

**EXAMINING THE CHALLENGES OF PROVIDING INCLUSIVE EDUCATION AT
LIMKOKWING UNIVERSITY, BOTSWANA**

**Research Study
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Faculty of Education
In Partial Fulfilment of the
Requirements for the**

MASTERS OF EDUCATION IN HIGHER EDUCATION

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CERTIFICATION

This certifies that the undersigned has read and hereby propose for the acceptance by the Botho University the dissertation titled “*Examining challenges of providing inclusive education at Limkokwing University, Botswana*” in partial fulfilment of the requirements for the Masters of education in Higher Education of Botho University in Botswana

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Dr Jane Iloanya
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DECLARATION

I Kelebogile Abigail Selelo affirm that this dissertation titled “examining the challenges of providing inclusive education at Limkokwing University” is my work submitted to Botho University for partial fulfilment of Masters in Higher Education. Therefore, this work has not been submitted and will not be presented to any University for a related or any other award.

Signature

16.09.2019

Date

DEDICATION

This work is devoted to my family, my husband, Percival Lionel Selelo for his sincere unconditional support and patience he gave me. My children Oratile Selelo and Otsile Selelo for always being there and supporting me. May this work always remind them of their love, support and hard work throughout their lives.

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I would like to take this opportunity to give a huge thanks to everyone who helped and contributed to the success of this study. A big thank you goes to the Lord for giving me the strength to be able to complete this study successfully.

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ABSTRACT

This study investigated the challenges of providing inclusive education at Limkokwing University. It sought to make some recommendations that can be used to help inclusive education to be successful at Limkokwing University. The study adopted the critical theory to help explore the challenges of providing inclusive education. It was noticed in this study that special needs students and lecturers from Limkokwing University face challenges of inclusive education. Qualitative descriptive research approach was used for the study. The data collection techniques used were document analysis, interviews, focus group discussions and observations to elicit information from the participants on the challenges of providing inclusive education at Limkokwing University. Semi structured questions were designed for both lecturers' and students' interviews. This was mainly done to allow all the participants (lecturers and students) to answer questions openly without limiting them and to express how they feel about the subject. Observation method was used to collect data from the students.

Findings from the study revealed that the University is given an opportunity to enrol special needs students every year and to provide them with relevant and quality education. However, the university does not have the relevant resources for the special needs students. They focus more on the normal students, making sure that they have relevant resources. Therefore, special needs students face challenges on a daily basis that hinder them from successfully learning and acquiring the right skills. Inadequate learning resources compromise the quality of education. This has often resulted in low pass rate and students losing interest in their studies.

The study recommends that Botswana Qualification Authority (BQA) must monitor facilities, infrastructures, equipment and resources in general in all the universities that provide inclusive education to ensure that there are adequate. The study also proposes that relevant health authorities must come up with policies and procedures that are conducive for inclusive learning.

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LIST OF ABBREVIATIONS AND SYNONYMS

BAC	Botswana Accountancy College
BQA	Botswana Qualification Authority
FABE	Faculty of Architecture & the Built Environment
FBMG	Faculty of Business Management & Globalization
FCMB	Faculty of Communication, Media & Broadcasting
FDI	Faculty of Design Innovation
FFLC	Faculty of Fashion & Lifestyle Creativity
FICT	Faculty of Information & Communication Technology
FMC	Faculty of Multimedia Creativity
PWD	People with disabilities
SEN	Special education Needs
SENC	Special education Needs Coordinator
SEND	Special education Needs and Disabilities
SMDA	Sound and Music Design Academy
UB	University of Botswana
US	United States of America
UNESCO	United Nations, Education, Scientific and Cultural Organizations
UNICEF	United Nations International Children Emergency Fund
MOESD	Ministry of Education and Skills Development

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CHAPTER ONE

1.0 Introduction

Inclusive education is a new learning attitude and a global development plan anticipated to incorporate and integrate students with different learning abilities in the same classroom in order to achieve education for all (Olufemi, 2015). It allows special needs students to participate in the same classroom with normal students. Enote.com (2019) states that in the 1950s and 1960s, most students with special needs attended segregated educational programs. The study notes that Special needs students were separated from the normal students; they attended in different institutions that were only designed for them. Furthermore, UNICEF (1998) highlights that in the past students with disabilities and those who had difficulties in learning were marginalized and sometimes were even excluded from schools.

Furthermore, the African disability rights (2015) states that inclusive education is communicating and acting in response to the different and variety of needs of all students by getting concerned and helping in the process of learning, it takes account of all cultures and the community, within education. It also continues saying that inclusive education also involves changes and adjustment in content, teaching methods, structures and plans, with a common vision covering all students of the appropriate age range and a assurance that it is the responsibility of the regular system to educate all learners. (African disability rights, 2015) .This is worth noting because it is one of the major aims of inclusive education. Moreover, inclusive education supports the principle that all children should learn together regardless of their differences because it motivates them and gives them assurance that they all contribute to the economy of their respective countries (Mitchell, 2015).

According to save the children (2016) ‘inclusive education is one dimension of a rights-based quality education which emphasizes equity in access and participation, and responds positively to the individual learning needs and competencies of all students. In other words, inclusiveness in education gives every student the right and equal education regardless of their situations especially the special needs or disabled students. It focuses more on protecting the learners because all learners have the right to education. An inclusion also focuses on making it easy for

students with disabilities to participate without any fear of being stigmatized. All students must benefit and acquire the same quality of education”. Ainscow (2004) further states that the aim of inclusive education is to get rid of social exclusion that causes attitudes towards race, religion as well as gender and ability between disabled students and normal students.

In addition, inclusive education is a positive way of involving special needs students. It assures them that they are indeed part of the society and that they are capable of learning in the same environment with the normal students. Nevertheless, there are many challenges brought by this philosophy and this brings an alarming concern for the inclusion of students with disabilities. Some universities that provide inclusive education in Botswana do not have the relevant resources for this initiative particularly Limkokwing University Botswana. Therefore, the special needs students still face challenges that hinder them from learning. The proposed study identifies the challenges of providing inclusive education at Limkokwing University in Botswana.

1.2 General background

The idea of Inclusive education has brought in so many benefits and positive effects in Botswana but it has also become one of the contemporary issues within the education system in Botswana. Adams (2005) also highlights that inclusive education is a difficult and challenging concept that raises many questions. It added that it is widely known that inclusive education is critical to maintaining high standard of learning and teaching for all students in higher education. However, Osewalt (2019) describes inclusive education as a key teaching strategy because all students benefit from the same resources. It allows each and every student regardless of their race or physical appearance and many other conditions to participate and enjoy the benefits and most importantly the support that can help them during their learning process. Unfortunately, many disabled students are not able to complete their studies at their respective institutions because of their disabilities. Some do not even attend at all. Before the inception of inclusive education, these students were stigmatised and could not attend normal institutions or even attend the same institutions and classrooms with normal students. This was due to their situation and it lead to having these students being deprived of their right to education.

Furthermore, it has been observed that in Botswana, the students with disabilities are sometimes unfavoured and people are scared to speak to them. This has created a barrier between the normal students and disabled students. This denies them a full participation with the normal students. On the other hand this makes it difficult for the disabled students to fit or adapt in to the real community after completing their studies. The students also have a hard time to be involved in the real activities of life because they have never experienced it. This moreover, affects parents because they now have an impression that their children are being discriminated. The actual fact is that students with learning difficulties wish and want to be part of the society and the community.

Therefore, with regards to this issue, UNESCO made a call to the world for inclusive education. UNESCO (2005) cited by Newnham (2009) highlights that inclusive education is an asset that will produce a higher quality of a human ability as well as productivity in the future for a better quality of life for everyone. Hence, why, UNESCO encourages countries to commence inclusive education. In response to this, the government of Botswana saw it fit to participate in this concept. Ministry of education (2004) cited by Adedoyin and Okere (2017) states that the Government of Botswana made a commitment to provide education of all students including the disabled one. Efforts were then made by the government of Botswana to enhance right to education for disabled students. Botswana implemented inclusive education with the hope that it will benefit all students especially those with disabilities. To support this concept Botswana have also introduced or developed acts that support inclusive education such as inclusive policy of students with special needs into normal institutions which was developed in 2011. These acts have been put in action or in place to make sure that inclusive education become a success in Botswana. The Botswana's Vision 2016 was also designed to support inclusive education because its aim is to provide quality education with conducive learning environment for all.

In addition, the government of Botswana have accredited and allowed through Botswana qualified authority universities to provide inclusive education. Some higher institutions such as Limkokwing University, University of Botswana, Botswana Accounting College and others, enrol students with disabilities. Jonas (2014) 'highlighted that this comes after the Government of Botswana and other African countries have realized the importance of inclusive education and

have also responded to the human rights movement which seeks to allow students with disabilities a freedom to receive education and full participation with the normal students.'

Limkokwing University is one of the universities that offer inclusive education in Botswana. The university enrol students with disabilities. The university offers different programs most of which are suitable for the special needs students. Since its conception, the university have produced many special needs graduates. However apart from the positive step taken by the Government of Botswana to appreciate the significance of inclusive education, Limkokwing University have not done much to accommodate and provide conducive learning environment for these students. Students still have challenges during their learning process. Therefore, this study examines the challenges of inclusive education at Limkokwing University Botswana.

1.2. 1 Overview of Limkokwing University

Limkokwing University of Creative Technology is a private international university. It exists in, Europe, Asia, and Africa. Its headquarters is in Malaysia, and it has over 30,000 students from more than 150 countries, studying in campuses in Kuala Lumpur, Melaka, Kuching, Botswana, Cambodia,, Lesotho, Sierra Leone, Eswatini, Uganda and the United Kingdom. Within the African continent, Botswana has its campus in Gaborone, in Block Seven area of the city. The University has several faculties including faculty of Information & Communication Technology (FICT), Faculty of Business Management & Globalization (FBMG), Faculty of Communication, Media & Broadcasting (FCMB), Faculty of Architecture & The Built Environment (FABE), Faculty of Design Innovation (FDI), Faculty of Multimedia Creativity (FMC), Faculty of Fashion & Lifestyle Creativity (FFLC) and Sound and Music Design Academy (SMDA).

Limkokwing University provides inclusive education where they enroll students with Disabilities. The University has a special students' department that takes care of all the special needs students in the university. The students enroll across faculties for different Programs. Limkokwing University believes that education is important for a young person because it unlocks their potentials and builds a meaningful life with the skills they have acquired during their study. The university have many campuses in different continents because they believe in providing quality education that shape leaders of tomorrow across the world .The

university emphasis on creating a partnership of youths to build a better world. The university does this with the help of engaging industry advisors to help them produce industry ready students. Every beginning of semester the university invites industry advisors from different careers to help them evaluate the programs they offer so that they may advise them. Furthermore, the University offers programs that are fully accredited by Botswana qualification authority.

1.3 Theoretical foundations

Theoretical foundations are ideas related to a particular subject states lifepersona.com (2019). This implies that theoretical foundations informs and give a study direction by allowing the researcher to compare and evaluate against a paradigm. In addition theoretical foundation is important because it will be the lens through which the researcher evaluates the research problem and research questions (Jory 2016).Furthermore USC libraries (2019) states that ‘theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. It also added that the theoretical framework is the structure that can hold or support a theory of a research study. It also introduces and describes the theory that explains why the research problem under study exists.”

This study used critical theory, which was propounded by Max Horkheimer of the Frankfurt School of sociology in his 1937 essay: Traditional and Critical theory (Crossman (2019). In addition, it posits that ‘critical theory is a social theory oriented toward critiquing and changing society as a whole’. The study also added that critical theory is an introductory view from which analysis of social action, politics, science, and other human activities can proceed. Boyd (2019) also states that Critical theory in education is about inquiring how our educational methods can best provide education to all people including the special needs students. It also allows the society to understand the different point of view of other members who are disabled. Furthermore the theory seeks to set free human beings from circumstances and conditions that enslave them.

Similarly, inclusive education allows all students to work together in the same classroom, especially those with special needs. Learning together motivates them to even work hard. It also gives them an opportunity to believe in themselves, thus developing self worth. Both critical theory and inclusive education are against the inequalities in education amongst the students such as the learning resources; they both strive for solutions to better the learning environment for all. Furthermore, inclusive education also focuses on how institutions develop and design resources that accommodates and mostly importantly are appropriate for all students to participate together. Its aim is to integrate students with disabilities with normal students in order to learn together and benefit from the same resources .in contrast, Western (2008) posits that the aim of critical theory is to reveal how and why certain things become privilege and dominant to others while others become marginalised. It added that the theory therefore seeks to improve human conditions and achieves its goals by revealing and exposing social structures and practices, which interrupt the freedom of individuals.

It is for this reason that this theoretical framework has been to chosen to inform the study because the theory evaluated the social and environmental structure of Limkokwing University in line with inclusive education. There are several challenges affecting students with disabilities including inadequate teaching materials, infrastructures and resources used to enhance the learning process in institutions that provide inclusive education.

1.4 Problem statement

Inclusive education is believed to be benefiting all students including the special needs students. It has been mentioned that it is great strategy because it does not only benefit the special needs students but also gives the opportunity to spend most of their time with normal students in the same classroom. They learn together which leads them to engaging and learning from each other. Therefore Botswana found it necessary to implement this strategy with the hope to find solution that can best help and accommodate students with disabilities in public institutions. Therefore, this topic was chosen because Limkokwing University amongst other universities in Botswana were given the opportunity to provide inclusive education. However, in spite these efforts students with disabilities still face challenges in their daily learning process because of the poor infrastructure and equipment provided by Limkokwing University for these students.

These students enrol with the university with high expectation of excellent and appropriate facilities that will enable them to learn successfully. However, their expectations are never met because the university's environment is not conducive for them. For example, there are inadequate facilities, inadequate learning materials and the resources. Therefore all this is not appropriate for them hence why, a non-conducive environment for the special needs students. For this reasons, Limkokwing University become a good example to examine the challenges of providing inclusive education. Therefore, this study examines the challenges of providing inclusive education principally to students living with disabilities at Limkokwing University Botswana

1.5 Research Objectives

The main objective of this research was to examine the challenges of providing inclusive education in Botswana particularly to students with disabilities at Limkokwing University. The study aimed at identifying the following:

1. To investigate the challenges faced by institutions providing inclusive education.
2. To determine the challenges faced by the students with disabilities in their learning environment
3. To establish solutions that can reduce challenges of providing inclusive education at Limkokwing University

1.6 Research Questions

It is important for both special needs students and the normal students to fully understand inclusive education. Therefore it was imperative that the following questions had to be addressed in order to find solution.

