






Enhancing personal development of learners with disabilities through pedagogical practices: Teachers' perspectives in the High Glen district, Zimbabwe

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Abstract—One of the most critical tasks of special and inclusive education in the current context of education system reform is the social and pedagogical support of children with disabilities to enhance personal development. The personal development of learners with disabilities is a critical area of focus in contemporary education. The study explored the pedagogical practices used to improve the personal development of learners with disabilities in inclusive classes. It adopted an interpretive paradigm, a qualitative research approach, and a case study research design. Fourteen participants were purposively selected from the population: head teachers, teachers, and learners with disabilities of two schools in the High Glen district, Zimbabwe. This study collected data from semi-structured interviews, observations, and focus group discussions. Data were analysed through thematic analysis. Results indicated that positive reinforcement, individualised instructions, creating relationships, engaging learners in different roles and activities, promoting learner-learner, and using role models could be considered pedagogical practices to enhance the personal development of learners with disabilities. The results also found the challenges in implementing these practices, such as the lack of teachers' frustrations and government and parental support. This study recommended that all stakeholders, including the government and the parents, provide support systems for learners with disabilities.

Keywords: Learners with disabilities, Pedagogical practices, Teachers' perspectives, Personal development

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I. INTRODUCTION

ONE of the most critical tasks of special and inclusive education in the current context of education system reform is the social and pedagogical support of children with disabilities. The personal development of learners with disabilities is a critical area of focus in contemporary education (Bystrova, Kovalenko, & Kazachiner, 2021). Learners with disabilities need comprehensive pedagogical support and assistance in their development for them to enter society on an equal footing with their non-disabled peers. Generally, learners with disabilities face unique challenges during socialization (de Verdier, 2018; Verver, Mathijs Vervloed & Steenbergen, 2020). Therefore, effectively supporting these learners becomes increasingly essential as societies work toward inclusion. This can be achieved if the education system promotes social skills, emotional stability, self-advocacy, and academic success.

Previous research has indicated the importance of learning strategies in shaping learning experiences and academic achievement. For instance, Bystrova et al. (2021) found that pedagogical strategies employed by teachers in schools facilitate children's communicative activities and interpersonal relationship development. In this regard, the programmes and practitioners can determine how to best support individual children with disabilities by establishing early opportunities to understand future environments and critical factors related to classroom or teacher, family, and child characteristics (Sands & Meadan,

2022). Moreover, there is a need to provide a comprehensive approach that effectively supports learners with disabilities to foster socialisation in all domains. According to Overchuk (2023), the socio-pedagogical support of the socialisation of individuals with a disability removes hindrances to their professional and interpersonal activities. It creates educational initiatives and programmes that boost employment efficacy and inclusion in society. In addition, training learners to handle difficult challenges and situations on their own, as opposed to providing them with a pre-made answer, is the primary goal of the specialists in the support process (Sokolovskaya, Grinenko, Miroshkin, Udodov, Egorova, Diatlova, 2019). Pedagogical support is a comprehensive system of tools and methods that support a child's social formation during their formation in it through training and education of abilities, moral values, and self-consciousness at school, in communication, and in their labor activities (Kolodna, 2017; Bystrova et al., 2021). The primary outcome of support ought to be the child's ability to effectively engage with society and their sense of autonomy and self-awareness (Bystrova et al., 2021). Personal development is essential for assisting learners with disabilities in navigating their learning environments and preparing for life after school. Studies show that learners who receive focused assistance for their personal growth do better academically and have higher self-esteem and interpersonal skills.

Some pedagogical practices that can be used for learners with disabilities include differentiated instruction, individualised learning, and utilising assistive technology. These procedures are designed to establish a welcoming atmosphere that supports diverse learning needs and encourages individual development. Through these pedagogical

practices, learners with disabilities can comprehend the basics of an independent life, learn new forms of behaviours, communication, and interaction, be active, take initiative, consciously make choices, reach agreement in solving problems, and make independent decisions. (Kozibroda, Turchyk, Mukan Sadova, & Stepanyuk, 2022). In addition, they are overcoming behavioural deviations and developmental deficits. According to Kozibroda et al., (2022), the socialisation of learners requires the study and knowledge of the level of social adaptation of each child and the structure of the existing developmental disorder, but the level of social adaptation of each child.

