility affect emotional development.
- Lack of adapted physical environment affects emotional development.
- Lack of competitive co-curricular activities impact on emotional development.

The above themes are presented below as they were promulgated from the participants’ responses.

**4.7.1.1 Lack of management support affecting emotional development of students in inclusive education**

The participants pointed out lack of management support as a factor that militates against emotional development of students with visual impairment in inclusive education. The findings affirmed that there is little management support across all tertiary inclusive education institutions
for emotional development of students with visual impairment who are educationally included. The participants had this to say:

**T:** Emotional development of students with visual impairment is crippled by lack of management support from the top.

**L:** Even the school administrators are not highly supportive of programmes where students with visual impairment get involved in competitive inclusive education institutions' activities because they do not even supervise these activities.

**S:** I do not remember getting any encouragement for me to participate in competitive academic, social and co-curricular activities at this institution (voice of a male tertiary student).

**A:** Support for participating in competitive inclusive activities is lacking, because, as an inclusive institution we cannot financially afford. It is not by design. No.

The sentiments show that there is need for behaviour change in the way inclusive education is being implemented and managed towards emotional development of students with visual impairment in inclusive education. Administration/management support relates to the willingness of administrators to facilitate necessary resources, workshops and institution based policies for effective participation of students with visual impairment in competitive curriculum activities. Support is a condition that promotes student access and success (Chireshe, 2013). This research found out that academic, social, and financial support can promote successful emotional development of students with visual impairment in inclusive education. The SADC Technical Committee on Education and Training of People with Disabilities and Special Needs Education (2004) stressed that management in inclusive education is important because it provides a supportive framework for access of opportunities and participation by students with disabilities. The implication conveyed is that management in inclusive education is not an end in itself, but an essential aspect of any inclusive educational service, with the aim of promoting effective emotional
development of all the students. The issue of management at all levels of inclusive education is ultimately the creation and support of conditions under which students with visual impairment and other sighted individual students are able to achieve self-esteem and confidence in their emotional development, learning and life in general.

4.7.1.2 Lack of autonomy hindering emotional development of students with visual impairment in inclusive education.

This study established that the aspect of lack of autonomy hinders emotional development of students in inclusive education. The word autonomy is from Greek ‘autos’ meaning self and ‘nomos’ meaning law (Bandura, 1979 in Mupa, 2012). The word autonomy is used to denote moral responsibilities and accountability to one’s actions. It is a philosophical concept akin to being obedient to the command (Brunner, 1996 as cited by Barret, 2007). The meaning is coined in metaphysics, which requires free will behaviour with reasoning and accountability to own emotional actions. Students with visual impairment need to have own discretion to the extent that they can be able to make own judgements and decisions about the most effective way to participate in inclusive education social and emotional activities. The concept is, “let students with visual impairment choose for themselves, unless we know their interest better than they do.” If an inclusive institution overrides student choices and imposes activities for students with visual impairment to participate in, it implies that the students with visual impairment’s emotional development becomes affected and are likely to suffer. Inclusive education institutions need to allow students with visual impairment to make decisions about their emotional development and to avoid criticizing them for making mistakes when being involved in social competitive activities that raise their self esteem and actualisation. All inclusive participants must be willing to take the risk and have tolerance for failure should it occur amongst individual students with visual impairment. The participants had this to say:
S: *I do not participate in competitive social and co-curricular activities at this institution.*

A: *Students with visual impairment compete in own social and Paralympics especially in athletics, goal-ball and chess as blind people. They do not need to compete with the sighted as resources are not available.*

L: *There are no adapted social and sporting activities for students with visual impairment and even the physical environment is not adapted to suit their social needs and interest.*

The sentiments above show that students with visual impairment have own social activities. Most participants are aware that competition improves self confidence and self esteem of students with visual impairment, and this study found out those students with visual impairment need to take extra care when they are to participate in social competitive co-curricular activities. Some participants highlighted that most students with visual impairment fear competition even when competing amongst themselves and it has been established that some students with visual impairment are slow in social activities and it is inhuman to allow them to compete in social activities together with the sighted students. Although students with visual impairment are educationally included, they still have their own social co-curricular activities. It has been noted that, students with visual impairment that are enrolled at tertiary inclusive institutions are not engaged in any social competitive co-curricular activities that help them to develop emotionally and real life problem solving skills.

4.7.1.3 Negative beliefs affecting emotional development of students with visual impairment in inclusive education

It was noted by the participants that some inclusive institutions have diverse beliefs about students with visual impairment who are educationally included. Some cultural beliefs and norms encourage inclusive education institutions` participants to sympathise with students with visual
impairment. In such situations, students with visual impairment may find it very difficult to develop positive emotions. The participants in inclusive education institutions with students with visual impairment felt that inclusive education institutions’ administrators should provide diverse opportunities for students with visual impairment so that they inculcate positive values relevant enough to stimulate emotional development of students with visual impairment. The participants had this to say:

L: *Students with visual impairment seem to have the tendency of misunderstanding the concept of social participation in competitive co-curricular activities and as such they are left out in those activities.*

L: *Students with visual impairment need individualised training if they are to participate and compete with the sighted students in social, academic and co-curricular activities.*

S: *Why would I force myself into those activities when there is nothing for me? They do not provide me with the needed adapted physical environment and resources, so how can I participate? They are silently saying you are not the type we want.*

S: *We need care because the physical and social environments are restrictive. Although I am aware that participating in competitive social and co-curricular activities boosts my self esteem and confidence, there is nothing I can do because nobody cares for me here (voice of a tertiary education student).*

Participants` sentiments show that everyone has emotional sense for expressing things such as anger, anxiety, desire, fear, hate and love. The emotional equipment normally follows a certain pattern of maturation and natural sequence (Cherry, 2012). Emotional development comes under the influence of brain, but has certain specific social needs that must be satisfied, which include an assurance of being loved, a sense of security and an opportunity to make good personal relationship (Berk, 2009). The social needs are sometimes provided by the family and it implies
that an individual, who grows up in a balanced manner, where protective love is intermittent, cannot have stable emotional development. Thus, the meagre resources allocated to students with visual impairment for their use do not allow them to participate in competitive social activities that build their emotions. This means negative and unstable emotional development has disastrous results in social and academic achievement of students with visual impairment, hence the individual may have poor communication, poor confidence and worrying behaviours.