1. What are the challenges faced by institutions providing inclusive education?
2. What are the challenges faced by the students with disabilities in their learning environment?
3. How can the challenges of providing inclusive education be reduced?

1.7 Significance of the study

It is believed that the findings of the proposed study will help relevant authorities in policy making such as Botswana Qualification Authority, to put in place procedures that will ensure the availability of facilities and learning resources in all the universities that offer inclusive

education .This will also help them to monitor and audit the process accordingly so that they may reduce the challenges faced by the special need students in higher education. It will also help the health authorities and assessors to develop policies and plans that govern institutions that offer inclusive education. These guidelines will force these institutions to ensure good quality education, adequate resources and adequate learning materials for all students hence why a conducive learning environment for inclusive learning. The study will also be a great benefit to the special needs students because they will now have appropriate resources and facilities since the universities will ensure the availability of adequate facilities .Their learning process and safety will be improved. The students' performance in tertiary education is sometimes affected by the lack of resources and equipments. This affects both students especially the special needs students because without proper learning resources chances of obtaining good results are very low. This is a huge challenge to the students and it affects their learning process. In addition this study will also assist all universities offering inclusive education to make sure that they have sufficient facilities and resources in place. The results of the study will help Limkokwing University to improve their facilities to accommodate students with disabilities.

1.8 Scope of the study

The study was conducted at Limkokwing University Botswana with special focus on students with special needs. It examined the challenges of providing inclusive education at Limkokwing University Botswana. The university was chosen because it provides inclusive education and has the special needs department.

1.9 Limitations of the study

This study was targeting the special needs students and some of them were afraid to answer the interview questions openly because they were afraid of discrimination and more importantly they did not have confidence to open up and talk about their challenges. Lastly financial constraints affected this study because the researcher is a self sponsored student.

1.10. Delimitation of the Study

This study was enclosed to Limkokwing University, Botswana. All the research was done in the university and it focused on all 2nd year students from faculty of communication, ICT, Fashion, business and Design. The researcher interviewed 6 students each faculty and 2 lecturers each faculty.

1.11 Definitions of Key Terms

1.11a Inclusive education

Inclusive education is developing and creating institutions with learning resources that accommodate both the normal and disabled students. It is principally making sure that all students have the right to the same education and are able to participate together regardless of their physical challenges.

1.11b Special education

In this study special education refers to the special equipment, materials and curriculum especially designed for the special needs students. These students have different difficulties in learning due to their disabilities. Therefore, the special education allows the special needs students to successfully learn with the relevant learning materials. This helps them to develop confidence and encourage them to work hard since they have enough resources for their learning provided by the special education department.

1.11c Special needs students

This refers to the students with difficulties in learning due to their disabilities. These students have different disabilities and are studying different programs. Limkokwing university enrol all types of special needs students .the university have special needs students who are deaf and those who have speech and language impairment. There are also students with visual impairment and blindness .Some students have multiple disabilities.

1.11d Challenges

These are difficulties or problems that the universities providing inclusive education face. These difficulties tend to threaten the success of the continuous learning progress of students with disabilities.

1.11e Higher education

This refers to Limkokwing University, Botswana and other institutions that offer higher education such certificate, diploma associate degree, degree, master's degree and PhD. They are sometimes called tertiary institutions.

1.12 Summary of the chapter

Concisely, the concept of inclusive education has become a burning issue in the education sector. Many countries such as Botswana have made efforts to take action and implement it in the country. This was an encouragement made by the UNESCO that seeks for inclusiveness in tertiary education so that the special needs students may also benefit from the same learning resources. Moreover the rising of inclusive education has made a huge improvement and for the special needs students because it has given them an opportunity to participate in one classroom with normal students.

Some researchers have pointed out that inclusive education is a good concept and can bring positive learning results for the special needs students if implemented well. However some studies have shown that there are challenges of inclusive education in higher education. These challenges affect the special needs students. Some universities providing inclusive education have inadequate infrastructures, inadequate learning resources, inappropriate learning materials for special needs students as well as hiring lecturers who are not skilled to teach special needs students.

CHAPTER 2

2.0 Literature review

2.1 Introduction

Inclusive education is a very important factor, idea, and aspect of education across the globe (Sharma, 2015). Whilst many authors have devoted time and research into this subject it continues to be an area of great interest. Because of its unique nature inclusive education has continued to receive numerous attention from scholars and organizations who have even advocated it to be human rights agenda that advocates for increased participation for all students in higher education.

In this chapter, the researcher reviewed many studies, done in the area of inclusive education in different context, globally, regionally and locally with the reason of finding the status of inclusive education in higher education. The researcher examined the challenges of inclusive education. To have a look at what other researchers have said about a topic is an important aspect of any research report. It gives valuable clues to the investigator. Kim (2018) states that literature review helps the researcher to focus .It also added that literature review is very imperative because it gives the researcher an opportunity to discover significant problems and what other researchers are saying about their topic. It reiterates that, this will also help the researcher to know the results that other found to avoid repetition. The relevant literature review related to this study is presented in such that section 2.2.0 discussed inclusive education while section 2.3.0 discussed the students with disabilities. Section 2.4.0 focussed on how other different countries are implementing inclusive education .Section 2.5.0 delved into the challenges of providing inclusive education in different parts of the world. In section 2.6.0 this chapter looked at the theories that support the study .Lastly the chapter presents the conclusion.

2.2 Inclusive education

UNESCO (2019) posits that inclusive education makes certain that each student has the same opportunity for education. In other words it is a philosophy that seeks for full participation of both the normal students and special needs students. The national academies press (2019) posits that it is important to take address of the needs of students in an inclusive classroom taking into consideration their different learning needs. This is mainly to promote the principle that all

students must benefit from the same learning resources regardless of their status. This strategy has been implemented by many countries worldwide such as Botswana, South Africa, Zimbabwe, India, China and many more. These countries have made efforts to make sure that they positively apply this concept for the betterment of education. Many studies such as the Open Society Foundation (2019) agree that successful inclusive education can benefit all students and a possibility of good results in the students' learning process is very high. McManis (2017) highlights that when special needs students attend classes with their classmates who are not physically challenged, good things can happen. In other words, it is important that students who come from the same community should learn together. For example, a study conducted by Nestbit (2015) found out that when students who come from the same village learn together, regardless of their ability, it encourages unity and a sense of belonging. In addition, McLeod (2018) asserts that Maslow's hierarchy of needs believes that being a part of a group, making friends as well as having trust and being accepted will help students with disabilities in inclusive education.

Enote.com (2019) states that in the 1950s and 1960s, most students with special needs attended segregated educational programs. Special needs students were separated from the normal students; they attended in different institutions that were only designed for them. This denied the special needs students an interaction and socialization with their normal friends. However, it added that in the late 1960s and 1970s, parents, civil right movement and political groups influenced the execution of inclusiveness in education to make sure that students with disabilities have the opportunity to appropriate public education. Therefore, inclusive education comes in as an initiative to look in to how classrooms, programs and other learning resources are designed so that they accommodate both normal students and those with disabilities. It was principally implemented to support the special needs students in their learning process. Morgado (2016) also added that inclusive education is a model that proposes ways in which students will be able to learn together without any challenges. For example, universities must ensure availability of resources for both normal students and the disabled students for the betterment of the student learning process. Furthermore, they must not only focus on the normal students alone but rather balance in terms of resources allocation. For example, a study conducted by Buhire (2013) posits that out that the availability of learning resources in an inclusive classroom can improve the

quality of education as well as the learning process for all the students including the disabled students.

State Government of Victoria (2019) reveals that through inclusiveness, all students feel accepted and therefore it becomes easy for them to participate and learn effortlessly because they will be engaged more in their school work without any fear of prejudice. Furthermore it outlined the following reasons why inclusive education is essential:

- a) Inclusive education guarantee that special needs students are not discriminated and are allowed and welcome to receive and become of part of the education process the same way the normal students are treated
- b) It recognises and addresses the different needs and the potential of every student
- c) It ensures that all students with disabilities are respected and treated the same way the normal students' are treated and most importantly it allows the special needs students to be part of all the decisions that affect their education.
- d) Inclusiveness encourages engagement of all students which lead to a constructive learning

2.3 Students with disabilities.

Us legal.com (2016) affirms that students with disabilities are students with some physical or mental impairment .It also asserts that some students with disabilities tend to have difficulties to remember some information. In addition, students with disabilities have difficulties in socialising with others and this sometimes affects their academics. Klimenko (2016) found out in his study that the socialization theory encourages students to socialize regardless of their circumstances and status so that they can learn from each other. His study found out that through socialising special needs students can develop high self esteem because they will be able to create friends and this will also help them have a sense of belonging. Some studies have found out that the special needs are sometimes frustrated by their learning difficulties and most of the time they develop negative feelings of self-worth, which leads to poor self concept and confidence.

For this reason, US legal.com (2016) pleads that when teaching a students with any disability, it is vital to always take in to consideration the teaching methods used and ensure that they are

appropriate for them. Moreover, it added that inclusive plan is very important and can benefit the students with disabilities because it allows them to improve their social interactions with the normal students. Furthermore, Picard (2015) added that for inclusive classroom to be taken seriously and for the students to be respected it is imperative that the language used directly speaks to the students and not their disabilities.

2.4 How are different countries implementing inclusive education?

Morina, A (2017) alleges that inclusive education in higher education is very difficult because it was originally designed for primary and secondary schools. However, because the same special needs students from primary and secondary schools complete their studies and there is a need for them to enrol for higher education hence why the implementation of inclusive education in higher education. For this reason, some continents around the world have found it fit to implement inclusive education primarily to accommodate and reduce the challenges that the disabled students encounter in higher education. Rieser (2016) alludes that the European Union as well as other 148 countries have approved the United Nation convention on person with disability and this have led them to develop inclusive education systems in higher education.

2.4.1 Studies conducted in United States of America

Abery and Tichá, (2017) asserts that inclusion, integration and mainstream are normally confused due to the nature of education in the U.S. and the different points of view that people have on inclusion. The study found out that it has been observed that lectures never prepared enough for special needs students and most importantly to talk about the different needs for these special needs students. In addition the study discovered that in United States of America the special needs students are believed to be responsibility of the special education staff. Hehir, Freeman, Lamoreau, Borquaye and Burke (2016) have found reliable proof that inclusive learning settings where special needs students and the normal students are educated in the same classroom can result in a positive long term benefits because the special needs students will forever believe in themselves and have courage to work hard without any fear of discriminated. It added that this will also help them gain self worth. It added that inclusive education has been studied by different researchers and it shows that the benefits of inclusive education always differ from one study to another. However, the majority of studies found that the students who benefit more from inclusive education are the special needs students who learn in the same

classroom with the normal students while the special needs students who are separated and learn alongside with other special needs students never benefit the positive learning process.

In addition, the study also found that successful inclusive colleges show that inclusion can have vital helpful benefits for all students. It posits that these effective inclusive higher education classrooms have seen that inclusive education is not necessarily being able to have the special needs students and the normal students in the same classroom. The study urges that to have effective inclusive classroom, administrators, lectures, as well as the principal must be aware and have informative understanding of all students including the special needs students. They should know each student's strengths so that they can motivate them for the betterment of their learning process.

The study also added that lecturers in inclusive classrooms must always find different ways of teaching and engaging all the students in an inclusive classroom. For example, the study added that lectures may use presentations where students are able to express and present what they have learned. This can benefit both the lecturer and the student because the lecturer will be able to know how much the students have learnt especially the special needs students who need more attention. Hehir, Freeman, Lamoreau, Borquaye and Burke (2016) discovered that in the United States of America, despite these proof, special needs students are still facing the challenges in accessing high quality education. It added that people still have misunderstandings of inclusive education; they believe that students with disabilities cannot be in the same classroom with normal students. Therefore, this has led lectures to deny the special needs students the right to enrol in formal higher education. Furthermore the study stated that, for these reasons countries that have approved the law that every student has the right to education including the special needs students, sometimes separate the special needs students and give a priority to the normal students. . (Grindal, etal 2016)

Udeme and Olisaemeka (2016) made the following findings that inclusive education method has a number of advantages in the US. These take account of the fact that it encourages the normal students to acknowledge and support students with disabilities. It does not spend more money to provide for students' education separately instead, it improves their sociability and relationship hence inclusive education. It added that Inclusive education decreases the discrimination amongst the special needs students because it allows students with disabilities and the normal

students to learn together and socialise therefore becoming friends. The study also added that this also allows and give opportunity to the students without special needs to develop good relations and positive attitude with special needs students.

Kuittinen (2017) posits that the teachers' general approach in the direction to inclusive education in the US was neutral and their self-efficacy in executing inclusive was very high. However, the lectures showed concern for including students with special needs in their classes. They discovered an important connection in teachers' attitudes and self-efficacy: the higher the self-efficacy, the more positive attitude in the direction of inclusiveness. Of the three self efficacy subscales, self-efficacy in collaboration was the strongest correlate with general attitude. The study also discovered that the lectures attitude towards inclusiveness was determined by their teaching experience. The most inclusive environments were rated for students with mild speech impairment or mild behaviour disorder and the least inclusive for special needs students with severe intellectual disability.

Hossain (2012) made some findings in which he urges that first; there must be an informative and understandable national policy for inclusive education which is supported by the legislation that also states the rights of students with Special Educational Need and Disabilities (SEND). Hossain (2012) also adds that "there is also a need to be statutory guidelines provided by the national ministry of education, or equivalent, in each country, such as the Code of Practice for SEND (DfE/DoH, 2014) in England. Mechanisms need to be in place to ensure that these are implemented at regional and local levels, for example, through regular institutions inspections conducted by agencies such as Ofsted (2014) in England. In addition, there need to be parent partnership services or parent involvement coordinators which can provide information and guidance to parents of students with SEND."

The study also found out that, institutions must have policies in place to make sure that the all the necessary requirements and guidelines needed for national legislation executed. They must have guidelines to identify and assess students with SEND and to offer suitable participation. For example, by individualizing educational curriculum and alternate plans. Moreover they must also put in place methods to monitor and review the improvement of students who have been identified to have SEND and for evaluating the effectiveness of interventions used with them.

This study also found out that institutions also need to develop organisational procedures for meeting students SEND. These should be headed by relevant authorities of special education members or Special Education Needs Coordinators (SENCOs), who have skills in inclusive special education, and are staff members, as well as lectures from outside colleges. Its other findings, suggested that institutions must ensure that all colleges must research evidence that will effectively facilitate the academic development of students with SEND. They must always have effective ways in which parents will develop interest in their children's education. Colleges must also avoid the ineffective strategies that seem not to be working. They should always replace them with the effective ones.