Education provides an opportunity for self-realisation, personal development, expanding the circle of communication, gaining new social experience, and economic independence. For social and pedagogical support of learners with disabilities, schools should create barrier-free environments with appropriate buildings, dormitories, and other facilities where these learners can receive technical training assistance from psychologists, physicians, and social workers (Grabowska, 2020). That is, they should remove all obstacles that hinder the holistic development of learners with disabilities.

II. LITERATURE REVIEW

Personal development

Personal development is an essential process that empowers people to improve their abilities, expertise, and emotional intelligence. It encompasses various activities, including goal-setting, self-reflection, and lifelong learning (Riby & Rees, 2024). Personal development involves reflecting on the seven territories (intellectual, relationship, action, emotional, ethical, body, and core self): those we avoid, those we give cursory acknowledgment to, and those we regularly use (Devis-Rozental, 2023). According to Riby and Rees (2024), personal development is a process of increasing one's self-awareness, associated increases in self-esteem, growing skills, and fulfilling one's aspirations. It is internal but can be shaped by individual external experiences and opportunities (Riby & Rees, 2024).

Pedagogical practices

Positive reinforcement

Several research works have highlighted the relationship between young learners' motivation and academic success. A study by Ryan and Deci (2020) stresses that learners develop intrinsic motivation from feelings of self-reliance, abilities, and connection in their learning environment. Similarly, findings by Al Zakwani (2020) emphasised the role of teacher's motivational techniques in creating a supportive learning environment. After a learner exhibits the desired behaviours, positive reinforcement provides them with a stimulating or reinforcing sensation, increasing the likelihood that they will repeat the behaviours. The purpose of positive reinforcement is to reinforce and validate proper behaviours. Praising learners for good behaviours. According to Bashir, Ajmal, Rubab, and Bhatti (2020), it is not just a polite way of talking to the learner. Still, it demonstrates to the learner that the teacher loves their social contact and supports their positive behaviours. Conversely, giving praise as constructive criticism promotes a friendly and inspiring learning environment (Maisarah, 2024).

Engaging learners in different activities

Some pedagogical practices can enhance a learner's active involvement during the learning process. These include peer instruction, experiential learning, problem-based learning, cooperative and collaborative learning, and role-playing, to name a few examples (Foster & Stagl, 2018). Lack of variations in learning activities can lead to limited engagement and lack of skill development in learners (Howell, 2021). As the learners are involved in active learning, they will be interacting with each other. Okam and Zakari (2017), as cited in Khalil (2022), also supported this, alluded that those learners who regularly engaged in practical activities displayed increased motivation and a greater interest. The increased interest is crucial in maintaining learners' engagement and preventing the development of negative attitudes towards themselves that will lower their self-esteem

(Khazanchi, & Khazanchi, 2019). Literature has demonstrated that the interaction among learners motivates them to learn and encourages them to be focused, participate, and dedicated to interchange ideas with one another (Qureshi, Khaskheli, Qureshi, Raza, & Yousufi, 2023). In addition, Strebe (2018) alluded that an interactive learning environment enables learners to function as learning resources to others by sharing ideas and making collective decisions. This builds confidence and brings a spirit of teamwork.

Creation of an inclusive physical and psychosocial classroom environment

The act of creating barrier-free environments by eradicating all attitudinal, physical, sensory, and cognitive barriers in the school system ensures accessibility, orientation, usability, and safety of all learners at the school (Degenhardt & Schröder, 2016) cited in Schroeder & Seukwa, (2017). This is expected to sustain a school culture where diversity is embraced, thereby increasing the personal development of learners with diverse disabilities. A qualitative study by Ogalloh, Wamocho, and Otube (2018) reported that spacious arrangement is critical in learning settings to facilitate typical functional movement patterns for learners with disabilities, encouraging learner skill development and independence. Thus, autonomy is fostered when learners have freedom and choice, which empowers them to navigate the classroom environment independently.