Students with visual impairment need an adapted physical environment for them to participate in competitive emotional activities (NASCHO, 2008). This study noted that, students with visual impairment need to be taken care of, if they are to compete with the sighted students in social activities. It is also clear that students with visual impairment need adapted devices and physical environment for them to participate in social and co-curricular activities that arise in inclusive education settings.

Inclusive education administrators, lecturers, teachers and other students should be enlightened on the need to emotionally equip students with visual impairment with skills that help them to develop emotionally as its implications have a bearing on education and socialisation of students with visual impairment. It is clear that inclusive education institutions poorly handle issues pertaining to emotional development of students with visual impairment, and the issues should not be restricted to the curriculum, but extended to its potential effects and responses within that inclusive education setting. The implication is that inclusive education institutions need to educate the staff members and other different sighted students in inclusive education about how students with visual impairment can constructively be fully integrated into competitive social activities in inclusive education that help them develop positive self regard. However, the complexity of the issues surrounding emotional development of students with visual impairment cannot be easily overturned into quality inclusive education and collaborative decision-making processes. The majority of students with visual impairment want administrators of inclusive education to lead the
institutions in defining their roles regarding emotional development, by extending their social roles and relevant resources provision for the participating of students with visual impairment in both social and academic activities without many difficulties.

4.7.1.4 Lack of professional knowledge by educators hindering emotional development of students with visual impairment in inclusive education

It was revealed by most participants that inclusive education administrators, lecturers and teachers lack professional knowledge on how best they can help students with visual impairment develop emotionally. The following sentiments shed light:

L: Most of us are novices in the field of visual impairment although we are specialists but lack professional competence skills in terms of emotional needs and interests of students with visual impairment who are educationally included.

A: Students with visual impairment are difficult to please, let alone providing resources for their emotional development. It is a tall order requirement.

L: As a lecturer, I need to understand issues surrounding visual impairment in order to make proper judgements in terms of emotional needs and this is difficult as a novice in this area although I am a specialist.

In the absence of inclusive education educators’ professional competence, there may be very little meaningful emotional development of students with visual impairment in inclusive education. Inclusive education administrators, lecturers, teachers and sighted students need to be aware that participation of students with visual impairment in social activities fosters acceptance and positive labelling of the students. Participation is based on Bronfenbrenner’s ecological theory of 1979, which is imbedded in social situations. The theory’s most proximal influences are multiple micro systems in which students spend time in progressive and reciprocal interaction with other different individuals (Kauffman, 2008). This implies that inclusive education is a place where the students
with visual impairment spend most of their time in and should provide a conducive competitive emotional environment for the students’ emotions to fully develop. The ecological theory emphasises on the form, content, power and direction of the proximal process that affects both social and emotional development (UNESCO, 2006). Basing on this argument, emotional development depends on individual student with visual impairment’s quality and quantity of social interaction. Researches by UNICEF (2008) recommend that, inclusive education is regarded as a direct condition that sustains interaction of students with visual impairment, with the physical and abstract resource for the social, emotional and academic development being provided. The implication is that, social interaction of students with visual impairment and different others are mechanisms through which ecological forces may impact on their emotional development.

High quality interactions are characterised by positive and emotionally supportive relationships (Woolfolk, 2010). In this regard, inclusive education institutions should create an influential environment that stimulates involvement by students with visual impairment in social, emotional and academic activities that enhance their independent life and participation in community activities as equals. Basically, the ecological theory focuses on:

- Interplay of factors that create the zeal to explore the proximal environment
- Interrelatedness of the individuals’ participation and emotional development
- Creation of a competitive, conducive and friendly environment
- Compensation of shortcomings in the environment (Kauffman, 2008)
- Realisation of the individual’s full potential by providing a safe social environmental setting,

The implication portrayed is that, the ecological perspective requires inclusive education settings to endow adequate resources and appropriate physical, emotional and social environments for education and protection of human rights. This means that there is need for advocacy so that
students with visual impairment can participate in inclusive competitive activities that have a bearing on their emotional development.

4.7.1.5 Lack of relevant policies affecting emotional development of students with visual impairments in inclusive education

The participants highlighted that, there are no specific policies to deal with social and emotional development of students with visual impairment in inclusive education. The participants had the following to say:

**T:** I am not aware of any policy document as regards social and emotional development of students with visual impairment.

**A:** I am not aware of any policy document that is related to social and emotional development of students with visual impairment at this institution.

**L:** Policy documents on social and emotional development of students with visual impairment are a rare commodity at this institution.

**S:** Oh yes! It is very difficult to tell whether there is any educational policy that guides teachers on our social and emotional needs.

**A:** There are no awareness workshops or guidelines on emotional and social development of students with disabilities in general.

**A:** It seems as if the only policy that guides us into including students with visual impairment is the then Ministry of Education, Art, Sports and Culture Secretary’s Policy Circular Number P36 (1990). It seems to be an old and weak policy.

**DA:** The analysed policies are old and not aligned with 21st century needs of inclusive education.

It is argued by Mafa (2012) that, policies about lives cannot be blind to life. The above sentiments show that, the education policy in Zimbabwe is starkly out of tune with realities prevailing in inclusive institutions. The thrust of the argument is that, laws and policies were long ago put in
place in Zimbabwe to try and implement inclusive education of students with disabilities but these are no longer feasible. The analysed policy documents are not aligned to meet emotional needs of students with visual impairment at all levels of inclusive education. Unlike in most African and Asian countries, European countries are providing teachers with some form of compulsory in-service training in Special Needs Education (UNESCO, 2008). Nevertheless, the analysed policy documents at tertiary inclusive education institutions show education given by specialist teacher training institutions in Zimbabwe is often too general, vague and insufficient, with limited practical experience for students with visual impairment and may not satisfy social and emotional needs of students with visual impairment in inclusive education. African countries like many other developing countries worldwide, followed international trends in accordance with the social rights discourse of individuals with disabilities and adopted inclusive education. The policy documents at universities do not pinpointing on specifics in orientation and mobility, which are the pre-requisite of social and emotional development of students with visual impairment in inclusive education. For example, the South African policy document, The Education White Paper Number 6 of 2001, outlines and accepts the responsibility to provide a supportive inclusive education environment for students with visual impairment’s social and emotional development.