It also found that all lecturers “must be able to identify students with SEND and ensure that the teaching strategies and techniques that they use are based on sound practical guidelines. Teachers must also, whenever possible, use evidence-based practices such as cooperative learning and peer tutoring to facilitate the optimal learning of all students, including those with SEND. In order for this to become a reality, all teachers must have thorough training in teaching children with SEND as part of their initial training, and ongoing professional development relevant to this throughout their careers. Focus on effectively including as many students as possible in mainstream schools in inclusive special education, there is a major focus on effectively educating as many students as possible in mainstream schools. In order to achieve this, it is essential for school lecturers to have a sound knowledge of the different types of SEND and the practical teaching strategies needed to teach them effectively in classrooms. Education systems and institutions need to have in place policies and practices in all of the aspects of institutions.” Hossain (2012)

2.4.2 Studies conducted in Europe

Morina (2017) highlights that “inclusive education was developed in the educational settings prior to higher education”. However, for many years, inclusive education has been making headlines into university meetings, policies, and teaching and learning. It continues adding that inclusiveness in higher education need a lot of work and preparations before it fully recognised. They must also address the challenges of inclusive for the effectiveness of the inclusiveness. The study also posits that many European countries have found it fit to also make it a point that they do not deny the special needs students the right to education by developing an easy access of

education for the special needs students. It added that they have also developed offices to support inclusive educational for students with disabilities, (Morina (2017)

Pappas (2018) found out that inclusive education is a disastrous gift and results in many students with emotional needs who are denied to learn in the same classes with their normal peers. It adds that this has shown in student's n with emotional and behavioural needs and people with autism. Pappas (2018) argues that for these students, inclusiveness must be evaluated and for this reason, a few special needs colleges, where special needs students learn separately must be taken in consideration. It further states that with the help of lectures there can be a successful inclusive education because lectures always know what to do for effective learning and education. They act as intermediaries between the colleges, authorities in education, parents, legislation, and the students, because take action by meeting the students on daily basis and they know what is happening n the ground as well as what could be done to address the issues at hand. Pappas (2018) adds that “when the goal is full inclusion, it is essential for teachers to be competent, willing to work with children with special needs, and well informed and aware of the critical aspects of both Inclusive Education and Special Educational Needs.”

Kavelashvili (2018) posits that “people’s pessimistic attitudes towards differences result in discrimination that can lead to a crucial barrier to learning. Its findings are that pessimistic attitudes may take the form of social discrimination, and classical intolerance. If the awareness of Georgian population, principals, educators, parents, students, etc. will not change it would be difficult to include learners in schooling processes. It also notes that public awareness is quite low towards inclusion of the Special Education Needs (SEN) students into higher education in Georgia and what we wish would be raising the awareness of society through different ways.” Kavelashvili (2018) in its findings notes that they wish to improve the infrastructural situation and physical environment status because it not in a good state. The study also argues that the operation of inclusive education must be considered as compulsion of all members of the community to protect the rights of other members of their own community. This will help those who are disabled to become part of the community and receive equal education. It added that the approach of implementing of inclusive education in Georgia have to be inclusive itself, which on means it must include target groups engagement, planning, organization and execution need

the participation of different countries' institutions which are participating in the same processes of inclusive education.

The study also elucidates that the idea of inclusion, at some point, basically excludes the discrimination factor. consequently, in the modern world, where the superlative values stands for equality, tolerance and respect for each person's uniqueness, inclusive education model gains its vitality, as far as it is based on the moral and ethical principles acceptable in a democratic society, enables all the people to feel as valuable and live active lives.

2.4.3 Studies conducted in Asia

Asia is one of the continents that have shown interest in taking a part in inclusive education. Research shows that time and again they hold conferences and meetings to find ways of improving inclusive education. Although the continent has made efforts on the philosophy they still have issues that hinder them from having a successful inclusive education. Rieser (2017) posits that more than eleven countries in the Asian regions believe that providing access and engagement for special needs students must be given the same treatment as the normal students. Studies and researches in Asia on the subject of the challenges of providing inclusive education depict the following:

2.4.3.1 India

Singh (2015) highlights that; inclusive education is an obligatory and priority for government of India. Nonetheless the study found out that there is extensive gap in policy and practices that are present in the country with respect to inclusive education. It also added that there are a number of obstacles that slows down the operation of inclusive education in India and he outlines some of the challenges of inclusiveness such the skills of lecturers as well as the way lecturers administrators, parents, peers and policy planners view inclusive education.

Yadava (2013) notes that if inclusive education is to be a successful there are some parameters that must be considered such as support from the members of the community for including special needs students in higher education. If this was taken in to consideration by institutions providing inclusive education in the Europe, the possibility of successful inclusion in higher education will be possible. The study also pointed out that the education sector in Europe must also be ready to accept the responsibility of education for students with disability. It outlined that this cannot only make inclusive education a success but also make things easy to work and

accommodate students with disabilities. The study also added that Inclusive education in the Europe can help a lot of students with disabilities and they can benefit more on this philosophy. Moreover it posits that this can only happen if parents are eager to send their students to the university. The study also found out that parents in Europe have a tendency to deny their student higher education because they feared that these students will not be treated accordingly.

Furthermore Yadava (2013) also posits that the following strategies can help inclusive education in the Europe:

- a) Lectures to be trained to teach and manage disabled students.
- b) There must be a balance between students with disability and the normal student enrolling in t higher education.
- c) Universities providing inclusive education to maintain the enrolment rate of student with disabilities.
- d) Students without disabilities should and the normal students must support each other all the time for a successful learning process.
- e) There must be equivalent accomplishment of students with disabilities in curricular and co curricular activities at par with their capabilities.
- f) A specialist lecturer support must always be available in the institution
- g) He further added that for the success of inclusive education lecturers, community and the society at large must lead and contribute for effectiveness of inclusiveness not only as program but also to respect the special needs students and their learning potentials.

(Yadava 2013)

2.4. 3.2 China

Merlinen(2013) alleges that some studies emphasize that the implementation of inclusive education in China was highly influenced and encouraged by other international countries that have implemented inclusive education and have developed educational campaigns of inclusive education in order to make people aware of the program such as the United States. It added that China started inclusive education in the 1980s where now colleges began to admit students with special needs in the mainstream institutions. The first intake was done in the rural areas. The study also adds that, in the same year the Government of china started to support inclusive education. Chen (ND) also states that inclusive institutions are viewed as the helpful means of

providing educational opportunity to all students with disabilities. With this regard, the study discovered that an inclusive university means no students will be rejected when applying for admission. It stressed that this policy is an advantage to students with disability because all levels of school will never reject any students based on their disability.

2.4.4 Studies conducted in Africa

The question of inclusive education is a global issue that continues to gather much interest amongst scholars. Whilst numerous researches has been done on different continents it is of paramount importance to also have a closer look home by looking at inclusive education from an African perspective as well as a country specific around the topic at hand. The topic on inclusive education is a hotly contested area with some scholars advocating for student opposition to it through cautious support to strong backing. Materechera (2018) alluded that “some stakeholders have taken a middle-of-the-road position because while they endorse the human rights discourse that makes inclusion a global imperative, they are caught up in a dilemma between their aspirations and the realities at school level which leave them uncertain of exactly what gains and losses might be involved in a total commitment to inclusive education.” The issues rose above show how the subject of inclusive education is a hotly disputed area with some scholars for and others against the whole concept. Other scholars believe that inclusive education is minefield that causes dilemma to teachers. To others it is conflict to others

2.4.4.1 Studies Conducted in Ghana

Botts & Nana (2013) observed the success of inclusive education in Ghana had to adhere to 12 things to have a successful inclusive education. He outlined that there was need:

- a) To inform Ghanaians about the rights and responsibilities of the community and People with Disabilities (PWDs).
- b) To make people aware of the disability by generating and disseminating relevant information
- c) To ensure full participation of PWDs by creating a conducive environment for the full participation.
- d) To guarantee access of PWDs to education and training at all levels
- e) To make sure that employment for PWDs in all sectors of the economy is available

- f) To ensure the availability of good and proper roads, transport, and accommodation facilities for disabled students
- g) To ensure that PWDs have effective health care and sufficient medical rehabilitation services
- h) To make sure that all women with disabilities enjoy the same rights and privileges as their male counterparts
- i) To take note of the nature of disabilities of PWDs in cases of arrest and detention
- j) To encourage PWDs to fully participate in their cultural activities
- k) To ensure access of PWDs to the same opportunities in recreational activities and sports as other citizens
- l) To promote community-based rehabilitation programs as a means of empowering and ensuring the full participation of PWDs in society

According to Botts & Nana (2013) without the implementation of the 12 points raised in their study inclusive education would be near impossible to achieve. It posits that it vital and necessary that the government of Ghana ensures the above parameters especially in higher education where students with disabilities need relevant resources and most of all support to successfully complete their studies.

2.4.4.2 Studies conducted in South Africa

Inclusive education has not only been a subject of great debate in Africa and other Sub Saharan countries but also a subject of controversy in Southern Africa as well. This includes countries like South Africa and Botswana where the issue of inclusive education continues to make headlines as well among many scholars, educators and policy makers.

Several studies have been conducted in South Africa and the following are some of the findings done in that country. Pottas (2005) urges that it clear that teachers and lectures lack relevant knowledge, experience, skills and they need to be trained for lecturers felt untrained and not qualified to teach in inclusive classrooms because they do not have skills and experience to teach students with disability. They also fear that they may not be able to manage the disabled students because they are not qualified and do not know how to treat them. It also adds that there are other concerns associated with the implementation of inclusive education in South Africa such, inadequate facilities, infrastructure and lack of learning devices. Pottas (2019) also notes negative attitudes and discrimination of the normal students towards the disabled students.

2.4.4.3 Studies conducted in Zimbabwe

Mpofu (2015) highlights that in Zimbabwe inclusive education involves the recognition and minimization or reduction of barriers to students' involvement and contribution in traditional settings as well taking full advantage of the resources for effective learning and participation. Muranda(2014) states that Zimbabwe has become a member of the United Nations and has decided to recognize the rights of People with Disabilities (PWD).This was done through a pronouncement that was passed by the United Nations Human Rights including the agreement of the United Nations Convention on the Rights of disabled students. It adds that the aim of this was to improve the quality of life for students with disabilities especially through education. In this research it was found out that Zimbabwe is a signatory to several Inclusive Education-related international charters and conventions was mandated to initiate and support inclusive programs for people with disabilities (PWD).

Furthermore Chakaita (2019) analyzed lecturers in Zimbabwe recommended that they should trained in order to acquire relevant skills that will allow them to be able to manage the special needs students. They also allude that without proper training they will not be able to teach the special needs students. The study added that for this reason disabled students have been turned down from high education.

2.4.4.4 Studies conducted in Botswana

Botswana like many countries have responded and made an effort to implement inclusive education. Botswana believes that that all children including the special needs student's have the right to education. African disability rights (2014) highlight that "section 18 of the Botswana Children's Act states that: every child has a right to free basic education." For this reason the government of Botswana is under an obligation to provide such free basic education. The Botswana Federation of Trade Unions (2007) also states "that education for the people with disabilities has also received attention over the years, according to the NDP 9, and NDP 8: Notable achievement was the establishment of additional special education units within the conventional school system to ensure inclusive educational provision."

The Government of Botswana under the ministry of Education developed an inclusive policy document that supports inclusive education. Ministry of Education and Skills Development (ND)

defined inclusive education as an education system that meets the different needs of all students with the disabled students included. The policy asserts that no student must be excluded from education regardless of their health, gender and any other circumstances. It pointed out that the Ministry of Education and Skills Development takes care of takes the lead in developing an inclusive education system, nevertheless the goal of inclusive education will be met only if there is cooperation and proper planning with other Ministries and private providers such as universities providing inclusive education.

Nonetheless disabled students still faces challenges in their daily life especially in education. Obiozor (2010) found out that it is believed that special needs students are supposed to benefit from the inclusion education provided by lectures and administrators. The study added that this inclusive education will empower them to work hard and help them become independent. It added that the idea of inclusive education was designed to benefit the disabled students but regardless of this reason they still have difficulties in accessing education high education.

The subject of inclusive education is not new to Botswana like in many other countries and continents noted above. Mangope (2017) posits that, the Government of Botswana has recognized inclusive education as a fundamental component in the education of students with disabilities. However, whilst this is a welcome development it has its own challenges.

Mukhopadhyay (2017) suggest that inclusive education in Botswana is still in its infancy. It adds that, Teachers' experience in inclusive education is a fairly new concept in Botswana. The study also found out that participating teachers in inclusive education had limited experiences in managing learners with disabilities. In this study Mukhopadhyay (2017) notes that lecturers believed that a complete inclusive education model might not work in Botswana as it was still in its infancy. It also adds that inclusive education was difficult to implement because of lack of trained special educators.

2.5 Challenges of inclusive education in different parts of the world

Many countries in the word are implementing inclusive education and some have developed strategies that can help them to successfully implement the philosophy. It is true that many countries have done a massive difference where the disabled students have benefited a lot from inclusive education. Nevertheless there are still challenges faced by the students with disabilities

regardless of the efforts made by each country. Morina (2017) states that inclusive education is a test in higher education that is why we need to go back a decade to make sure that the contemporary higher education classroom is different.

Milinga (2013) added that the implementation of inclusive education has brought many challenges in Europe. Slee (2013) cited in Milinga argues that most of these challenges are caused by the different opinions that people have about inclusive education. It added that this brings a lot of confusion, misunderstanding and misinterpretation of inclusive education. Furthermore it alluded that universities offering inclusive education are not consistent in providing the required resources for inclusive education. In addition the study found out that lack of skilled lectures and different cultural beliefs massively contributes to the challenges of inclusive education in Europe. The study also asserts that the negative thoughts about inclusive education also hinder people and the community at large to understand the importance of inclusive education. For this reason the society ends up having unclear and false information about inclusive education which therefore confuses the community.

Adebayo and Ngwenya (2015) cited in Milinga discovered that inadequate learning materials and equipments is a major challenge that affect the implementation of inclusive education. Milinga (2013) added that without the physical learning resources and inadequate infrastructures in colleges offering inclusive education will always have a negative impact towards the disabled students. The study assets that one of the factors contributing to the challenges of inclusive education in Europe, is the poor welfare of lecturers. It posits that lectures do not know how to manage the disabled students because they are not trained.