Literature also reviewed that the least restrictive physical environment and attractive and accessible learning corners enable learners to enrich their knowledge, practice new skills, and explore new concepts (Coyle, Colucci-Gray, Al Bishawi, & Hancock, 2021). Teachers are expected to engage learners in planning, organizing, and managing the learning corners. Involving learners with disabilities in constructing the inclusive classroom environment helps learners develop ownership of their physical learning space and feel relaxed toward the teacher and their classmates (Burden, 2020). However, Chuchu and Chuchu (2016) highlighted that creating a culturally inclusive physical environment cannot make an impact without addressing negative perceptions and attitudes of the people that are pivotal to inclusion.

Communication

Empathetic communication by the teacher is effective enough to improve the learning motivation of students with special needs. Our results show that teachers have implemented active listening methods, such as understanding when learners complain about their learning difficulties and positively responding to various problems. As a communicator in the learning process, teachers apply Kibler's instruction model. This means that the learning process has been done systematically and measured well. Teachers constantly set goals for instructions with two-way communication patterns to get feedback. (Fajri, 2020). An effective communication process will positively impact the achievement of learning objectives in the classroom. Based on the study by Fajri (2020), it is also known that the most common problem in schools is that teachers do not feel or associate work-related fatigue with classroom communication. Therefore, teachers still need to increase awareness about communication skills, especially communication that involves empathy as a determinant of success in teacher-learner relationships at school (Fajri, 2020).

Emotional Development

Emotions are a key part of personal development in learners with disabilities. Therefore, teachers should consider them and strive to connect emotionally to learners (Kordts-Freudinger, 2017). Literature shows that emotions are a vital aspect of personality, arguing that how we feel with and about others is fundamental to the quality of a person we can be. Therefore, emotions are essential in teaching and learning, enriching the social and relational experiences underpinning learners' development. Research has shown that emotions and relationships are closely intertwined. When learners perceive that teachers listen and show immediate apprehension through behaviours that generate a sense of closeness, they experience learning more positively, feel emotionally supported, and are more likely to express their emotions

more authentically. Learners' interactions are often emotionally charged, and teacher-learner interactions are the most frequent source of emotions. It should be noted that there are no differences in the importance of emotional connections between students with disabilities and other students, and emotions are fundamental to learning (Moriña, 2019; Ouherrou, Elhammoumi, Benmarrakchi, & El Kafi, 2019). Research has shown that high-quality relationships positively impact people regarding motivation, social competence, and general well-being. Personal relationships can be considered a prerequisite for successful learning among all learners, although particularly among learners who are at risk.

III. OBJECTIVE OF STUDY

This study explores the pedagogical practices that enhance the personal development of learners with disabilities in inclusive classes in the High Glen District in Zimbabwe.

IV. METHODS

Research approach

The researchers employed a qualitative research approach. The qualitative approach involves mainly exploratory research to gather and analyse non-numerical data and understand individuals' social reality (Borg, 2024). The qualitative research approach was relevant to the study because the researchers sought to gather the experiences shared by participants in a dialogic process in their natural environment.

Research paradigm

The interpretive research paradigm guided the study. The premise of interpretive research is that reality is socially constructed; therefore, there are multiple realities (Creswell, 2014), cited in Moahi (2022). The focus of the researchers was to understand the personal development issues of children with disabilities from the participants' perspectives in a dialogue and reconstruct the meanings with them (Moahi, 2022). The paradigm was suitable for this research because it sought to find the reality based on the participant's experiences of the external world.

Research design

A case study research design was used. The study focused on the High Glen District. The researcher chose a case study research design to enable them to spend more time with the participants who were not widely scattered. More time spent with the participants enabled the researchers to build good rapport and collect quality data.