In Uganda as published by the Uganda National Institute of Special Education (UNISE), inclusive education of students with visual impairment tends to rely relatively on provision of resources for students with visual impairment to use in their social, emotional and academic development. However, based upon earlier experiences in Uganda, the Danish Chief Advisor of UNISE, Kristensen (2012) on http://www.tessafrica.net doubts if inclusive education is able to provide adequate social and emotional development of students with visual impairment in a qualitatively acceptable way. The Nziramasanga Report (1999) in chapter 11 on 1.4 brings out that Zimbabwe has some ad hoc programmes for a holistic development of students with impairment in education.
This report is in tandem with this research’s findings that, there are no specific inclusive education programmes for emotional development of students with visual impairment.

4.7.1.6 Poor orientation and mobility affecting emotional development of students with visual impairment in inclusive education

Most of the participants noted that, poor orientation and mobility affect emotional development of students with visual impairment in inclusive education. The following shed light:

S: It is difficult to fully participate in social activities where I cannot move freely and independently. I lack skills in mobility and emotionally I am affected.

L: Orientation and mobility are critical to social participation of students with visual impairment. The problem is that, most of us do not even, bother to orientate our students to this environment. It is not our problem, we are not equipped with knowledge on how to train them orientation and mobility.

A: I do not have any specialist to train orientation and mobility to students with visual impairment at this institution.

S: We are not trained in social activities. Let alone in mobility.

The sentiments above show that students with visual impairment encounter challenges in competitive social participation because of educators’ lack of knowledge. Florian (2007) contends that most specialist teachers have been failing students with visual impairment by denying them access to appropriate social service facilities. Forlin (2004) asserts that implementation of inclusive education of students with visual impairment largely depends on the training teachers receive during pre-service training. According to the Nziramasanga Commission (1999:455:3.6), specialist teacher training in Zimbabwe is confronted by a number of challenges that affect the
quality of teachers needed for implementation of inclusive education of students with visual impairment. The challenges include lack of national standardised curricula for social and emotional activities for students with visual impairment since each specialist training institution drafts its own curriculum at university level. Mushoriwa (2002) and Musengi et al (2010) concur that lack of quality specialist teachers hinders implementation of inclusive education for students with visual impairment and this is compounded with what Nguyet and Ha (2010) call wrong teaching methods that are used in the teaching of children with diverse needs. Poor methods are applied in the handling of social and emotional needs and interests of students with visual impairment who are enrolled in inclusive education institutions. Chireshe (2013) concurs with Mafa (2012) that specialist teachers of students with special educational needs should understand perspectives in inclusive education if they are to meet specific students’ emotional needs. According to Forlin (2010), positive attitudes by specialist teachers in turn influence their intentions and behaviours towards social and emotional development of students with visual impairment who are in inclusive education institutions. Silverman (2007) points out that teacher attitudes and beliefs directly affect emotional development of students with visual impairment and so have a great influence on participation of students with visual impairment in social activities that develop their emotions and learning outcomes.

4.7.1.7 Lack of adapted physical environment affecting emotional development of students with visual impairment in inclusive education

Students with visual impairment in inclusive education require support from the physical, social environment and related other services in order to receive appropriate emotional development. The participants highlighted the following to shed light:
**S:** The physical environment at this institution is dangerous and I cannot participate in social activities for my emotional development under such terrain (voice of a university student).

**S:** Both the social and physical environments segregate me and I cannot access social activities that are at this environment.

**T:** The physical environment is not conducive for students with visual impairment to participate in co-curricular activities, where most social interaction happens (voice of a secondary school teacher).

**T:** By participating in competitive social and co-curricular activities, students with visual impairment can be accepted by different other students in inclusive education. The challenge is the physical environment which is not friendly to students with visual impairment.

**T:** The physical environment lacks technologically advanced resources for students with visual impairment to participate in competitive inclusive social activities.

**S:** We are labelled as slow to compete in social activities. We are not slow, all what we need is a good physical environment that aid our participation and they will see wonders. It is the social and the physical environments that are slow and not us.

The above sentiments show that the social and the physical environments are not conducive and need to be improved. Chireshe (2013) asserts that inclusive education institutions with students with disabilities should be concerned with issues of social justice that can result in administrators, teachers and other students, develop an understanding of the emotional needs of students with visual impairment in inclusive education. Developing social justice may help in addressing issues of respect, fairness and equity which is the core of inclusive education. The above echoed sentiments imply that Zimbabwean inclusive education of students with visual impairment promotes isolation and segregation of children with visual impairment as the students do not fully
participate in social, emotional and academic activities as equals. Richmond (2009) stresses that inclusive education institutions should provide practical experiences in which there are opportunities for students with visual impairment to participate and learn how to address their diverse social and emotional needs and this is difficult to achieve under the current situation in most inclusive educational settings in Zimbabwe.

Participation by students with visual impairment in social and emotional activities plays an important role in shaping their behaviour and independent survival in life (Cook, 2007). Besides the noble aims of inclusive education, the terrain found at most inclusive education institutions is not user-friendly, especially to students with mobility impairments, including those with visual impairment. By making the appropriate structural accommodations for students with mobility impairments, students will be in a position to access and utilize all the buildings and facilities in inclusive education, thereby affording them the right to learn in inclusive environments that are conducive to their social, academic, physical and psychological needs. UNESCO (2009) concurs that most inclusive education institutions have been failing students with visual impairment by denying them access to appropriate facilities. As has been noted above, the physical environments at most inclusive education institutions create barriers to an extent that students with visual impairment cannot socially and emotionally develop fully like other students. More to that, teachers in inclusive education of students with visual impairment lack expertise in visual impairment and, as such, may not teach the attitudes, skills and competencies necessary for students with visual impairment to develop confidence, self esteem and self actualisation which hinges on emotional development. Nevertheless, some inclusive institutions that have enrolled students with visual impairment have embarked on adapting the physical environment at their institutions to be in tandem with 21st dictates and trends in inclusive education but the social environment at these institutions has not been worked on.
4.7.1.8 Lack of competitive co-curricular activities impacting negatively on emotional development of students with visual impairment in inclusive education