India is one of the countries that have implemented inclusive education, however regardless of the effort they are putting in this initiative they face challenges in this process. Singh (2015) outlines the following challenges they have encountered during the implementation of inclusive education:

a) Skilled lecturers

Many lectures in India do not have proper skills for teaching special needs student's .They have never received any training and they do not have any experience in special

education. It urges that this because of this becomes difficult for them to deliver in an inclusive education.

b) Attitudes towards inclusion and disability

Displaying good attitudes toward inclusive education plays a major role in the success of its implementation. However, negative attitudes are still persisting among these in many cases. This is adversely affecting inclusive education scenario in India. Mainstream teacher attitudes may be a contributory barrier to successful inclusive practices the study found that indeed teachers in mainstream schools were less positive about the potential of children with learning disabilities than special school teachers. The inclusion of children with social, emotional and behavioural difficulties has consistently been reported as a particularly problematic for teachers, and is accompanied by negative teaching attitudes. (Singh 2015)

It posits that teachers with negative attitudes believe that inclusion is a burden on teachers and they should receive special service delivery in special education settings to avoid the negative impact on their typically developing peers in the regular classroom. A number of studies found that general education teachers are not supportive of inclusion. Other studies found that general education teachers are less supportive of inclusion .The results indicated that the teachers had negative attitudes towards the inclusion of students with disabilities into regular education classrooms. (Singh 2015)

c) Lack of awareness about students with disabilities among general lectures

The general teachers, at all levels, lack basic awareness about children with disabilities. They have their own socially and culturally constructed notions about certain obvious disabilities but lack scientific and educational knowledge about the disabilities such as classification, labelling, special needs and adaptations etc.

d) Improper curriculum adaptation

For practicing inclusive education, curricular adaptations suited to special and unique needs of every learner, including children with disabilities, are necessary. Concepts like ‘Universal Instructional Design’ are to be properly developed and incorporated into the curriculum. However, needed curricular adaptations are either missing altogether or are improper. (Singh 2015)

e) **difficulties in physical access**

School environment needs accommodations for truly practicing inclusive education. However, such accommodations are not there in majority of the schools. Facilities like ramps, lifts, and directional cues etc. are mostly absent in schools. (Singh 2015)

f) **Support services**

Support is crucial in education because it is an important aspect in our lives. Therefore there is need to improve the support services provided towards the education in India particularly for inclusive education. The study added that if there is no enough support, the implementation of inclusive education will continue to slow. (Singh 2015)

g) **Family collaboration**

Keeping in mind the nature of Indian society and culture, it can be safely stated that family has a very important role in implementing inclusive education in India. Family is considered having sole responsibility for their children in India. Hence, inclusion can only be realised by motivating and involving family in the process. (Singh 2015)

h) **Insufficient and improper pre-service teacher education**

The pre-service teacher education programmes being run in the country are failing to sensitize and equip prospective teachers in inclusive education practices. Modifications are needed to make these teacher education programmes more effective. Currently, teacher education programmes producing special teachers are controlled by Rehabilitation Council of India whereas these producing general teachers are controlled by National Council for Teacher Education. These two apex bodies need to collaborate and devise measures for producing skilled teachers capable of implementing inclusive education. Negative self-perceptions of children with disabilities for practicing inclusive education, negative self-perceptions of children with disabilities pose a great challenge. These negative perceptions are often strengthened by neighbours, peers, and teachers. Without wiping out these negative self perceptions, true inclusion of such children is not possible. (Singh 2015)

i) **ICT availability and related competencies**

Present age is the age of information and communication technology (ICT). ICT is providing great help in almost all endeavours of human life including education and

training. There are a number of ICT-enabled pedagogical and assistive devices are available particularly useful for children with disabilities. (Singh 2015)

j) Improper policy planning and lack-luster implementation

Regardless of the believe that India have executed inclusive education in most of its institutions, its policy planning is poor and it does not have strategies to monitor the progress of the program. Hence why private institutions have not started the program yet because the policies are not clear. (Singh 2015)

k) Budget

The implementation of inclusive education in India needs a proper planning and a detailed budget in order to facilitate it easily. The study added that India does not want to spend money in this initiation therefore it will continue to have challenges of inadequate resources.

Furthermore, Opoku (2017) notes that Ghana like many other countries throughout the world was not unique in having challenges to inclusive education. His findings were that:

- a) Implementation of inclusive education was delayed because of poor management as well as an inappropriate choice of institutions for the piloting project.
- b) The findings of the piloting project in Ghana have not shown any positive change in inclusive education. However it has only shown signs of increase of awareness in the society.
- c) Furthermore the findings of the study showed that many universities insufficient facilities and resources which is the main cause of unsuccessful inclusive education.
- d) It also noted that colleges that have done their best in implementing inclusive education at this date have not shown any positive benefit for the special needs students. The study also found evidence of poor planning and poor organization, and lack of overarching inclusive education policy. Opoku (2017)

Donohue (2014) outlines some of the barriers to inclusive education in South Africa. It adds that in South Africa, specifically, up to 70% of students with disabilities are out of school even though it is compulsory for every student to attend school .However there are still separation schools specifically designed for the disabled students. This still occurs despite the need for inclusive education.

Donohue (2014) analyzed that proper resources and improved infrastructure are a huge requirement but not sufficient for inclusion. It also notes that the changing attitudinal barrier among school experts and in the community is one of the vital aspects of making inclusive education happen in low-income South Africa. The study also added that the community still practice stereotyping towards the disabled students. They still discriminate them. Therefore the study alludes that it is important for the community to be educated and informed about the disability .It posits that this will help both the students and parents to make good decisions and become confident to take their children to school. The study also asserts that lack of information among parents' results in parents refusing to take their children to school because of fear of stigma. Donohue cites Groce (2004) states that in some developing countries in the world special needs students never attend school because they are believed to have no use and that education is not important to them. The study added that instead people believe that they will only disturb classes.

Donohue (2014) also found that ostracism of learners with disabilities was perceived as a barrier by all participant groups. In this regard lecturers pointed fingers to the society, saying their behaviour towards the disability caused the discrimination among special needs students. It urges that for this reason parents recommended that separate schools must be maintained. This study discovered that recommendation was made because parents believed that their children will be safe in separate schools away from the community and the society at large. It added that similarly the normal students have also developed bad attitudes towards the disabled students therefore parents believed it will be difficult for their special needs students to share classrooms with these students. Moreover parent's fear that their children will be mistreated in public schools.

Donohue (2014) also cites that similarly the society takes the blame back to the parents of the special needs students. It added that the society believe that the reasons for having the disabled children is because of witchcraft .The study added that this is one other reason that makes parents to fear the society and decide to take their children to the separated schools.

Mafa (2015) argues the following as barriers to inclusive education in Zimbabwe:

a) Facilities and Resources

According to Mafa (2015) he argues that buildings in most public institutions were not suitable for the disabled students. It adds that, students who use wheelchair have difficulties in accessing some classrooms and offices. Mafa (2015) also notes that resource absence of equipment like Braille as an impediment to inclusive education. It also discovered that suitable facilities and adequate resources, are the most important requirements for inclusive education and without them it will be difficult to implement it. The study asserts that, for lecturers to appropriately deliver quality education they must have resources in place. For example special needs students need a lot of learning resources therefore if they are not available this will compromise the learning process of these students, hence why a poor performance. In addition, the study found out that the infrastructures in some of the Zimbabwe's colleges posed as a challenge for disabled students, particularly those using wheel chairs.

b) Pupil-related problems

According to Mafa (2015) the teaching methods used in an inclusive education may not work for others. The study noted that lecturers in Zimbabwe complained saying that inclusion classroom may also have a negative impact towards the disabled students due to the teaching method used. They allude that this may also lower the special needs students morale if they find out that the normal students are excelling and understand things better in the classroom. The study added students who are slow learners and have difficulties in learning may feel ashamed of themselves thinking that they are failures when comparing themselves to the normal students.

c) Lack of support and guidance from instructional leaders

The study by Mafa (2015) showed that lecturers complained that there was no support from their supervisors. They alluded that inclusive education is huge program that needs supervisors to always guide them and make sure that they avail the necessary requirements for the success of the program. Moreover, lecturers in Zimbabwe posit that when they went for lectures training, they never received training for inclusive education. The study added that the focus of the trainings was on the normal students and nothing about the special needs students.

Lack of a policy on inclusive education

Mafa (2015) stressed the need of policy on inclusive education. The study added that efforts have been made on the inclusion, and yet there was no clear policy that governs inclusive education. It also

argues that policy would make inclusion obligatory, and oblige authorities to avail resources and other support services to guarantee the success of full inclusiveness. In addition it also postulates that policy would result in clear directions and implementation strategies.

The Government of Botswana has made efforts to implement inclusive education with the hope to accommodate the special needs students. However, Botswana just like other countries in the world faces a lot challenges in inclusive education. Almost all universities in Botswana offer inclusive education and it is the responsibility of these institutions to ensure the availability of the learning resources for all students particularly the disabled students. To this date students with disabilities still faces challenges that hinders them from their learning process such as inadequate infrastructure, inadequate learning materials and the curriculum itself. Jonas (2014) urges that, though the government of Botswana had shown great deal of concern for students with disabilities in Botswana, with policy implementation, it has not done enough to address their problems. The study added that there is a lot to be done on the ground because what have discussed has not been implemented by the universities offering inclusive education. It added that students with disabilities are excluded from accessing education in Botswana because most of the universities that provide inclusive education focus more on providing the normal students with the right learning resources and turn a blind eye on the disabled students.

Similarly the same challenges are found here in Botswana. Some of the universities providing inclusive education such as Limkokwing university Botswana ,have not yet met the requirements of providing inclusive education. Therefore the special needs students are faced with challenges in their everyday learning process. In most cases it is the learning resources that are not enough or relevant to their learning process. This becomes a challenge because lack of learning resources hinders the students from learning.

2.6 Theoretical Framework

This research adopted Critical Theory which was propounded by Max Horkheimer of the Frankfurt School of Sociology in his 1937 essay: Traditional and Critical theory (Crossman, 2019). It posits that critical theory is a social theory oriented toward critiquing and changing society as a whole. It added that critical theory is a “foundational perspective from which analysis of social action, politics, science, and other human endeavours can proceed.” Boyd (2019) added that, critical theory in education is about inquiring how our educational systems

can best offer education to all people. It offers opportunities and understanding of the different perspective of disadvantaged members of society. Furthermore it states that the theory seek out to set free human beings from situation that enslave them.

Given the various challenges that the literature has reviewed it suffices to say that the critical theory is the most suitable for this study as it interpret events and explanations in inclusive education. The subject of inclusive education has been a major subject of debate and the critical theory seeks to support people in their understanding of issues concerning unfairness, power and oppression. As the literature has noted inclusive education is not a privilege but a right to all and it is real and an urgent need for all educational systems. The theoretical framework employed in this study will seek to bring an understanding of special education by interrogating the strategies, cultural beliefs and attitudes of non-disabled peers, teachers and parents on inclusive education. By so doing solutions can be found that help overcome some of the challenges noted.

A critical theoretical perspective makes people aware of the injustices, stressing the need to help examine opposing practices within educational contexts in the hope of creating an education that is healthy and transformative and that promotes social reform through individual and collective activism (Verjee, 2012). The use of a critical theory can help unpack and interrogate inequities that marginalize different populations and can also allow to find solutions to overcome challenges in embracing inclusive education.

2.7 Recommended solutions to the challenges of inclusive education

Nicole (2018) posits that to successfully implement inclusive education there are a number of factors the universities s must consider. The study explains that it is very important for universities that provide inclusive education to completely understand inclusive education and to totally do away from the myths of inclusive education. This is to say every university providing inclusive education must ensure that special needs education is an important part of education; therefore it is very vital that it is taken seriously.

Sharma (2007) cited by McKay (2014) highlights that challenges of inclusive of education can be reduced if lectures change their attitudes towards inclusive education. It continued saying that lecturers must have positive attitude so that inclusive education can be successful. Sharma (2007) mentioned that if lectures can perceive disabled students differently and put more effort and interest in them inclusive education will be easier. Ravi (2016) also added that there are many

possible solutions to inclusive education. It continued saying lectures and the community must be motivated by the universities providing inclusive education so that they can appreciate the value of inclusive education and have a positive attitude towards special students. Ravi (2016) also added that lectures must receive proper training and have inclusive education awareness programs in schools. This is very true because most of the universities providing inclusive education hire just regular lectures that are not skilled to teach special needs students.

Ravi (2016) highlights that one more important solution to the challenges of inclusive education is adequate resources. The study also asserted that if all universities can use a lot of money to buy relevant resources for special needs students, inclusive education can be successful. It also noted that universities must build good infrastructures that are user friendly for all students and buy relevant equipment to be used by these students. It recommends that said this can boost the performance of the students as well as add credibility to the universities. The study also discovered that without proper resources for all students the learning process will be compromised therefore resulting in higher failure rate.

Ravi (2016) also posits that policy creators must work hard to make sure that all institutions providing inclusive education provide all relevant resources for both the normal students and special needs students. It mentioned that the policy makers should keep an eye on all the universities and make an audit more often to ensure that they have the requirement needed to provide inclusive education.

2.8 Research gap

The overarching aim of this chapter has been to point out that even though various studies have been widely explored in inclusive education, there is a shortage of studies that focus specifically on challenges of inclusive education in the Botswana context. Furthermore, the chapter has established that challenges to inclusive education are a major factor that can impact on the adoption of inclusive education as a system of education. Moreover, from the literature reviewed, some factors have been highlighted as impacting on inclusive education namely lack of resources, policy and implementation, methodologies and strategies, cultural beliefs and shortage of resources, negative attitudes of non-disabled peers, teachers and parents.

Even though there is rich evidence of research in this area none of the studies reviewed in this chapter have been conducted in Limkokwing university of Botswana. There is a gap in the literature in regard to challenges of inclusive education in Botswana per se.

Furthermore, it is hoped that it will provide solutions to the challenges posed by the implantation of inclusive education in Batswana. It is hoped that the research will shed light on inclusive education in Botswana since it is in its infancy.

Moreover, the study can provide solutions to educators and policy makers on how to handle issues related to inclusive education with the solutions being specific to each country. It is hoped that the study will assist educators to handle students with special needs. Furthermore, the study could lead to less cases of discrimination of students and better classrooms and learning environments on Botswana. It is believed that the findings of this study will help lecturers and school heads to appreciate challenges that come with inclusive education. This study will augment other studies that have been carried out and will add to the body of knowledge on inclusive education.