Participants

The population of this study consisted of 8 administrators, 85 teachers, and 2300 learners with disabilities from two schools in the High Glen district of Harare Province. A sample of fourteen participants was purposively selected from the population. Two head teachers were chosen to provide information on implementing strategies to teach learners with disabilities. Six teachers were chosen to give information in line with the teaching of learners with disabilities, and six learners with disabilities were selected from the population to provide information on how teachers were teaching them regarding their personal development. One focus group discussion of 6 teachers was used to allow views from different people as they discussed, allowing the researcher to gather more information from various people simultaneously.

Data collection methods

The researchers used semi-structured interviews to collect data from the participants. Semi-structured interviews enabled the researchers and the participants to engage in dialogue, allowing each party to follow up on the dialogue. Follow-ups on the dialogue enable the researchers and participants to understand each other and bring relevant and quality data to the fray. Observation was also used to collect data. The researchers utilized observation to gather information as it occurred in a setting and to study behaviours in a natural setting. These are the strategies they apply when teaching learners with disabilities to enhance personal development. Focus group is another method that the

researcher used to collect data from participants. It is a research technique used to collect data through group interaction, and people share their perceptions and feelings toward a phenomenon. It enables more data to be captured within a short period.

Research sites

The study was conducted at schools in the High Glen district in western Harare in Harare Metropolitan Province. The research site was chosen based on convenience and accessibility. The selected schools were chosen because they enrolled learners with disabilities. Also, the schools were relatively better resourced than other schools. Each school's population is 1360, and 1430 learners from grade one to grade seven. In addition, the schools had a total number of 80 teachers. All the teachers teaching inclusive classes have qualifications related to Special Needs Education, with Masters in Special Needs being the highest qualification.

Data analysis

Data was analyzed using thematic analysis. Collected data were classified and presented in themes. Data were then analyzed in line with these themes. The analysis begins with data that needs to be contextual and aims to organize meanings found in the data into patterns and, finally, themes (Lindberg, Palmér, & Hörberg, 2024). In preparation for thematic analysis, the qualitative data was gathered from semi-structured interviews, observation, and focus groups. Data was arranged, transcribed, and then coded. Through the identification of uniqueness, individual interpretations, and experiences, this type of analysis helped the researchers to make sense of the gathered and shared data (Braun et al., 2016) cited in Byrne (2022). The thematic analysis allowed the researcher to interpret the data and ascertain its significance.

Ethical considerations

The researcher sought permission to conduct the research in selected schools from the Ministry of Primary and Secondary Education. The researchers then informed participants of the study's objectives and their intention to involve them in the study. The participants willingly consented to participate in the study and were informed that they could freely withdraw from participating at any stage. Anonymity was also brought to the attention of the participants. They were assured that their identities would remain anonymous and no suggestive statements about them would be used throughout the study. Furthermore, the participants were also informed that the data to be collected would be kept strictly confidential for the study.

V. RESULTS AND DISCUSSION

Pedagogical practices

Positive reinforcement

Responses from the participants indicated that positive reinforcement is one of the strategies teachers apply to support learners in personal development. Motivating learners and reinforcing desired behaviors through positive reinforcement reduces stress in them. In addition, findings indicated that learners should be assisted in taking responsibility for their behaviours, by giving them clear expectations and providing consistent feedback. This is evidenced in the following selected excerpts:

"I applaud and praise all efforts made by a learner to keep on trying. I also display the behavior I expect the learners to follow (Participant 2).

"I whisper when I want the learner to stop making noise to avoid humiliation. The gentleness I use to correct bad behavior upholds the dignity of learners who make noise. In addition, I praise good behavior for it to be repeated" (Participant 2).

"I give belts to learners whenever they do something good or perform well in their activities. Most learners are doing very well since they like wearing motivational belts" (Participant 4).

From the sentiments above, teachers' positive responses to learners' good behaviours increase their frequency of performing them. Encouraging positive behaviours in learners contributes to the development of their personality. Through praises and awards, learners

feel motivated to repeat the behaviours and try to do more good things. In support of this, the literature showed that positive reinforcement boosts learners' positive behaviours in the learning process and, as a result, enhances their personal development (Gunaretnam, 2021; Hardy & McLeod, 2020). Positive reinforcement can be applied in various forms, such as giving a present, award, or oral and written compliments (Mantasiah, Siring, & Aryani, 2021). However, it may also be necessary to discourage negative behavior in learners so they may not repeat it. Since behavior is shaped efficiently through positive reinforcement, it may follow that if the behavior results in a negative consequence, there may be a decrease in that behavior (Markowitz, Gillis, Jay, Wood, Harris, Cieszkowski, & Datta, 2023; Akpan, 2020).