Most participants noted that inclusive education institutions with students with visual impairment do not have competitive and adapted co-curricular activities, facilities and resources for students with visual impairment. The facilities and equipment that are available at inclusive primary institutions are no longer useful as they are broken and are not repaired. The participants established and reported that, although students with visual impairment in inclusive education have own competitive activities in which they compete in and they do not have facilities for those activities. The implication is that, students with visual impairment are included but with own activities which they do not do. The participants said the following:

S: *I have a feeling that, the other sighted students should also participate in our competitive activities as well so that they can feel how we feel when we participate in those social competitions.*

S: *Lack of advanced technology and resources derail our participation in competitive social and co-curricular activities.*

T: *Students with visual impairment cannot perform miracles considering the zero resources allocated to them to participate in competitive social inclusive education activities.*

A: *Resources control everything, be it social or academic activities, they are not available.*

L: *Participation in social and co-curricular activities by students with visual impairment requires planning and innovation by administrators. This requires adequate time and resources*

A: *Those who design the curriculum policy should have had considered the social and co-curricular activities for students with specific category of students who will be educationally included.*
The above findings seem to mirror what the SADC Technical Committee on Education and Training for People with Disabilities and Special Needs (2004) in a study carried out in South Africa on curriculum used in inclusive education of students with disabilities. Their research findings concluded that the increasing educational demands are becoming disproportionate to emotional needs of students with visual impairment. The participants said that the time that the specialists at all levels of inclusive education have available for social and emotional developmental activities for included students with visual impairment is limited. Some administrators have doubts about the quality and social participation of students with visual impairment in inclusive education. Fostering of new and innovative ideas on social and emotional development of students with visual impairment requires educators to have time to incubate their ideas. This implies that the Government of Zimbabwe must down size the workload of specialist educators in inclusive education. This can help alleviate putting time constraints on all aspects of a specialist educator’s job and allow time for trans-disciplinary approaches towards long-term problem solving techniques in inclusive education. Evidently, inclusive education in most inclusive education institutions in Zimbabwe is taken on as a stand-alone department, separated from the institutions’ mission statement and vision.

The gist of the matter is that resources and time availability is critical. Inclusive education institutions must perceive that availability of resources enhance effective participation of students with visual impairment in social and emotional activities. The echoed sentiments show that students with visual impairment in inclusive education do not want to participate and compete in their own social and co-curricular activities if the resources are available. The implication is that they want to participate in same inclusive competitive co-curricular and social activities if they are provided with relevant technology and resources. Students with visual impairment in inclusive education need adapted social and physical environments and resources for them to fully
participate in competitive social and co-curricular activities. Most of the students with visual impairment are aware that, their participation in competitive social and co-curricular activities helps them to develop confidence and positive self esteem. In fact, the study found out that modern technology holds greater success for social, emotional and academic development of students with visual impairment in inclusive education.

This study found out that, socialisation triggers and perpetuates emotional development of students with visual impairment in inclusive education. Despite this observation, it also arose from the study that the then Ministry of Education, Art, Sport and Culture Secretary’s Policy Circular Number P36 (1990) seems to be an old, weak and out of tune policy, especially in addressing the emotional needs of students with visual impairment. Some of the findings seem to be in-sink with findings by SADC Technical Committee on Education and Training for People with Disabilities and Special Needs (2004) that, there is need to foster new ideas on social and emotional development of students with disabilities who are educationally included.

4.8 Summary

This chapter presented data generated from document analysis, semi-structured interviews and questionnaires. Several themes were presented and codes were created in order to present data in simple terms. Complimentary presentations and analysis of data generated was done. The constant comparative method was used to analyse data to facilitate easy interpretation. Data were presented in forms of graphs, tables and vignettes. Data generated were categorised into themes which covered presentations and analysis on academic, social and emotional development of students with visual impairment in inclusive education. This chapter noted that administrators, lecturers, teachers, students and parents are variables and pillars to the implementation of quality inclusive education of students with visual impairment. Close monitoring of these subsystems is important
in implementation of inclusive education of students with visual impairment. Data generated using different instruments from different participants were triangulated and the next chapter will give the summary, conclusions and recommendations.
CHAPTER 5

THESIS SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study assessed the impact of inclusive education on students with visual impairment in Masvingo Province. The study utilized two designs, namely the case study design and the phenomenological design. The two designs were used to gain in-depth information on pedagogies used in inclusive education, social, emotional and academic state of students with visual impairment in inclusive education. Data were generated from administrators, lecturers, teachers and students with visual impairment in inclusive education in primary, secondary and tertiary institutions in Masvingo Province which include students with visual impairment. Data generated represented their perceptions regarding educational inclusion of students with visual impairment in Zimbabwe. All the institutions which educationally include students with visual impairment are in Masvingo District. The researcher generated data through document analysis, the use of semi-structured interviews and an open ended questionnaire. The purpose of this chapter is to present the summary of findings on social, emotional (affective) and academic development of students with visual impairment in inclusive education. It is also this chapter that draws together key ideas from each chapter. This chapter focuses on the summary of main findings, conclusions and recommendations.

5.2 Thesis Summary

The first chapter of this study covered the problem and its setting. The chapter provides introduction of the key concepts of inclusive education of students with visual impairment. It is this chapter which identifies the statement of the problem, the research questions, the purpose and
assumptions of the study, the significance and delimitation of the study and how the study is organised. Review of related literature is covered in chapter two. The following aspects are discussed; the theoretical and concept of inclusive education, social, emotional and academic development of students with visual impairment, challenges encountered by students with visual impairment, orthopedagogics and orthodidactics used in inclusive education. Chapter two also discussed a theoretical framework of systems theory.

The second chapter is the review of related literature addressed the research questions. This chapter covered the extent to which students with visual impairment are affected academically, the extent to which they can socially interact with different others in inclusive education, the extent to which inclusive education can contribute towards emotional development of students with visual impairment in inclusive education and the extent to which mainstream teachers (educators) are well versed with orthopedagogics and orthodidactics in special needs education as these are the indicators of quality service delivery in inclusive education of students with visual impairment. The chapter also explored flexibility and the feasibility of the curriculum used in inclusive education institutions.