2.9 Summary of the chapter

Inclusive education is clearly a good initiative that is believed to be a vital to every country in the world. It is also seen that many countries across the world have made efforts to implement inclusive education. It is an educational approach that have made the world to take special needs education seriously especially in higher education. A university qualification is a vital tool for all the students including the special needs students; therefore it is imperative that they experience a healthy learning process.

The majority of the literature reviewed indicates lack of poor conceptualization and lack of quality programming for inclusive education not excluding inadequate leaning resources. To overcome these challenges the literature reviewed notes that national institutions have a great role to play in the success inclusive education. Different researchers have their own opinions on the subject according to each country and most of the findings clearly show that there are many challenges that need to be addressed. Moreover other researchers believe that unsuccessful inclusive education is a result of negative attitudes of the normal student towards the disabled students .Some of the literature reviewed in this chapter have pointed out similar challenges of

inclusive education across the world. They have also proved that if these challenges were to be reduced, inclusive education could benefit the special needs students massively.

In a nutshell there must be an evaluation in all the universities providing inclusive education. The government must ensure that all these universities have adequate resources for special needs students. They must also make sure that universities hire qualified lecturers and even train them so that they will be able to teach the student accordingly.

CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter confers the methodology the researcher used. The aim of this study was to explore challenges of providing inclusive education at Limkokwing University Botswana. . The chapter outlined the research design that was used, the paradigm and also explain the research approach used. This chapter discusses the Population, area of research and discussed the Sampling techniques that were used. Additionally the chapter explained and the instruments that the researcher used to collect data. Lastly the Validity /Reliability and Ethical considerations were discussed.

3.2 Research Design /strategy

“Research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data,” Sacred Heart University Library (2015). This means that research design is the framework and fundamental map that guides the gathering and analysis of data. For that reason a good research design will make sure that the information collected is consistent with the study objectives. Data are collected by accurate and economical method.

Sacred Heart University Library (2015) also adds “that a case study is defined as comprehensively all-inclusive study of individuals, groups of people, an episode, a process, a situation, a programme, a community, an institution or any other social unit. Its principle is therefore to understand the life cycle of the entity under study or the relations between factors that elucidate the present status or the development over a period of time.”

The study used a case study approach, because it assisted the researcher to focus on the specific case, the challenges of providing inclusive education at Limkokwing University Botswana. Mills

(2009) posits that “a case study is a qualitative research approach in which researchers focus on a unit study known as a bounded system”. Shuttleworth (2018) also highlights that a “case study’s foundation is focus and relevance. A case study will help the researcher to deliberately isolate a small study group that the study is focusing on. “A case study is an in depth study of a particular situation rather than a sweeping statistical survey, it is also used to narrow down a very broad field of research into one easily researchable topic” Shuttleworth (2018).

Case study design enabled the researcher to closely examine the data within a specific context. As in most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. As the scope of this study is Limkokwing University of Creative Technology, and the research population is relatively small, the case study design is a perfect fit for this study. Therefore the researcher used case study design which enabled them to attain all the necessary data within a short period, additionally the case study design allowed for rigorous analysis of precise details which most often are unobserved in other methods. Furthermore a case study allowed the researcher to explore the subject in the research participants’ setting and consequently it contributed to the trustworthiness and credibility of the data collected.

3.3 Research Paradigm

Creswell (2014) described paradigm as “epistemology or ontology, or even research methodology”. It is basically a belief or a theory that guides the way we do things. It is how the world view the way things work. In other words a research paradigm is a set of common beliefs and agreements shared by scholars on how problems should be understood and addressed. (Creswell, 2014)

Research paradigm can be characterized by three elements;

1. What is genuine/reality-Ontology?
2. How do you know something-Epistemology?
3. How do you go about finding it out-Methodology?

“Ontology and epistemology spawn a holistic analysis of how knowledge is seen and how we can mirror ourselves in relation to this knowledge, and the methodological strategies are to discern it. Understanding of philosophical postulation will enhance quality of research and can add to the creativity of the researcher” (Creswell 2014).

The researcher used interpretivism since it allowed the researcher to construe the data gathered as the study dealt with human experiences and interest. Dudovsky (2018) “eludes that Interpretivism, also known as interpretive involves researchers to thematically deduce elements of the study, and thus interpretivism integrates human interest and experiences into a study.” It added that accordingly, interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments.

Consequently, “interpretive researchers presume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments”. Development of interpretivist philosophy is based on the assessment of positivism in social sciences. Subsequently, this philosophy emphasizes qualitative analysis over quantitative analysis.

Interpretivism is relevant to the study because it give the researcher the opportunity to view the perceptions and experiences of the participants differently as well as interpreting them to gather information. Precisely the researcher thematically analysed research question for easy interpretation of data collected. Moreover the researcher used these experiences to construct and interpret in her own understanding from the gathered data.

3.4 Approach

“ Research approach is a plan, strategy and procedure that consist of the steps of broad hypothesis or research questions to detailed method of data collection, analysis and interpretation” (Chetty, 2016). Henceforth, it is based on the nature of the research problem being addressed. There are two main approaches to research which are: Qualitative and Quantitative.

The researcher used qualitative approach because the study wanted to clearly identify the challenges of providing inclusive education in Botswana. Qualitative approach recommended by reception scholars such as (Chetty, 2016) who promote qualitative research approaches to better understand the audiences' viewing experiences.

There are about as numerous definitions of qualitative research as there are books on the subject. Some authors emphasize the research purpose and focus:

Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (Merriam, 2009, p. 13) cited by Dr. Bernarte (2019)

Others heighten an epistemological stance:

Qualitative research is research using methods such as participant observation or case studies which effect in a narrative, descriptive account of a scenery or practice. Sociologists using these methods typically rebuff positivism and espouse a form of interpretive sociology. (Parkinson & Drislane, 2011) cited by Dr. Bernarte (2019)

Still other definitions centre on the process and context of data collection:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices convert the world. They turn the world into a progression of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research includes an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural scenery, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p. 3)

The researcher's topic sought to explore the challenges of providing inclusive education at Limkokwing University Botswana. The researcher sought to tell the experiences of the participants in their own word, this is why the researcher used qualitative approach. The

researcher also used qualitative approach to determine and identify the challenges of providing inclusive education. A qualitative approach was suitable and fitting because it gave the researcher an opportunity to observe the participants in their setting.

3.5 Population

“All individuals or things that fall under the umbrella of the research topic be studied are referred to as the population of the study”(Ohaja, 2003).The population of this study were all students with special needs or who have complications in learning and their lecturers at Limkokwing University in Botswana; 10 lecturers and 30 students across all faculties. The researcher selected this purposely because Limkokwing University among other universities in Botswana enrol students with disabilities therefore these students faces the challenges of inclusive education in Botswana. The researcher purposively chose Limkokwing University, because they enrol students of different disabilities ranging from being partially blind to totally blind who will need assistance from fellow students on their everyday life in the institution and those who uses wheelchairs. Lecturers from this institution teach these students on daily basis therefore it was imperative to include them as part of this study. Moreover this was done because systematically when students with disabilities are admitted, they are assigned different programmes looking at their type of disability in regard to performance.

3.6 Sampling techniques

For this study, Limkokwing University is identified through observation of daily running of the institution as the researcher is an employee there. The participating institution in the study as the case study was purposely. “Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study” (Saunders, et al 2012).

Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time

and money”. This type of sampling is quick, easy, easily accessible, and cost effective. It allows for accelerated data collection as it permits the researcher to swiftly collect data. By rapidly collecting information, this method enables the segregation of growing trends, or to extrapolate generalized information from the views of the respondents. The researcher used purposive sampling since it allowed the study to be carried out at easy, since the researcher works at Limkokwing University, which is the case of study. Already through observation the researcher was compiled to conduct such a study at the stated institution.

Additional it enables ease in conducting the research, permitting the researcher to focus on analyzing the gathered data. This method is also expenditure efficient with minimal extra costs because it does not require complicated arrangements as the researcher selected participants from the local population groups being Limkokwing University community. This technique allowed for funds to be dispersed to other aspects of the project. Supplementary, this technique of sampling is often helpful in the obtaining of funding.

3.7 Data collection instruments /procedure

In this subsection, the researcher discussed all the devices used in collection and gathering of data from the research population. The following tools will be used for gathering data.

3.7.1 Document analysis

This study used documentary analysis, as to afford the researcher an insight into the pragmatic studies done on the topic of study.

Document analysis is “a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material” (Bowen, 2009, p.27). Similarly, Singleton and Straits (2010, p. 393) “argues that documents might be obtainable from different sources, such as public and official records, private collections, mass media, as well as physical non-verbal materials.” Equally, Start & Sloan (2003) listed diverse document source categories: published records, official and personal, original and secondary written records, statistical data, oral sources, pictorial sources, physical remains, and Internet sources.

Document examination was chosen an instrument for this study due to a range of reasons. “The instrument allowed the researcher to appreciate the past (Singleton & Straits, 2010) of inclusive education through the scrutiny of archival data”. Furthermore, it continued to say the method allowed recognizing gaps in policy and practice. Also, “document analysis, as noted by Bowen (2009), allows researchers to review change and continuity in a phenomena being investigated”

The other reason regarding the proclivity of document analysis as a data collection instrument is that, unlike other instruments, such as interviews and focus groups, which might have been inclined by the researcher’s presence, the documents contain data that has not been influenced by the researcher’s presence (Bowen, 2009). In addition, Bowen (2009) stated that documents aid the researcher to comprehend the perspective of the phenomenon being studied. At a practical level, an advantage of using documentary evidence was that the method could be reasonably less costly (Singleton & Straits, 2010).

Equally, Sarantakos (2005) cited by Sohn (2009) “exemplified that document analysis is restricted in that the documents might not be representative of the context that researcher is conducting; for that reason, the findings that one might acquire from them cannot be generalized. To counter this weakness, interview data were used to cross-validate the findings of document analysis”. The other disadvantage of this data collection method according to Bowen (2009) is that the documents’ contents might be derisory for the researchers to comprehend them fully because they might have been produced without a research focal point. Bowen (2009, p. 33) “noted that documents must be evaluated for “authenticity, credibility, and representativeness”.

Following Startt & Sloan’s (2003) suggestion, “the documents that were used for this study were subjected to both internal and external criticism”. Startt & Sloan (2003, p. 164) cited by Paulette Kilmer (2004) defined internal criticism as “determining the credibility of a document” whereas external criticism as “determining the authenticity of a document”. Consequently, internal and external criticisms allow researchers to certify that the documents that they reviewed are authentic and dependable.

The researcher re-examined documents that are related to the study such as published records, government policies, original written records and internet sources. The research deliberately

chose to use this tool to collect data because it sanctioned the researcher to appreciate what was done before regarding this study. Document analysis is also pertinent because this is a qualitative study based.

3.7.2. In-depth Interviews

“To acquire in-depth understanding on the topic of study, the researcher engaged the use of in-depth interviews as some aspects of the study cannot be observed. Interviews are a technique that involves asking questions to solicit information” (Montoya, 2016). He continued saying that “in-depth interviews are mostly employed to obtain information from the research participants’ perspectives, and are ideal to gain an in-depth understanding of the phenomena under investigation”. Sarantakos, (2005) explains an interview as a discussion with a reason. Interviews are superlative for studying a phenomenon that cannot be observed.

“Interviews can be structured, semi-structured, or unstructured”, Wimmer& Dominick, (2004). Structured interviews incorporate standardized questions that interviewees answer, asked by interviewer in a similar fashion. “Semi-structured interviews necessitate open-ended, structured questions; however, the questions focus on certain research points as a guide to the researcher” (Sarantakos, 2005; Wimmer& Dominick, 2004). The benefit of structured interviews is that they could lead to noteworthy and directed discussions. However, they might not always allow the researcher to adapt to the interviewee’s circumstances thus limiting free-flowing discussions (Wimmer, & Dominick, 2004). Subsequently, an approach that could permit for meaningful debate but without compromising the suppleness of the participants to dwell on issues that they consider imperative is the most preferred one.

Additionally, as an interpretive based study, it is perceptible that the interviews are provided with questions that guide the discussion, but most outstandingly allowing the research participants to elucidate as much as they can the phenomena under investigation.

In examination of this study, semi-structured interviews were the most relevant form of interviews adopted. Thus semi-structured, in-depth interviews were carried out to investigate the challenges faced by students with special needs in their everyday lives at Limkokwing University Botswana. A total of 30 students and 10 lecturers from across all faculties were

interviewed. The researcher led and conducted the interview. The researcher employed semi structured interview questions to permit the participant to be comfortable and answer in a way that it was suitable to them, thus providing their opinions.

3.7.3 Focus groups Discussion

Following the examination of inclusive education through the scrutiny of documents and interviews, it also necessary to investigate the challenges faced by students through the use of focus group discussions.

Focus groups are an imperative source of data generation in social research because they permit participants to discuss and convey their opinions on a wide scope of issues.(Wimmer & Dominick (2006) cited by Pinkleton,(2006) indicates “one advantage of focus groups as enabling the flexible formulation of the study questions and design, as well as allowing researchers to elucidate any of the responses from the research participants that might be perplexing.” The other advantage of focus group discussions is that they are an economical method to collect data, because data are simultaneously and methodically collected from several people in one setting (Marshall & Rossman, 2011). “The other advantage of focus group discussions is that they permit for the researcher to have data that emulate incorporated responses involving information generated as a response to the researcher’s questions, as well as information volunteered by the respondents”, (Morgan & Spanish, 2014).

For instance the interview involves participants responding to the researcher’s questions, while in focus group discussions, the participants volunteer the data. The advantage of the focus groups is thus the method permits for interaction, which involves both responses implored by the researcher as well as those generated by the focus groups participants in their interactions as members of the group.

“The other advantage of focus group discussions is their aptitude to cut across illiteracy barriers. This is because the instrument permits for data collection within participants who can read and write as well as those without these skills” (Kitzinger, 1995). This is an advantage in this study in that this technique permitted the researcher to implore responses from participants across various literacy levels. Moreover, the focus group discussion allowed research participants an

opportunity to use daily anecdotes such as jokes, vocabulary and humour to communicate issues of importance (Kitzinger, 1995). Furthermore, these encouraged participants to express their views without fear of sounding as if they have nothing to say, this enhances the data as participants expressed themselves without fear of having to sound logical through well thought out responses.

In harmonization with the interpretivist approach of this study, the researcher approached students as being competent to overcome their challenges in their learning environment.