Engaging learners in different activities

Engaging learners in various activities entails engaging learners in various activities to improve their personal social development. This may help Learners with Special Educational Needs (LSEN) develop social growth. The activities may enable the LSEN and those without to accept each other in all settings. The excerpts below from some participants expressed the following in line with giving LSEN.

"I noticed that engaging learners with disabilities in different activities makes them feel happy and confident when doing the tasks. So, I make sure they are involved in any activities in class or outside" (Participant 5).

"Engaging learners in different activities boosts their self-esteem. They feel motivated, especially when working with their peers" (Participant 4).

"I give learners tasks according to their abilities, but I make sure they are involved in all activities because I realise that they feel accommodated and develop a sense of belonging apart from learning" (Participant 3).

The above findings indicate that engaging learners with disabilities in different activities, especially group activities, promotes their engagement in cooperative work and instills the spirit of teamwork. They learn to work collaboratively with peers and demonstrate strength in solving complex problems, thus showing more complex thinking and problem-solving skills (Gunaretnam, 2021; Tan, 2021). In concurrence, Howell (2021) revealed that a lack of variations in learning activities can lead to limited engagement and a lack of skill development in learners.

Individualised instructions

Individualised instructions are a cornerstone of the teaching and learning of children with SEN. They offer children with SEN the opportunity to have one-on-one instruction from the teacher. They may help grow personal development in LSEN. Participants 6 and 10 reflect the following sentiments:

"I usually give learners with disability individual tasks to cater to individual differences, for instance ... This helps them to interact with each learner and to know their needs as individuals" (Participant 6).

"Learners gain interest in performing tasks that are within their abilities. So, I give them individualized tasks that are suited to everyone. I noticed that when they manage to complete the task, they feel happy and encouraged as well. They are also interested in doing the task if it is within their ability" (Participant 10).

Findings indicated that using an individualised learning approach gives teachers more opportunities to interact with learners one-on-one in their classrooms as a way of fostering progress and personal development in learners with disabilities. This also fosters healthy relationships between LSEN and teachers, which is vital for establishing personal development, such as a sense of belonging. Giving learners work according to their abilities encourages them to develop interest. In support of this, Wong, Chan, Chen, Looi, Chen, Liao, and Wong (2020) found that learning activities are meaningful and relevant to learners when they are based on their interests and are often self-initiated.

Duties and responsibilities

Learners with disabilities may also be given duties and responsibilities in the schools for their personal development. These duties may help LSEN develop a sense of confidence and responsibility. The skills they gain while conducting the duties and responsibilities may be necessary for their daily life skills during their adult and working lives. Some participants said the following regarding assigning

duties to learners with disabilities:

"I usually give learners with disability duties to do depending on their abilities. For example, I can ask learners with physical disability to be a group leader. This makes them happy and becomes responsible" (Participant 1).

"Most learners with disabilities think they cannot do some tasks. Hence, self-image and self-esteem are lowered. To boost that, I give them duties to do. If the duty is very demanding, I assign them to cooperate alongside a learner without disability. The duties and responsibilities may help them develop leadership qualities and confidence" (Participant 4).

"I want to be assigned different duties and responsibilities just like other learners do, like being a prefect or group leader. I like leading others, and I know I can do it" (Participant 5).

The above sentiments reveal that assigning learners with disabilities duties and responsibilities enhances personal development through valuing themselves, having confidence in themselves, developing leadership qualities, and becoming responsible students and citizens. It is more important to focus on learners' abilities than on their disabilities. Focusing on learners' abilities and assigning them duties and responsibilities may raise their self-esteem and self-image, leading to their acceptance among other learners. It may also be essential to consider learners' interest in allocating them duties and responsibilities. LSEN may conduct duties and responsibilities of interest proficiently to raise their recognition and be assigned the same duties and responsibilities once they are available again.