The methodology used in this study is presented in chapter 3. The chapter discusses the interpretive (anti-positivism) theory, case study and phenomenological research designs. It is in this chapter where the population, sample and sampling procedure of the study is highlighted. The data generation procedures are also outlined in this chapter. Worthiness, validity, credibility and ethical considerations are also articulated and discussed in this chapter.

Data presentation, analysis and interpretation are done in the fourth chapter. The first part of chapter four presents demographic characteristics of the participants. Data analysis was done on the second part of chapter four. Analysis was done through constant comparative strategy where
the findings were presented and discussed concomitantly. The discussion reflected on pedagogies used in inclusive education, social, emotional and academic development of students with visual impairment in inclusive education and the need to continuously improve the quality of inclusive education in Zimbabwe. Below is the summary of research findings presented in chapter four.

**5.2.1 Summary of research findings**

This researcher found out that there is severe lack of teaching and learning resources (human and material) at primary, secondary, tertiary and university education affect academic, social and emotional development of students with visual impairment. It was established that lack of special equipment emanates from poor supervisory practices and lack of effective commitment by inclusive education management (by administrators) at all levels of learning. There is also lack of support on academic, socio-emotional activities of students with visual impairment in inclusive education. Administrators, teachers and lecturers in inclusive education have, negative attitudes towards educational inclusion of students with visual impairment and this affects the way students with visual impairment learn, interact and socialise.

The research results show that administrators, lecturers and teachers lack adequate knowledge which leads to poor academic, social and emotional achievement by students with visual impairment in inclusive education. Most primary, secondary and universities that educationally include students with visual impairment are under the governance and control of missionary churches with own beliefs on academic and socio-emotional activities of students with visual impairment.

It has been established that there is lack of teachers and lecturers’ motivation (incentives) which affects academic, social and emotional development of students with visual impairment in inclusive education. Some of the inclusive education institutions for students with visual
impairment do not act as advocates and watch-dogs for academic and socio-emotional participation of students with visual impairment in all facets. They do not facilitate effective communication, interaction agendas and participation of students with visual impairment in academic and socio-emotional activities that arise in inclusive education settings.

The results show that the high teacher and lecturer student ratio at all the levels of inclusive education affects planning and teaching pedagogy, management and participation of students with visual impairment who are educationally included. Teachers and lecturers employ traditional pedagogies which are not in tandem with inclusive education requirements. This research found out that there is a disturbing lack of information computer technology (ICT) by most inclusive education specialist teachers and lecturers which affects their choice of pedagogies which they employ when teaching an inclusive class with students with visual impairment who are educationally included.

This research found out that the physical and social teaching and learning environment in all inclusive education settings is restrictive and affects academic, social and emotional achievement of students with visual impairment. This originates from the fact that there are no specific policies that regulate resources provision, socialisation and participation of students with visual impairment, and creation of least restrictive environment. This affects the quality of academic, social and emotional development of students with visual impairment in inclusive education.

It was also found out that, there is lack of cross-curricular learning in most inclusive institutions due to myths and misconceptions about academic, socio-emotional capabilities of students with visual impairment. Interestingly, there are no orientation and mobility trainers and, hence no training of students with visual impairment in orientation and mobility at all levels of inclusive education in Zimbabwe and this heavily affects academic and socio-motional development of
students with visual impairment in inclusive education. The research results in chapter four also show that, time allocated to students with visual impairment to complete their academic and socio-emotional activities affects their involvement in decision making issues and as a result they lack autonomy whilst in inclusive education agendas.

5.3.1 Conclusions

Inclusive education is regarded as a synergy for providing quality education for students with visual impairment. This research concluded that it is paramount to promote and facilitate equitable provision of quality and relevant special equipment to students with visual impairment in inclusive education, for their social, emotional and academic development. In order to mind arrest challenges bedevilling inclusive education of students with visual impairment, variables such as the environment, technology, curriculum, policies, pedagogies and educators’ attitudes need attention. Improvements in the highlighted variables would mean that students with visual impairment in inclusive education can effectively benefit socially, emotionally and academically from such inclusive educational arrangements. The main conclusions of the study could be summarised under the following themes;

5.3.1.1 Conclusions on academic development of students with visual impairment in inclusive education

This research concluded that, students with visual impairment at all levels of inclusive education lack specialised equipment and this further creates untold confusion in inclusive education. This research also concluded that, the current large and unbearable teacher/lecturer-student ratio affects the way specialist teachers and lecturers teach both students with visual impairment and the sighted students in inclusive education. It has been further concluded that there are very few or no specialist administrators who have trained and specialised in visual impairment. This research
established and concluded that the time allocated to students with visual impairment in inclusive education, at all levels of learning, is not adequate for them to complete given academic assignments, especially in public examinations. These factors are likely to affect academic performance of students with visual impairment.

5.3.1.2 Conclusions on the extent to which inclusive education teachers and lecturers are well versed with orthodidactics and orthopedagogics in special needs education

This research concluded that specialist teachers and lecturers are still using traditional pedagogies when teaching or lecturing to an inclusive class with students with visual impairment. Teachers and lecturers do not use individualised educational instruction (I.E.I) when teaching an inclusive education, at all the levels of teaching and learning of students with visual impairment. Lecturers and teachers do not have relevant skills in information computer technology (ICT) towards E-learning and E-teaching. This has a severe consequence on social, emotional and academic performance of students with visual impairment.

5.3.1.3 Conclusions on social development of students with visual impairment in inclusive education.

This research concluded that there is severe lack of management (administrators) support on social activities of students with visual impairment in inclusive education at all levels of learning. It has been, therefore, concluded that there is no effective interaction between the sighted students and students with visual impairment at all levels of inclusive education. This research also concluded that most sighted students have negative attitudes towards socialising with students with visual impairment in inclusive education at all levels of learning. It has been also concluded that students with visual impairment suffer rejection and stigmatisation.
5.3.1.4 Conclusions on emotional development of students with visual impairment in inclusive education

Students with visual impairment need also to develop their emotional feelings but this research concluded that they not emotionally developed by inclusive education settings, especially at tertiary level. Most sighted students do not value students with visual impairment who are educationally included. It has been established and here concluded that poor orientation and mobility resembled by students with visual impairment affects their participation in competitive socio-emotional activities. Poor mobility and orientation is worsened by the physical and social environment at all inclusive education institutions that does not promote emotional development of students with visual impairment.