In this study, focus groups were considered the most suitable method for examining the views of students because the technique permitted for an in-depth understanding of the issues that are the focus of this research. Alternative approaches of soliciting participants' views are surveys, observations, or interviews. Carrying out individual interviews and observations is often challenging because of the size of the audience.

This study conducted five (5) focus groups. The researcher divided the students according to their disabilities and their level of study. Each focus group comprised of six participants. Because the goal of this study is to investigate the challenges in inclusive education, a purposive sample of participants was conducted. In choosing the sample, the researcher used their understanding of the population and its elements to select the sample purposefully. A purposive sample was conducted to reflect the diversity of participants, which include dimensions such as language, age, and special needs of the participants. The researcher conducted and guided the discussions amongst the focus groups. First the researcher communicated the purpose and objectives of the discussions and made them comfortable by assuring them that whatever discussed in the meeting will remain confidential. The researcher took notes and recorded as the participants answers the questions asked. The discussions were conducted in English because all participants were able to speak English.

3.7.4 Observation method

Hoque (2015) posit “that during observation one looks and listens very carefully with a view to specific objectives.” Therefore observation technique was carried out at Limkokwing University at the selected faculties which are; Faculty of Business & Globalization, Faculty of

Communication, Media & Broadcasting, Faculty of Information & Communication technology and Faculty of Architecture, Build and Environment . The researcher observed the challenges affecting students with disabilities at Limkokwing University. The observation was done in classes, meetings and at the special needs department where the students research and attempt to their continuous assessments. The observation in classes was conducted using an observation sheet. The researcher had factors and guidelines written on the observation sheet and ticked per the observation guide and it took (20) minutes. The observation sheet had different challenges that affect the special needs students were observed during this exercise. Five classes were observed Instead of using class labels used in the institution, for ethical consideration the reasecher labelled the classes numerically for example class one.

3.8 Validity /Reliability

In the evaluation of variables in a study, validity and reliability of the instrument are critical issues to be attended to. In qualitative research, validity or trustworthiness and reliability or consistency is discussed in terms of the *credibility*, *transferability*, *dependability*, and *conformability* of the instrumentation and results of the study. “Validity and reliability enhance transparency and minimize opportunities to interleave researcher preconceived opinion in qualitative research” (Singh, 2014). The researcher must make certain reliability and validity of the study based on the capability to maintain impartiality, and trustworthiness (Golafshani, 2015). Qualitative research presumes that reality is constructed, multidimensional, and dynamic; there is no such thing as a solitary, absolute reality waiting to be observed and measured. Thus, there are interpretations of reality; in a sense the researcher offers his/her interpretation of someone else’s interpretation of reality. To ensure that findings are compelling according to qualitative research, the following strategies were employed.

3.8.1 Validity

Hardy & Bryman (2004) observe validity as “being concerned with the issue of whether a variable really measures what is supposed to measure.” Validity in qualitative research signifies consistency and credibility regarding activities and events associated with the phenomenon as signified by the study results explored in the research (Golafshani, 2015). Interview questions

and focus group discussions guides were validated by my research mentor. Before conducting the study, the researcher forwarded the interview questions and group discussions to the internal research mentor and the Department of Research, at the Ministry of Basic Education which they advised accordingly. Moreover the researcher ran a mock-interview and a mock- focus- group to ensure that the instruments chosen are constant and trustworthy.

3.8.2 Reliability

Reliability on the other hand looks at the consistency of a variable. “If a variable is externally reliable it does not fluctuate overtime; in other words, it is stable. Therefore, in order to ensure validity of the instrument, the measure should be able to identify what it claims, and will be reliable if the researcher is able to test for reliability” (Hard & Bryman, 2004).

For that reason, this supposed that after the researcher administered the instruments she examined the degrees to which the responses of the respondents are identical for the two sets of data. The interview questions were rephrased and repeated in different circumstances to check for consistency of responses and to ensure that the objectives of the study are met. Also the study supervisor scrutinized the entire instruments to ensure that the major issues raised were covered, and this gave the instruments face reliability or trustworthiness.

3.10 Triangulation

There are different forms of triangulation in a research; the following are a part of triangulation:

- a) Methodological triangulation, which includes the use of multiple methods to examine the reliability of the results that have been obtained
- b) Data Triangulation, which refers to gathering data from numerous sources
- c) Investigator Triangulation, which involves using more than one investigator to gather and or analyze data
- d) Theory triangulation, which involves using various perspectives to interpret data

In this study, the researcher adopted methodological triangulation. Diverse methods of data collection involving document analysis, in-depth interviews, and focus group discussions, were combined to improve the reliability of the data. “Various methods have inherent limitations, using a range of methods can help complement and balance for such weaknesses”, (Patton,

2002). For example, a limitation of in-depth interviews is that they are subjective. Generally, triangulation leads to a more trustworthy and credible study.

3.11 Ethical consideration

Ethical consideration is an imperative in a study, the researcher must always ensure to be ethical all the time when carrying out a study especially when dealing with human subject. Thus the researcher ensured that the participants were protected and their confidentiality was preserved. The researcher worked closely with the department of special needs and the management of Limkokwing University about the ethical issues and how the researcher should handle the participants. Consequently the researcher acted ethically all the time and conducted herself in a manner acceptable.

The researcher obtained ethical clearance from the office of Postgraduate Centre at the Limkokwing University of Creative Technology Botswana as part of enforcing the regulations that govern how research is conducted. The researcher was also granted a research permit by the Ministry of Tertiary Education and Research to ask for research permission. It is very essential to ensure that the researcher's topic is approved so that it becomes easier to collect data since dealing with students with disabilities is very sensitive.

The researcher ensured that participants were not exposed to any harm and most importantly that their privacy was respected. The researcher also altered the participants that the information obtained from them will not be used for personal benefit and will not be disclosed without their permission and concern. The researcher also assured anonymity of individuals and group members participating in the interviews and focus groups. Moreover the researcher maintained and ensured transparency and honesty during the interviews. The researcher also explained to the participant that the participation was voluntarily and that they have the right to choose to withdraw anytime they want to. The participants were made to understand the significance of their participation in the study verbally and through consent letter before the interviews.

3.15. Summary of the chapter

In summary, this chapter has outlined the research design and methods, sampling technique and

procedure that was used to generate or collect data relating to the challenges of inclusive education at Limkokwing Botswana.

CHAPTER 4

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter, discusses the findings obtained and are presented in accordance with the four methods of data collection that are employed in the study. This chapter is divided into six sub-sections. In section 4.2, the analysis is on the findings that emerged from the document analysis. This section, the findings are presented to explore the parameters of challenges faced by institutions in providing inclusive education. Moreover, the findings presented extend the data on the suggested solutions on providing inclusive education. In Section 4.3, the results from the interviews disclosed the understanding of inclusive education by classroom facilitators. Additionally, the findings include a spotlight on the analysis of teaching methods in classroom setting for inclusive education. In Section 4.4, an analysis of the focus group discussant's perceptions of inclusive education is presented. In Section 4.5, an analysis of the researcher's observation of inclusive classroom is presented. Finally, in Section 4.6, a digest of the findings of this study that was generated by triangulating the data from the various methods is presented to organize the key findings in relation to the research questions of the study. It must be noted that while the findings are mostly represented according to methods of data collection, occasionally, reference is made to interview data as a way of contextualizing and clarifying issues in the documents.

4.2 Document Analysis

A look at other studies aid to place the study data analysis in a context. Inclusive education is about how we grow, develop and plan our institutions, classrooms, programs and activities so that all learners learn and participate together. Inclusive education is about ensuring access to quality education for all students by efficiently meeting their diverse needs in a way that is

receptive, accommodating, respectful and supportive. Students partake in the education program in a common learning environment with support to lessen and eradicate barriers and obstacles that may lead to exclusion. Studies done in Botswana revealed that institutions are faced with lack of resources to provide inclusive education; there is also scarcity of skilled manpower to facilitate classrooms. They also mention the rigidity of study programs/curriculum which cannot be reviewed and tailor made to suit inclusive education once approved by the regulatory body Botswana Qualification Authority (BQA), in studies conducted by Gandiya (ND) and Pule (2014).

Numerous studies also uncover a negative association between lack of resources and inclusive education that is with lack of the right equipment to provide inclusive education can prove to be difficult. For instance no elevators and ramps for top floor classrooms, which means that students using wheelchairs will have difficulties of attending classes; as the institution of study which is Limkokwing University (Botswana) all teaching classrooms are upstairs. Gandiya (ND) found that, in general most buildings lack signs to indicate where students with special needs can go to access entry into the institution and way to restrooms.

In conclusion lack of the right resources and the rigidity of curriculum have proved to be a hindrance to inclusive education in tertiary institutions especially private, as they rent buildings to operate. Moreover lack of policy to govern the facilities and infrastructure for institutional operation to provide inclusive education.

4.3 Interview findings

4.3.1 Introduction

This section presents data from interviews that were carried out with lecturers at Limkokwing University (Botswana). Sub-section 4.3.2 of this section comprises a focus on the teaching skills of the lecturers. This is vital to understand the probable role of lecturers on students' learning. Sub-section 4.3.3 includes an exploration of the class size, demonstrating there is direct link between class size and inclusive education. Sub-section 4.3.4 focuses on inclusive curriculum for different types of learners. The analysis of the findings reveals that scarcity of skilled manpower

to teach students with special needs is consistent with results in the documents reviewed. Conversely, the interviewees differed with one another over how lack of educational qualification can affect inclusive education. Following this last sub-section, a summary of the interview's key findings is presented. Throughout the interview findings, in accordance with the ethical protocols that guarantee the interviewees' anonymity during the interview data collection phase, the researcher allocated code identifiers to the interviewees, for example, "Interviewee #5," to be used to attribute the interview data to interviewees.

4.3.2 Low Training of Lecturers

Interviewees; lecturers alluded to the scarcity of lecturer training for the provision of inclusive education.

Understanding, the vitality of lecturer training, is essential if the implementation of inclusive education in tertiary institutions is to be assessed. Hence, this section includes an explanation as lecturers' training and experience influences their classroom attitudes; the arguments that were raised lecturers' inclusive education knowledge is imperative. The reasons for a need to train lecturers have been grouped into class size, inclusive teaching methods and inclusive curriculum. Ali et al (2006) as cited by Gandiya persists that if educators are to teach without training is like forcing them to go into areas they are not sure about or interested in.

4.3.3. Class Size

All the ten interviewees who are lecturers across different faculties in the institution associated the negative attitude of lecturers with large class size or numbers. All because that lecturer at times may fail to provide needed attention due to the diverse nature of needs from a large number of students at a go. For instance, some of the views of the interviewees included the following:

"First time you walk into the classroom all students look the same. It is difficult to identify especially those with vision impairment from normal students, if you are not told from the on go. Our lesson times are limited that mostly one focuses mostly in delivering course material then to give attention to the students."
(Interviewee #4)

“ Most of the time we are not aware that we have students with special needs in our classes until it is maybe time to do practical coursework. Moreover the workload is too much, be it class load that is having too many classes to teach (high number of students), subjects load having too many modules to teach at a go. At the end of the day, we have a lot in our plates to deal with, be it marking and lecturing. Therefore we really do not give the needed attention to students all the time.” (Interviewee#7)

“First of all my classes are normally merged, I have two classes of 30 students each merged into one lesson. Having such a huge number of students at a go is tiresome. One would not even have space to move around. The most painful part is to even have students with diverse needs in one, for instance one of my classes the student cannot come to the upper floor to attend, because of all the different needs pertaining to that particular student, and I never knew until I saw his name on the system register but never attended any of my classes. Therefore giving attention to each and every student in our classes is a farfetched dream more so that we are not even trained nor psychologically prepared to take up students with special needs.” (Interviewee #2)

The annotations above echo the assumption that due to large class sizes lecturers fail to cater for varied needs of students in their classes; it also posits the ineffectiveness of too much workload allocated to one lecturer, which is an insight that is consistent with the factors that negatively impact inclusive education. The dearth of attention giving by lecturers, for example, as explained by interviewee # 7 above, also expresses that large class sizes affect inclusive education.

The interviewees’ comments that were cited above also exposed the impact of different duties given to academic staff. Even more profound, as explained by interviewee #2 is that, lecturers can be given different teaching modules at a time which weighs negatively on them. The inference of this situation is the need to encourage positive attitude rendering by lecturers to all students.

Negative attitudes mostly unravel in large groups and having common lecturers facilitating those classes. Interviewees stated that, at the beginning of their employment they were just thrown into

the deep end without any classroom orientation, more so that they do not have any teaching background, they learn how to swim in class. In this context, lecturer training is paramount. For example, Interviewee #3 argued the following: “I was baffled first time in class and as I was busy teaching a certain student is using some sort of typewriter only to learn after class that she is totally blind, and she was making noise with her instrument.” Correspondingly, Interviewee #10 stated that is how you learn how to handle students with varied needs in classes. The same view was championed by Interviewee #9, who stated that “attending class of special needs students with diverse disabilities really traumatizes us especially we are not equipped to teach them.” the argument is that with training lecturers will have a better attitude and response. With inclusive education bridging the gaps between all humanity regardless of the background, belief, disability across the world, lecturer training in different aspects of special education is imperative for deliverance in class without any prejudice.

One quarter of the interviewees said that lecturer training in providing inclusive education have nothing to do with the negative attitude rendered in class by lecturers as demonstrated by the following interviewees:

“Knowing the types of students in our classrooms is the core mandate of the teaching services. As lecturers we have to know our students individually in the first two weeks of class commencement.” (Interviewee #1)

“One of the changes brought by the regulatory body (BQA) is that tertiary academic staff should have gone through training of trainers (TOT) before they can be even employed. This was done so they bridged the gap of teaching background. If all lecturers adhere to the requirements of (BQA), they would know how to handle students with diverse needs regardless of class size.” (Interviewee #5)

“We live in a global village, where borders no longer define countries and continents, where every individual should be given easy access to education. We also should know that it is universally every child’s right to education as stated by the amended UNESCO and UNICEF policies that every child should be given education regardless of their ethnicity, race, religion, social-economic class, disability. Therefore, change of our

attitude as lecturers is necessary to keep up to par with the rest of the world.”
(Interviewee #6)

The above responses suggest that there is need to change of attitude by lecturers in order to render inclusive education. These views are consistent with the call to the world by UNESCO in 2005, that posits that inclusive education is an investment that will lead to a higher quality of human capacity and productivity in the future and to a better quality of life for everyone. It includes the expectation that educators put aside prejudices when rendering teaching services.