Promoting interaction among learners

LSEN may be needed to develop interpersonal skills. They may lack interpersonal skills due to society's discriminatory tendencies. Interpersonal skills may be developed through mixing and interacting with other learners. On interpersonal skills development interview excerpts from participants 8 and 10 reveal the following.

"I give learners group tasks to work together so that they can get a chance to interact and develop interpersonal skills" (Participant 10).

"I engage learners in outside classroom activities like sporting drama and gardening. During these activities, learners interact with each other, sharing ideas on activity skills and building relationships among themselves in the process. They learn to accept each other and work together as a team. Teamwork is crucial in interpersonal development" (Participant 8).

To contribute to interpersonal development, participants indicated that it was important to ensure effective teaching methods and positive interactions between learners. Teachers should be concerned about learners, interpersonal connections, and respect and come up with some activities that promote interaction among learners. Creating interpersonal relationships develops learners' self-esteem and a sense of belonging and fosters tolerance and the spirit of helping each other. In support of this, Sengupta, Blessinger, Hoffman, and Makhanya (2019) postulated that creating culturally inclusive psychosocial classrooms encompasses an atmosphere of care, attention to the physical, emotional, and social well-being of all learners, accessibility, and belonging. This is expected to result in all learners developing in all domains without restriction.

Collaboration with family members

Families are an essential part of the educational success of their children. They can allow children to participate in lifetime activities in and outside of the school setting. Therefore, there is a need for teachers to work in collaboration with family members to enhance the personal development of learners, particularly those with disabilities. The following excerpts from participants 2 and 3 show the role of the family in a learner's personal development:

Learners with disability need to have support both from home and school. When we work in collaboration with family members, it helps us know learners better. Knowing them helps us to provide individual needs (Participant 3).

We work together with family members to support learners with disability. Families provide information about the child's SEN (Participant 2).

When families feel valued and welcomed, their engagement and satisfaction with teachers can be enhanced, thereby developing positive outcomes (Forbes & Block, 2024). Family engagement seeks to establish and maintain authentic family-school partnerships based on mutual

respect and shared agency for student academic and social success (Gerzel-Short, Kiru, Hsiao, Hovey, Wei, & Miller, 2019). The family is the first institution the child with SEN encounters and is the child's first teaching and learning arena. Therefore, the family may understand the LSEM better. Hence, teachers need to collaborate with LSEN families for their personal development. The family's cooperation with the teacher may make the teacher's work easier in helping the learner in personal development.

The use of role models

Role models help learners with disabilities to view disability from a positive perspective. Role models with SEN may influence LSEN to model themselves around them. Society may eventually have people with SEN who have admirable personal development. Two participants revealed the significance of role models.

"I usually invite successful persons with disabilities to come and share their experiences with my class. This helps the learners with disabilities to view disability positively" (Participant 9)

"I bring role models and put mobiles and pictures of role models with disabilities in class to motivate my learners" (Participant 5).

Based on the responses above, role models are being used as motivational agents for learners with disabilities. Mixing and mingling with adults with disabilities and sharing their experiences help learners with disabilities build strength and feelings of success and competencies. Through interacting with adults with special needs who have successfully surmounted comparable obstacles, learners with SEN may acquire the necessary knowledge and skills, boost their self-esteem, and experience a deeper sense of acceptance within the school community (Hamilton & Clark 2020). The involvement of role models with special needs offers invaluable support to learners with disabilities in developing leadership skills, and interpersonal and emotional skills.

Other ways that support personal development in learners

Teacher's experiences

Teachers' experiences teaching LSEN are essential in helping learners achieve personal development. Such experiences include creating and sustaining a culturally inclusive psychosocial classroom environment, scaffolding learners in a way that results in positive improvements in the learners' skills and independent functioning and creating an obstacle-free environment. This is illustrated in the following quotes.