5.4.1 Recommendations

This study focused and delved into the impact of inclusive education on social, emotional and academic development of students with visual impairment in inclusive education. These recommendations, therefore, are learning curves, points and facts for considerations by Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary education, Universities, school administrators, teachers, lecturers, colleagues in andragogy and other stakeholders.

The recommendations are in four categories: those on academic development of students with visual impairment, pedagogies used by specialist teachers and lecturers in inclusive education, social development and emotional development of students with visual impairment in inclusive education.
5.4.1.1 Recommendations to Education

It is recommended that:

- Administrators of inclusive education institutions should get regular training in special needs education so that they can be able to effectively supervise specialist teachers and lecturers for students with visual impairment and monitor inclusive education in general.
- The Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities should encourage each inclusive education institution to have a resource unit manned by specialist teachers and lecturers who have fully trained in visual impairment, would train and orientate students and monitor Braille materials for use by students with visual impairment in inclusive classes.
- The Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities should monitor and evaluate inclusive education so that quality of inclusive education will be achieved by students with visual impairment who are educationally included.
- The Curriculum Development Unit and Universities should involve specialist teachers and lecturers in the research, development, implementation and diffusion of information to improve ownership of inclusive education programmes and not centralize it in abstraction.
- The Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities should inject more resources (human and material) to inclusive education institutions and Department, respectively, so as to improve the quality of teaching and learning provided to students with visual impairment who are educationally included in order to serve them academically, socially and emotionally.
- The Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities should carry out staff development programmes for specialist
teachers and lecturers as the people on the ground for capacity building towards effective implementation of inclusive education of students with visual impairment.

- The Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities should adopt motivation of specialist educators (administrators, teachers and lecturers) by incentivising them for managing inclusive education institutions and teaching inclusive classes with students with visual impairment respectively.

- The Ministry of Primary and Secondary Education, Ministry of Higher and Tertiary Education and Universities should have institution-based planning team with the mandate to plan, implement, monitor and evaluate curriculum programmes and services for students with visual impairment.

5.4.1.2 Recommendations to the Government of Zimbabwe.

It is recommended that:

- The government should establish a District Inclusive Education Centre in each political district, not only for those with disabilities, but also to cater for learning and training needs of the inclusive school staff, learners and the community.

- The government should have a policy document on the code of construction of all infrastructures and mandate provisions of least restrictive environment at all facets of inclusive education, recreation, health and other public amenities in general.
5.4.1.3. Recommendations to educators (administrators, specialist teachers and lecturers)

It is recommended that:

- They should use Individualise Educational Instruction (IEI) driven from Individualised educational Programme, to teach students with visual impairment in inclusive education, as it eases pressure on academic, social and emotional development of the students.

- There is need for continuous upgrading in pedagogies so as to be abreast with 21st century direct instructional procedures that can be employed when teaching inclusive classes, especially a class with students with visual impairment.

- There is need for establishment of institution-based inclusive committees to spearhead and monitor inclusive education practices so as to offer a form of social structure that can take responsibility for fostering involvement and participation by students with visual impairment in inclusive social, emotional development and learning of students with visual impairment, thereby developing the students` competences in the mentioned skills.

5.4.1.4. Recommendations to students with visual impairment

It is recommended that:

- They should believe in themselves in order for them to be understood and believed by different others in inclusive education so that they can be included in valued academic and socio-emotional activities that arise in inclusive education as equals.

- They integrate and socialise themselves continuously with regular sighted students regardless of negative labelling, as this can affect self perception and academic and socio-emotional performance.
5.4.1.6 Recommendations for further research

It is recommended that:

More research is needed on current technology that can enhance effective teaching and learning of students with visual impairment in inclusive education in Zimbabwe. This may enhance effective implementation of inclusive education to students with visual impairment as the research may bring out relevant technology that can be used in tandem with individualised educational instructions and direct instructions. The technology may bring about inclusive education transformations where there are inadequate resources (both human and material)
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7.1 APPENDICES

7.1.2 APPENDIX A: QUESTIONNAIRE AND INTERVIEW FOR ADMINISTRATORS

Dear Participant

I, Mahanya Phillimon, am a Doctor of Philosophy Degree student with the Zimbabwe Open University and carrying a research on: An assessment of the impact of inclusive education on students with visual impairment in Zimbabwe, and have sampled you to respond to this questionnaire and your cooperation is greatly appreciated. You need not write your identification. The information you will provide will be dealt with in strict confidentiality and for the purpose of this research only. For protection against harm, you are allowed to withdraw even during the process if you wish so. You are requested to answer the questions in full and as truthfully as possible and return the questionnaire in a short space of time. Use a tick to indicate your choice on YES/NO responses. Thank you in advance.

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SECTION B: ACADEMIC DEVELOPMENT DATA

1. (a) Are you trained in special needs education? Yes/ No

    (b) If Yes, which area did you specialise in_____________

2. How many specialist teachers do you have at this institution? …………

3. (a) Do you consider professional qualifications when allocating classes that have both students with visual impairment and those who are sighted at your institution? Yes /No

    (b) If Yes, which professional qualifications do you consider for those who teach classes with both students with visual impairment and those who are sighted?

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4 (a) At your institution, do teachers plan individual educational programmes for students with visual impairment? Yes/ No

        (b) If Yes, how do they do it?

_____________________________________________________________________________

5. (a) Are there any challenges in the learning of students with visual impairment at your institution? Yes/ No

        (b) If Yes, indicate those challenges on the space provided below?
5. (a) Do you have enough resources to help students with visual impairment learn at your institution? Yes / No

(b) If No, which resources do you need?