However, one respondent argued that culture encourages that students be treated differently:

We turn to be sympathetically towards students with special needs. At times we render a student with disability's work correct whilst in reality it is poorly done. We all have learnt that charity begins at home, so we rather show them sympathy as a form of respect.
(Interviewee #4)

Undeniably, the view of Interviewee #4 might be confirmed by the prevailing effects of attitude on the context of Botswana. Previous studies posit that humanity show sympathy over respect.

In short, attitude shown in classrooms by lecturers can negatively impact all learners. Treating students differently can cause students to have low self-esteem therefore affecting their learning ability.

4.3.4 Curriculum

The third sub-theme relating to the challenges faced by institutions in providing inclusive education incorporates a focus on curriculum blueprint. These relate to content development, content material. Holdsworth and Knight(1999) as cited by Gandiya, propounded that curriculum must be subtle and receptive to the diverse needs of students. The interviewees said that the practical course work for instance camera work, event executions and information communication technology are not responsive to students who are totally blind as they these modules require lecturers to demonstrate the use of cameras in class and competency test

which proves to be difficult as students living with such disability would have not learned a thing.

Moreover interviewees posit that physical disability is the not the only hindrance to inclusive education, there are cognitive disabilities which most of the time goes unnoticed in classes. Often times, students with such disability get agitated in classrooms especially when they have more than 2 modules to attend for a day. Their concentration might be affected as they are overloaded with a lot of information their minds can handle for a day. Previous research have shown that attention span of an average student last for the first 10 minutes of the class, so students with cognitive disability turn to over think all the information they have received, therefore it is important to look at curriculum load for the betterment of inclusive education.

Furthermore, the interviewees suggested that training lecturers is the key to success skill, such as adapting curriculum and using a variety of instructional strategies. Respondents also suggested that the Academic Quality Assurance department (AQA) should move towards the creation of a flexible curriculum enough to make adjustments and respond to students' differences.

4.3.5. Suggested ways to improve inclusive education

This section focuses on the suggested ways by respondents on how to elevate challenges they face in their institutions in providing inclusive education. The interview findings suggested that there is scarcity of lecturer training on inclusive education. The only teaching program they do is training of trainers (TOT) in order to bridge the gap between their jobs and primary qualification. One lecturer expressed the following concern:

“Though BQA emphasizes on us getting TOT, it does not go in-depth to train about how to handle students with array of special needs. You will find out that TOT focuses mostly on delivery methods, how to do lesson plans and the basic of knowing how to grade different assessments. Whereas, there is need for academic staff to be trained and provided with latest information of handling students with diverse needs. If only BQA can look into whether the institution is offering inclusive education, and before employing their academic staff they

are adhering to the policies of inclusive education if there are any.”(Interviewee #3)

Enforcing these sentiments interviewee # 2 stated the following:

“The reason why we always plan for non-disabled students only is that BQA is allowing it. Moreover during course reviews and assessments, BQA assessors and moderators never question about how students with special needs are included in the curriculum, because often it is clear from the curriculum that there is no planning for students with disabilities. Hence, we normally find it easy to be ignorant and put all students under an umbrella of normality”.

The above annotations by respondents suggest that there is no policy by the regulatory body to enforce that there is inclusion in these institutions providing inclusive education in Botswana.

4.3.5 Summary of Interview findings

The findings of this section have provided the data related to the first question of this study: the challenges faced by institutions in providing inclusive education. To understand the inclusive education, it was essential to explore challenges faced by all involved in providing education especially at tertiary level in the fact of light that Botswana have signed the UNESCO education mandate, therefore it is imperative for higher education providers to adhere to the UNESCO policies. Higher education institutions are faced with scarcity of skilled manpower as most of the academic staff is experts in various fields but do not have teaching qualification which makes it an obstacle to provide inclusive education in these institutions. Findings from this research suggest that attitude of lecturers have negative impact on inclusive education. Moreover there is evidence that attitude determines how students will later perform or see themselves. Rigid curriculum is also a block in providing inclusive education as it does not cater for students' differences. This is due to the rigid policies of the regulatory body (BQA). Furthermore one of the challenges faced by institutions in providing inclusive education is class size. This study revealed that lecturers turn not to be able to give individual enough time and attention because of large class number. It is stated that individual students should be known in person by their class facilitators, as one of the respondent had the following to say “...for instance one of my classes

the student cannot come to the upper floor to attend, because of all the different needs pertaining to that particular student, and I never knew until I saw his name on the system register.” This comment suggests that lecturers normally choose the ignorant generalization path when dealing with their students. This finding is significant because it is also related to the challenges of inclusive education provision.

4.4 Focus Group Discussion findings

4.4.1 Introduction

The key findings of this section presented are a continuation of the analysis of challenges faced by institutions in providing inclusive education, and include a focus on students’ perceptions about inclusive education. The findings are produced from the discussions with six focus groups comprising a total of 30 participants with various educational needs, as convoluted earlier in the methodology chapter (Section 3.3.0) with each group consisting of 6 participants. The findings emerging from the focus group discussions are presented according to four broad themes. The first theme includes the participants’ experiences of to be in classes with those are different from them, (Section 4.4.2). The second theme concerns the perceptions of inclusive education by the students with and without disabilities (Section 4.4.3). The third theme comprises the challenges the students face in their learning environment (Section 4.4.4). The fourth theme (Section 4.4.5), consist of the focus group participants’ suggestions on what can be done to cater for them. Lastly, the section concludes with a summary of the focus group discussions’ findings in Section 4.4.6.

4.4.2 Inclusive classroom experiences by students

There can be several obstacles for educating students with disabilities in regular classroom. It is palpable from the experiences of children with disabilities and their families, in an inclusive institution environment. These challenges could emanate from scarcity of resources, negative attitudes of lecturers and non-disabled peers. Discussants strongly posit that classmates in school, being the closest on par, play an imperative role in the lives of children with disabilities. There is general support for the postulation that children who are not acknowledged by peers are generally at risk for difficulties later in life. Focus group discussants strongly emphasized

acceptance by classmates provides a much greater challenge for children with disabilities. The excerpt below exemplifies challenges they face in regular classroom:

“Students with physical disabilities are often an easy target for being teased and bullied by our no-disabled colleagues”. (Visually impaired, group: Faculty of Communication, Media and Broadcasting).

“They normally refuse or are reluctant to partner with us in group assessments”. (Physical impairment, group: Faculty of Information Communication Technologies)

“They ridicule us often times and refuse to sit next to us in classes unless one does not have a choice”. (Visually impaired, group: Faculty of Communication, Media and Broadcasting). The discussants also revealed negative attitude by their lecturers when asked:

“One could see the dismay on our lecturers’ faces when they walk in the classroom and notice that we are part of their classes, though they never say it out loud, action carries more meaning.” (Visually impaired, group: Faculty of Communication, Media and Broadcasting)

“Nako tse dingwe (at times) you can see by how they deliver in classes that they only planned for the non-disabled students only. Fa o re o ya kwa go ene o mmolelela gore kana go ntse jaana ba go bolelela gore kante ke eng le tsentswe mo classeng eo, ebile ene ga a bolelelwa ka lona (when you try to explain to them your disabilities, they will respond by saying why are you included in that class more so that she or he was not informed about you).” (Mental disorder, group: Faculty of Business and Globalization)

These comments indicated that they those students with disabilities were stigmatized against and bullied by their peers and lecturers. They generally reflected that they wanted to be acknowledged by their peers and lecturers; they wanted to be included in all activities.

“I do not like most of students in my class and my lecturers because they only see me as psychopath who is unable to engage on a fruitful conversation without my medications.” (Mental disorder, group: Faculty of Business and Globalization)

4.4.3 Students’ perceptions of inclusive education

Inclusive education includes several stakeholders, which includes students with disabilities and their peers without disabilities. An inquiry like what their assumptions of inclusive education is usually asked by stakeholders and researchers in order to understand students’ opinions on

inclusive education. Commonly both groups have alluded that they want the same things such as grouping activities, books, assessments and grading criteria. Both groups understand that not everyone have the same speed of learning and have various needs, but they are taught at the same time with the same speed but they will appreciate it if lecturers can slow down in delivery and improve on teaching strategies so everyone is included. Moreover they have posited that lecturers should not come in class with the ignorance of generalization that all students are normal. Discussants pointed out that lecturers should take control and manage their class as to see the sitting position of students in their classes as to nurture a positive interaction between students with disabilities and their peers without disabilities.

4.4.4 Challenges faced by students in their learning environment

This section addressed the challenges faced by students with disabilities in their inclusive learning environment.

As it had already being alluded in the previous two methods that inclusive education should provide an easy access to the learning environment, most schools do not have ramps to allow for easy access to learning classrooms and moreover lack of relevant learning equipment makes it difficult for students with disabilities to be involved in all educational activities:

“Most of the teaching classes are on the top floor and we are using wheel chairs, there are no elevators in this institution which makes us to miss at least 45% of class attendance. At times we end up failing because our lecturers assume we have not attended even once.” (Physical impairment, group: Faculty of Information Communication Technologies)

“The school buildings were done without people with disabilities in mind. I use a walking stick to go my classes, and take a long time as I always have to go up the stairs at all times. Most of the time, I get 15 minutes late in class because of this.” (Visually impaired, group: Faculty of Communication, Media and Broadcasting).

“There is a dearth of specialized learning equipment in our learning classrooms, for instance Braille for visually impaired students, as taking notes during lessons is difficult. Moreover the learning material is never catering for visually impaired students, as most of the notes have to be transcribed to Braille at a later stage hence affecting our academic performance. Not forgetting that for at least 10

visually impaired students they will be only one copy of brailled notes, which means we lag behind our non-disabled peers.”

4.4.5 Suggested solutions to improve inclusive classroom experience

Most of the focus group discussants speculate that the only way there can be improvement institutions that offer inclusive education is that lecturers and non-disabled students should be oriented with the beginning of every semester or term for them to have a meaningful learning environment. Similarly, they elucidate that inclusion is not a service or program that is offered to a group of students. Furthermore they suggest that if the government can put in place policies that will caters for people with disabilities especially those who inspect infrastructures for occupation, to see if these challenges cannot be averted. All the focus group discussants avowed this sentiment as the quotations below illustrates:

“We do not need pity or someone treating us with sympathy as it does not make us grow as individuals, all we want is to be treated with respect and equally with fairness as our colleagues. All we want to is to enjoy our varsity years without us being reminded of our defects.” (Physical impairment, group: Faculty of Information Communication Technologies)

“Our study resources and building infrastructure are our downfall, only then when all stakeholders can acknowledge that there is a high number of students with disabilities or special included in the mainstream classes in Botswana, that’s when we all can say Botswana have adhered to UNESCO mandate of inclusive education. There should be at least on elevator in the institution to enable accessibility of learning classrooms.” (Visually impaired, group: Faculty of Communication, Media and Broadcasting)

The comments above suggest that students with disabilities studying in inclusive institutions are not normally planned for by both the institutions and the government.

4.4.6 Summary of focus group discussions key findings

In summary, this section explored the discussants’ inclusive classroom experiences, their perceptions on inclusive education, challenges that face in inclusive classroom and how their

inclusive classroom experience can be improved. Regarding the inclusive classroom experience, the key finding shows that the focus group discussants are bullied and sidelined in classrooms by their peers and lecturers. Furthermore, this observation has become extremely entrenched on the reasoning of large class sizes and lecturers having to deal with array needs without compromising quality.

Regarding challenges in the inclusive education environment, discussants posit that lack of learning resource and proper planned infrastructure are hindrances to inclusive education.

4.5 Observation findings

4.5.1 Introduction

Even with the professed advantages of an inclusive education model for students with disabilities, considerable issues remain unsolved. This part of the chapter explored a series of issues that still hinder the successful implementation of full inclusion model. These include broadly varying attitudes of lecturers, student community, class size, infrastructure, lack of resources, and lack of competence. The researcher purposively carried out the observation.

4.5.2 The Institution environment and Infrastructure

Facilities in the institution were not constructed with people with disabilities in mind; there are no ramps for students who use wheelchairs to move from one place to the next, moreover there is no easy accessibility of the top floor for them as the teaching classes are all in this floor. Though the timetable committee have reverted to bring their classes to the ground floor, which is occupied by computer labs, it is not conducive to have a class of 60 students in one labs as most of them are small in size. Furthermore there is no elevator for students with disabilities to use, so to attend their classes.

4.5.3 Negative attitude by lecturers

Most lecturers are under the notion that students with disabilities belong in a specialized institution and they are a responsibility of the specialist (lecturer) in special schools. Firstly they felt that they are traumatized by students with disabilities and they basically cannot stomach the array of the needs of such students. Secondly they felt that they are not remunerated to teach

such students, as it is extra responsibility and work load. Moreover the institution has not insured them, so if any harmful happens to them, they are on their own. Such scenarios make lecturers ignore their presence and concentrate on non disabled students. The following is a quotation of some lecturers on the highlighted issue:

“He (mentally impaired male student) is dangerous to our well-being, and we are not insured by the institution, I will literally leave the class if I find him in. remember that incident when one student who is mentally impaired, chased a lecturer with a stick and wanting to beat her. ”

“We are not trained to teach such students; they need to be taught by people who basically are trained to teach them.”

“I always feel pity when I see them, cross the road during rush hour especially those who are totally visually impaired. I always see him (a student who is physically impaired and does not have fine motor to walk properly, fall down, as he trips himself.”

4.5.4 Lack of competence

Most of the participating respondents observed, have shown lack of knowledge (basic and practical) about inclusive education. Lecturers’ resistance reflected a lack of confidence in their own instructional methodologies, delivery quality and amount of support offered to them. This led to reluctance to integrate, any students who placed an additional responsibility on them. Many lecturers are not trained for special education and moreover the training of trainers’ course does not have mandatory special-education embedded in it. Therefore they do not see themselves as skilled, to teach students with widely varying needs. Nor are they willing to see themselves doing so. Lecturers report noteworthy feelings of inadequacy in regard to teaching students with special educational needs.