SECTION C: SOCIAL DEVELOPMENT DATA

1. (a) Do you have extra-curricular activities which involve both students with visual impairment and the sighted students at your institution? Yes/ No

(b) If Yes, which are the extra-curricular activities?

2. (a) Do you have enough resources to help students with visual impairment participate in extra-curricular activities at your institution? Yes / No

(b) If No, which resources do you need?

3. (a) Are there any challenges in including students with visual impairment in extra-curricular activities at your institution? Yes/ No

(b) If Yes, Which challenges do you encounter?
4. (a) Are there any benefits of including students with visual impairment in extra-curricular activities? Yes / No

(b) If Yes, what are the benefits?

SECTION D: EMOTIONAL DEVELOPMENT DATA

1. (a) Do you give any form of support to teachers who teach students with visual impairment? YES/ No

(b) If Yes, what type of support do you give?

2. (a) Do you get any form of support from Schools Psychological Services? (b) If Yes, What support do you get?

3. (a) Do students with visual impairment encounter any challenges in extra-curricular activities when competing with the sighted students at your institution? Yes/ No

(b) If Yes, which challenges do you encounter?

4. (a) Are there any benefits including students with visual impairment in competitive academic activities at your institution? Yes/ No

(b) If Yes, what are the benefits?

THE END

THANK YOU!
7.1.2 APPENDIX B: QUESTIONNAIRE AND INTERVIEW FOR LECTURERS AND TEACHERS

Dear Participant

I, Mahanya Phillimon, am a Doctor of Philosophy Degree student with the Zimbabwe Open University and carrying a research on: An assessment of the impact of inclusive education on students with visual impairment in Zimbabwe, and have sampled you to respond to this questionnaire and your cooperation is greatly appreciated. You need not write your identification. The information you will provide will be dealt with in strict confidentiality and for the purpose of this research only. For protection against harm, you are allowed to withdraw even during the process if you wish so. You are requested to answer the questions in full and as truthfully as possible and return the questionnaire in a short space of time. Use a tick to indicate your choice on YES/NO responses. Thank you in advance.

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SECTION B: ACADEMIC DEVELOPMENT DATA

1. (a) Are you trained in special needs education? Yes / No.

   (b) If Yes, Which area did you specialise in? ______________________

2. (a) Do students with visual impairment participate in class activities? Yes / No?

   (b) If Yes, which class activities do they participate in?

   ______________________________________________________________________
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3. (a) Do you plan individual educational programmes for students with visual impairment?

   Yes / No

   (b) If Yes, what do you do?

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4. (a) Do you get any form of support from the school administration when teaching students with visual impairment together with the sighted students?

   (b) If Yes, what type of support do you get?

   ______________________________________________________________________
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5. (a) Do you give individual attention to students with visual impairment when teaching?
6. (a) Do you get any form of support from Schools Psychological Services? Yes/No
   (b) If Yes, what support do you get?

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7. (a) In your opinion, what are the benefits of teaching students with visual impairment together with sighted students?

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8. (a) Do you encounter any challenges when teaching a class with both students with visual impairment and those who are sighted? Yes/No
   (b) If Yes, what are the challenges?

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SECTION C: SOCIAL DEVELOPMENT DATA

1. (a) Do students with visual impairment interact with other sighted students during break/lunch time? YES/No.
   (b) What do they do?

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2. (a) Do students with visual impairment participate in extra-curricular activities? Yes/No

(b) If **Yes**, Which activities do they participate in?

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3. (a) In your opinion, what are the benefits of including students with visual impairment in extra-curricular activities together with the sighted students?

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4. (a) Do students with visual impairment encounter challenges in extra-curricular activities? Yes / NO

(b) If Yes, what are the challenges?

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5. What do you think can be done to improve the way students with visual impairment can equally participate in extra-curricular activities?

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**SECTION D: EMOTIONAL DEVELOPMENT**

1.(a) Do students with visual impairment compete with the sighted students in extra-curricular activities? Yes/ No.

(b) Why?
2. (a) Do you encounter challenges when students with visual impairment compete in extra-curricular activities with the sighted students? Yes / No

(b) If Yes, which are the challenges?

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3 (a) In your opinion do you think students with visual impairment benefit from competing in extra-curricular activities with their sighted counterparts? Yes/ No

(b) If Yes, how do they benefit?

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4. What do you think can be done to improve the way students with visual impairment can equally compete in extra-curricular activities with the sighted students?

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THE END, THANK YOU!
Dear Participant

I, Mahanya Phillimon, am a Doctor of Philosophy Degree student with the Zimbabwe Open University and carrying a research on: An assessment of the impact of inclusive education on students with visual impairment in Zimbabwe, and have sampled you to respond to this interview and your cooperation is greatly appreciated. You need not write your identification. The information you will provide will be dealt with in strict confidentiality and for the purpose of this research only. For protection against harm, you are allowed to withdraw even during the process if you wish so. You are requested to answer the questions in full and as truthfully as possible and return the questionnaire in a short space of time. Use a tick to indicate your choice on YES/NO responses. Thank you in advance.

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**SECTION B: SOCIAL DEVELOPMENT DATA**

1(a) Do you interact well with sighted students? Yes/ No.
(b) If Yes, when do you interact with them?

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2. (a) Whom do you spend most of your time with? A friend with visual impairment / sighted friend?

(b) Why?

_____________________________________________________________________________
_____________________________________________________________________________

3. (a) Do you participate in extra-curricular activities? Yes/No

(b) If Yes, in which sporting activities?

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4. 3. (a) In your opinion, what do you benefit from participating in extra-curricular activities?

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4. (a) Do you encounter any challenges in extra-curricular activities? Yes / No

(b) If Yes, what are the challenges?

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5. What do you think can be done to improve the way you can equally participate in extra-curricular activities?

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SECTION C: ACADEMIC DEVELOPMENT DATA

1. (a) Do you participate in group activities? Yes/ No

(b) If Yes, in which activities do you participate?

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2. (a) Do your teachers give you individual attention? Yes/ No.

(b) If yes, when do they give you individual attention?

_____________________________________________________________________________

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3. (a) Do you encounter challenges when learning together with sighted students? Yes/ No

(b) If yes, what are the challenges?