4.5.5 Large class size

Lecturers had shown dissatisfaction with large class sizes of which two classes are normally merged into one therefore a lecturer would have 60 students at a go, despite the inclusion of students with special needs. Though the institution have special needs unit, in order to revert this, usually students with disabilities are not included nor pre-planned for. Even an excellent lecturer

would struggle to provide for considering the diverse needs that would be in that certain class, table, 4.5.5.1 shows

Table 4.5.5.1 Class observation

Class label	Number of students	Students with disabilities	Students without disabilities	Type of impairment
1	60	1	59	Physical impairment, poor development of fine motor
2	55	5	50	Visual impairment
3	40	1	39	Speech disorder
4	60	3	57	Mental impairment
5	60	0	60	None

Source, researcher, 2019

4.5.6 Lack of resources

Both lecturers and students need greater and easy access to differentiated resources. For instance most of the teaching labs are not equipped with Jaws a software used by visually impaired students to carry out their assessments. Thus it is very difficult to include them in any class discussions. Moreover there is only one Braille transcribe for the whole institution, which means that most of learning materials from lecturers normally take long to be translated into language students, will understand.

4.5.7 Students community

The researcher had observed that the nature of disability had a huge impact on the relations of students in classes. Non-disabled students would normally segment themselves on one side of the classroom, or if there is a seat remaining by a student with disability, they would rather squeeze themselves somewhere else in class. Students with visible and mental disabilities are at risk of being bullied by their non-disabled peers.

4.5.8 Summary of observation findings

Summing up, this segment explored the researcher's observations during and outside class rooms by both lecturers and students. The researcher also observed the infrastructure of the institution of study. The observant, focused on the behaviour, attitudes of both lecturers and non-disabled students towards students with disability. Furthermore, focus included the impact of class sizes on inclusive education.

4.6 Summary of key findings

The key findings of this study had been thematically grouped according to the perceptions about inclusive education, class sizes, lecturer attitude, resources and infrastructure and suggested solutions for inclusion in classrooms, as table 4.6.1 shows.

Table 4.6.1

Overview of the key findings

Theme	Document analysis	Interviews	FGDS	Observation
Perceptions of inclusive education	Inclusive education can be achieved only if there are policies in place. It is the responsibility of governments to ensure that	Lecturers alludes that it is not their responsibility to teach students with special needs and it is an extra work load.	Discussants strongly posit that classmates in school, being the closest on par, play an important role in the lives of children with	The ministry of education should teach all stakeholders about inclusive education.

	schools adhere to these policies.		special needs	
Lecturer attitude	The main challenge of inclusive education is lecturer's attitude	The negative attitudes of lecturers impact students negatively	The negative attitudes of lecturers impact students negatively	The negative attitudes of lecturers impact students negatively
Class size	Large class sizes have a negative impact on inclusive education.	It is difficult to conduct and effective and efficient class in a large class with students who have varying needs.	Lecturers fail to give students needed attention	Even an excellent lecturer would struggle to provide for considering the diverse needs that would be in that certain class
Resources and infrastructure	Buildings in schools were not constructed with people with disabilities in mind.	The learning environment is not conducive for teaching students with special needs.	Buildings in schools were not constructed with people with disabilities in mind.	Buildings in schools were not constructed with students with disabilities in mind.
Suggested	Governments to	Lecturers should	Lecturers and	Lecturers

solutions for inclusion in classrooms.	ensure that institutions offering inclusive education adhere to the policies by regulatory bodies.	be trained about inclusive education	students should be trained about inclusive education	should be trained on inclusive education, more so that most of them do not have teaching training.
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Source Researcher, 2019

The results of this study revealed that, there are a lot of unsolved issues that hinder successful full implementation of inclusive education in Botswana. Document analysis findings show that students with visible disabilities are at risk of being bullied by lecturers, students and community at large. Interview data revealed that most lecturers in high education institutions do not have proper teaching training therefore this establish to be a hindrance for inclusive education in Limkokwing University Botswana. This is due to the fact that the regulating body has not put in place policies for inclusive education. It also revealed that infrastructure in these is institutions were constructed without people with disability in mind. There is also scarcity of learning resources in the institutions that offer in inclusive education in Botswana. Results of this study also reveal that lecturers do not know their students individually, as this hinder student and lecturer interaction. The focus group discussants suggest that it is high time, that lecturers are equipped with necessary skills for the institution to provide inclusive education.

CHAPTER 5

5.0 DISCUSSION AND CONCLUSION

5.1 Introduction

Drawing from; literature review, the conceptual framework and the key findings that emerged from the study, this chapter discusses the scarcity of skilled manpower, infrastructure and resources. The overarching aim of this study was to consider, the challenges faced by Limkokwing University in providing inclusive education in Botswana. However, these challenges prove that, there is a need for policy makers to pioneer suitable control measures for inclusive education. This chapter is divided into four parts. The First part (5.2) elucidates the key findings that relate to challenges faced by Limkokwing University. In Part two (5.3), this study considers the attitudes by lecturers, emphasizing that generally, it reflect critical theory approach to this posit. As a follow -up to this, in part three (5.4), this chapter also explores infrastructure of the institutions. In Consideration of this, part four (5.5) of this study explores solutions to these challenges. The final section of this chapter presents the overall conclusions of this study, including its research contributions (section 5.6), Limitations and suggestions for future research (section 5.7), and concluding statements in section 5.8.

5.2 Challenges faced by institutions

This study established that the whole idea of inclusive education is defeated by lack of proper attitude and sensitivity on the part of lecturers and school community at large. Lack of trained lecturers in inclusive education, large class size and relevant curriculum, limited of teaching learning resources, lack of lecturer competency and lack of improper infrastructure hinder institutions in offering effective and efficient proper inclusive education. The regulatory body policies are also rigid in the curriculum development, thus institutions are rigid on the learning times, evaluation and learning pace.

5.3 Critical theory

Fundamental to critical theory, institutions are the social shaping and reshaping of the learning experience, whereby schools presume a more prominent role in both the creation and transmission of social reality. Mostly, critical theory pays more attention to social structure and

group culture, thereby criticizing social injustice, discrimination, racial oppression, and the other social contradictions. Correspondingly, critical theory in education is about how our educational system can best offer education to all people. And peace education is a kind of critical theory that can establish peace awareness to eliminate bullying, isolation, and discrimination at school.

The case of Limkokwing University both students who are normal and lecturers need to have a training that will help to eliminate the social injustice and discrimination of students with disabilities. As it had already been, stated by the findings from both, observation of meetings, focus groups and in-depth interviews, that the attitude by lecturers and some students hinders inclusive education.

5.4 Infrastructure and resources.

This study established that facilities in schools were not constructed with people with disabilities in mind. Limkokwing University does not have ramps or corridors for students who are using wheelchairs, moreover there are limited to no elevators in these institutions, thus making it difficult for students to attend classes. Nowadays most buildings are double storey, so they can utilize space and have as many buildings as possible.

The participants also posit that there is scarcity of resources in the institution especially for students with disabilities. And they would normally have to share learning material due to the fact that there is only one person assigned to special needs students for the whole institution.

5.5 Solutions to lack of inclusive education

Most of discussants from focus groups posit that lecturers have to be trained and provided with the up-to date information about inclusive education. Furthermore they suggest that, if the government can put in place policies that will control the infrastructure and resources in higher education institutions with people with disabilities in mind. The interview findings there are need for lecturers to be trained and equipped with special education skills.

5.6 Contribution to the body of Knowledge

The study has theoretical, methodological and policy contributions. One of the major theoretical challenges of this study is that, there is extensive evidence in the literature suggesting the significance of inclusive education by institutions. The findings of the study, in the case of

Limkokwing University Botswana, suggest that the education sector still have a long way to go in order to implement successful inclusive education.

The study also contributes to the policy making; in curriculum development should be flexible to be amended to the needs of students with disabilities. Moreover the inspection of infrastructure for occupation should be revisited, in order to make sure that they are in fairness for students with disabilities.

The study has methodological contributions too. With attempts at a holistic approach to studying negative attitudes by lecturers, class size, infrastructure and resources, the study used four methods of data collection: document analysis;; focus group discussions; observation and interviews. Using interviews and focus groups was essential to synthesizing issues related to challenges faced by participants. The understanding of experiences by participants is essential in understanding how these challenges hinder successful implementation of inclusive education. A broader view of challenges faced by institutions is also achieved through using document analysis, which generated data relating to, how these challenges were averted in other countries. The researcher's use of observation, instead of content analysis, is another unique point of departure in an attempt to explore challenges faced by institutions providing inclusive education.

5.7 Conclusion

The study looked out at the challenges faced by institutions in providing inclusive education. This was done by looking into the case of Limkokwing University (Botswana). The study aimed at finding the challenges faced by the students with disabilities in their learning environment; determine the solutions that can reduce challenges of inclusive education. The collected data through interview, focus group discussions, observation and documentary review, were analyzed using thematic method.

The findings indicate that students with visible disabilities are at high risk of being bullied by their peers. Responses believe that negative attitudes by lecturers have an impact. It was revealed that there is inadequate proper infrastructure and learning resources. Respondents eluded that lack of knowledge by lecturers play a critical part in successful implementation of inclusive education.

On the perception on inclusive education, most of them point out that there many obstacles to educating students with disabilities in regular classrooms. It is evident from the experiences of students with disabilities; in an inclusive school environment.

These challenges emanate from scarcity resources, negative attitudes of lecturers and non-disabled peers.

5.8 Recommendations

Based on the findings and conclusions, the following recommendations have been made:

Institutions should empower and equip lecturers with special education.

Lecturers and community at larger should be motivated by institutions implementing inclusive education to appreciate inclusive education and have positive attitudes towards students with disabilities.

Institutions providing inclusive education should be ready to spend on resources and infrastructure in order to implement successful inclusive education.

Non-disabled students should be made aware and taught about inclusive education in order to avert bullying students with disabilities.

Regulatory body should audit institutions offering inclusive education adhere to the policies set.

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APENDICES

LETTER OF CONSENT (INTERVIEW)

INVESTIGATING CHALLENGES OF INCLUSIVE EDUCATION AT LIMKOKWING UNIVERSITY, BOTSWANA

Dear Participant

You are kindly invited to participate in a research study titled: ‘investigating challenges of inclusive education at Limkokwing University Botswana’. I am currently enrolled with Botho University in Faculty of Education and Blended & Distance Learning. I am in the process of writing my dissertation. The purpose of this study is to explore the challenges of inclusive education at Limkokwing University, Botswana

The interview questions has been designed to collect data on inclusive education, challenges affecting special needs students on inclusive education , and the possible suggestions that can be used to reduce the challenges of inclusive education.

Your participation in this study is absolutely voluntary. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous; no one except the researcher will know your individual answers to this interview.

If you agree to participate in this study, kindly answer the questions that will be asked as best as you can. It should take approximately 20 minutes of your time to complete this interview.

Thank you for your assistance in this important endeavour

Kelebogile Abigail Selelo

Semi structured interview guide for lecturers

TOPIC: EXAMINING THE CHALLENGES OF PROVIDING INCLUSIVE EDUCATION AT LIMKOKWING UNIVERSITY BOTSWANA

Today many tertiary institutions in Botswana provide inclusive education because the government of Botswana just like other countries in the world believes that it benefits all students. Therefore this interview seeks to get your understanding and insights about challenges of inclusive education at limkokwing university Botswana and possible ways that can be used to reduce these challenges. I would appreciate your participation during the interview since it will

provide helpful feedback about the study. Your responses will be treated with the utmost level of confidentiality.

Section A

a) Gender: Male

: Female

b) Age Range:

22-25

26-29

30-33

34-37

c) Qualification: What is your highest qualification?

Section B

- 1) What do you understand by inclusive education?
- 2) Do you have relevant skills for teaching special needs students?
- 3) Have you ever received training for teaching special needs students?
- 4) Are there any challenges hindering you from teaching the disabled students? Kindly explain them if they any
- 5) How do you feel about teaching normal students and disabled students in the same classroom?
- 6) Are there any specific teaching methods that you use when teaching disabled students?
- 7) Do you think inclusive education is a good idea?
- 8) What motivates you to teach special needs students?
- 9) What is your advice on the concept of inclusive education in higher education?
- 10) Any suggested recommendation for the future in regard to inclusive education?

Semi structured interview guide for students

**TOPIC: EXAMINING THE CHALLENGES OF PROVIDING INCLUSIVE EDUCATION
AT LIMKOKWING UNIVERSITY BOTSWANA**

Today many tertiary institutions in Botswana provide inclusive education because the government of Botswana just like other countries in the world believes that it benefits all students. Therefore this interview seeks to get your understanding and insights about challenges of inclusive education at Limkokwing University Botswana and possible ways that can be used

to reduce these challenges. I would appreciate your participation during the interview since it will provide helpful feedback about the study. Your responses will be treated with the utmost level of confidentiality

Section A

a) Gender: Male

: Female

b) Age Range:

18-22

23-25

26-29

30-35

Section B

- 1) What do you know about by inclusive education?
- 2) How can you describe your learning experience here at the university
- 3) Are you satisfied with your learning environment here at the university
- 4) How do you feel about learning in the same classroom with normal students
- 5) How is your relationship with normal students
- 6) How is your relationship with your lectures
- 7) Do you interact well with the normal students in class , if so explain how
- 8) Are there any challenges you encounter on a daily basis in terms of leaning resources such as brails, microscopes
- 9) Do you think the skills you acquire from your daily lessons in class is relevant for you in future, if No explain
- 10) What do you think can be done to reduce challenges you encounter, if they are any.

Semi structured interview guide for focus groups

**TOPIC: EXAMINING THE CHALLENGES OF PROVIDING INCLUSIVE EDUCATION
AT LIMKOKWING UNIVERSITY BOTSWANA**

Today many tertiary institutions in Botswana provide inclusive education because the government of Botswana just like other countries in the world believes that it benefits all students. Therefore this interview seeks to get your understanding and insights about challenges of inclusive education at Limkokwing University Botswana and possible ways that can be used to reduce these challenges. I would appreciate your participation during the interview since it

will provide helpful feedback about the study. Your responses will be treated with the utmost level of confidentiality

Section A

a) Gender: Male

: Female

b) Age Range:

18-22

23-25

26-29

30-33

34-37

38-45

PHASE 1: INTRODUCTIONS

- Myself
- Study purpose
- Focus group discussants self introduction
- Ethical issues
- Ground rules

PHASE 2: FACTUAL INFORMATION

- What do they understand by inclusive education?
- What are the challenges of inclusive education?
- How do they feel about inclusive education?
- Does inclusive education encourage quality learning?
- Is inclusive education a good initiative?

PHASE 3: PERCEPTIONS AND OPINIONS

- Does inclusive education benefit all students?
- How inclusive education can be improved?
- Do they think inclusive education is a waste of time?
- Do they think inclusive education is not biased?

PHASE 4: CLOSING

Brief summation of the discussions

- Seek discussants' comments to the summary.
- Researcher takes biographic details of participants
- Refreshments and Gifts given as token of appreciation