_____________________________________________________________________________

_____________________________________________________________________________

4. (a) In your opinion, are there any benefits of learning together with the sighted? Yes/ No

(b) If, Yes, what are the benefits?

_____________________________________________________________________________

_____________________________________________________________________________

5. Which resources do you need to effectively learn together with sighted students?

_____________________________________________________________________________

_____________________________________________________________________________
SECTION D: EMOTIONAL DEVELOPMENT DATA

1. (a) Do you compete with the sighted students in extra-curricular activities? Yes/No

(b) If Yes, which ones?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. In your opinion which benefits would you get from competing with the sighted students in extra-curricular activities?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. In your opinion, what can be done to improve the way you can compete in extra-curricular activities on equal basis with the sighted students?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

THE END

THANK YOU!
## 7.1.4 APPENDIX D: DOCUMENT ANALYSIS

The following documents were analysed:

<table>
<thead>
<tr>
<th>Document</th>
<th>Guiding Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ reports/course work marks</td>
<td>Which activities do they most participate in?</td>
</tr>
<tr>
<td>Supervision itinerary</td>
<td>Does it focus social, emotional and academic activities?</td>
</tr>
<tr>
<td>Supervision reports</td>
<td>Are there comments on social, emotional and academic activities?</td>
</tr>
<tr>
<td>Supervision reports</td>
<td>Are they available in Braille?</td>
</tr>
<tr>
<td>Syllabus documents</td>
<td>Is it specific on the social and emotional needs of students with visual impairment?</td>
</tr>
<tr>
<td>Teachers’ scheme and plan of work-</td>
<td>Are there individualised instruction and which methods are used?</td>
</tr>
<tr>
<td>Records of social clubs</td>
<td>Which clubs do students with visual impairment participate in?</td>
</tr>
<tr>
<td>Media used for teaching and learning</td>
<td>Is it audio-visual?</td>
</tr>
<tr>
<td>Technology used for teaching and learning</td>
<td>Is there E-learning?</td>
</tr>
<tr>
<td>Registers</td>
<td>How many students are in each inclusive class?</td>
</tr>
</tbody>
</table>
7.1.5 APPENDIX E: Letter of Permission to carry out research from Zimbabwe Open University in Zimbabwe: State University.

[Image of document]

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CONDUCT RESEARCH (P12340276)

This letter serves to confirm that Mr/Ms NOMAHA, P is a student with this university reading for a DOCTOR OF [blank] Degree Programme. In this degree, research is a compulsory component of the programme. Please help him/her in her/his research endeavor (REF: 1/June/12/10/06)

Thank you in anticipation of your support.

[Signature]

DIRECTOR
MASVINGO REGION
ZIMBABWE OPEN UNIVERSITY

08 DEC 2013

[Stamp]

PROF. R. A. CHABAYA
REGIONAL DIRECTOR
7.1.6 APPENDIX F: Letter of Permission to carry out research in Primary and Secondary Schools in Zimbabwe from the Secretary for Education: Ministry of Primary and Secondary Education.

REFERENCE: C/426/3

Ministry of Primary & Secondary Education
P.O Box CY 121
Causeway
HARARE

30 December 2013

Mr. P Mahanya
Vurombo School
Box 743
MASVINGO

Re: PERMISSION TO CARRY OUT RESEARCH IN MASVINGO DISTRICT, MASVINGO PROVINCE

Reference is made to your application to carry out research in Masvingo District, Masvingo Province on the title:

INCLUSIVE EDUCATION IN ZIMBABWE: AN INVESTIGATION ON ITS IMPACT ON STUDENTS WITH VISUAL IMPAIEMENT IN MASVINGO PROVINCE

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Masvingo who is responsible for the schools which you want to involve in your research.

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

Mr. Z.M Chitiga
Deputy Director: Policy, Planning, Research and Development
For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION
7.1.7 APPENDIX G: Letter of Permission to carry out research in Tertiary Institutions in Zimbabwe from the Secretary for Education: Ministry of Higher and Tertiary Education.

All official communications should be addressed to
“

The Secretary”

Reference: E7/6

SECRETARY FOR HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

P.O. Box CY 7722

Causeway

HARARE

31st March 2014

Mr. P. Mahanya

Vurombo School

P.O. Box 743

Masvingo

Dear Mr. P. Mahanya

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH ON “INCLUSIVE EDUCATION IN ZIMBABWE: AN INVESTIGATION ON ITS IMPACT ON STUDENTS WITH VISUAL IMPAIRMENT IN MASVINGO PROVINCE.”

Reference is made to your letter, in which you request for permission to carry out an educational research on “Inclusive Education in Zimbabwe: An Investigation on Its Impact on Students with Visual Impairment in Masvingo Province.”

Accordingly, be advised that the Head of Ministry has granted permission for you to carry out the research at Bondolfi, Morgenster and Masvingo Teachers’ Colleges and Masvingo Polytechnic.

It is hoped that once completed your research will benefit the Ministry. Accordingly, it would be appreciated if you could supply the Office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry’s strategic planning process.

MJ Chirapa

for: PERMANENT SECRETARY
7.1.8 APPENDIX H: Letter of Permission to carry out research at Great Zimbabwe University in Zimbabwe from the Registrar: State University.

GREAT ZIMBABWE UNIVERSITY

24 March 2014

Mr. P. Mahanya
Vurombo Primary School
P.O. Box 743
MASVINGO

Dear Mr. Mahanya

REF: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH WITH GREAT ZIMBABWE UNIVERSITY

The above matter refers.

This is to confirm that your request has been approved, but please note that we would request a copy of your findings too.

Wishing you good luck in your studies.

Sincerely

S. Tirivanhu (Ms)
Registrar
APPENDIX I: Letter of Permission to carry out research at Reformed Church University in Zimbabwe from the Registrar: Church University.

20 March 2014

Mr. P. Mahanya
Vurombo School
P. O. BOX 743
Masvingo

Dear Mr. Mahanya

REF: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH WITH REFORMED CHURCH UNIVERSITY

The above matter refers.

This is to confirm that your request has been approved. You would be requested report your finds to the university too.

Wishing you good luck in your Doctoral Studies.

Sincerely

R. Masarira (Mr)
Registrar