"I can now create a classroom where a learner with a disability feels comfortable. Teaching other learners without disabilities to love and care for the learner and make sure that objects that can disturb him are out of reach. They also talk with the learner without any reservations, making the learner comfortable" (Participant 5).

"I scaffold learners to learn a skill; when they have mastered it, I stop scaffolding to allow independent functioning. I managed to teach my class unconditional acceptance of Learners who are different. I teach them social skills and values through activities like games and storytelling" (Participant 9).

The sentiments from the participants reveal that teachers' professional experiences create an environment that fosters personal development in learners with disability. The teachers' professional experiences help them develop learners' activities that help them interact and socialise with peers without SEN. Participants revealed that they talk to learners without SEN to accept, care for, and love learners with disabilities, thus making them feel comfortable. This creates a relaxed mind in learners with disabilities, enabling them to have self-confidence.

Teachers' challenges in supporting personal development in learners with disabilities

Teachers must maneuver through many challenges to help LSEN in personal development. Some challenges experienced by the teachers are highlighted below.

Class size

Class size entails the number of learners in a class. Large class sizes may hinder effective pedagogical practices to enhance the personal development of learners with disability. Many learners in the class may make it difficult for the teacher to individualise the instruction. In terms

of class sizes, participants 7 and 8 made the following expressions:

Catering for individual differences becomes challenging due to our large classes" (Participant 8).

Big classes are giving us challenges in controlling them and meeting the individual needs of learners (Participant 7)

Larger teacher-learner ratios make it difficult for teachers to control the learners, which may impact their social and emotional development (Dube, 2024; Mukuna & Maizere, 2022; Maizere, 2020). A class that lacks control may not have effective personal development of learners with disabilities. Baidoo (2020) proposed the need to address high teacher-pupil ratios in most general primary schools to enable the engagement of practices that cater to the individual differences of every learner. While manageable class size is a prominent principle in inclusive classes, large class sizes are common in public schools. It may not be clear whether public schools have large classes due to a lack of qualified personnel in the country or a lack of concern or knowledge over the principle of providing individual instruction to LSEN.

Teacher frustration

Teachers in inclusive classes may develop frustration due to several reasons. These may include work overload, wide curriculum, and catering for individual differences in large class sizes. In line with teacher frustrations, two participants revealed that.

"The pressure to finish the syllabus content and embrace all the changes that come with inclusive education is frustrating" (Participant 4).

"The syllabus content is just too much for us to cover. This is not giving us time to cater to individual needs, especially in large class sizes. This brings frustration to us" (Participant 6).

The interview excerpts indicate that teachers' frustrations come from too much pressure in inclusive classes. It emerged from the participants that they developed frustrations due to work expectations to cover a wide curriculum under challenging conditions of a high teacher-learner ratio that deprived them of the opportunity to implement the principle of individualizing instructions. Due to large class sizes, teachers leave their learners half-backed because they may be unable to implement effective teaching principles with SEN.

Parental cooperation

Parental cooperation is a critical element in the education of LSEN. Parents' cooperation with teachers on their children's education may ensure that their academic needs are met, enabling teachers to enhance learners' personal development with SEN. On parental cooperation, participants 5 and 9 revealed the following.

"Parents are not forthcoming in supporting their children with disabilities in schools. They are not fulfilling their duties of providing learning materials for the learners to use. This disturbs the learning flow, making learners with disabilities not fully participate in some activities" (Participant 9).

"When you invite parents for a meeting concerning their children with disabilities, very few will attend, making it difficult for us to know and meet the needs of the learners" (Participant 5).

The above excerpts reveal that some parents were not cooperative enough to provide the requisite resources for their children's education. When parents are not cooperating, referral processes are delayed, which might result in their child's delay in receiving assistive devices or support services. This will hinder the effective participation of learners in learning activities, thus reducing the learners' motivation and making them feel unaccommodated.

Support from the Government

Government support may enhance the personal development of LSEN. Government support may be in the form of resource provision. Shortage of assistive devices and other resources may hinder the personal development of learners with disabilities. Some participants said the following about government support:

"Learners feel accommodated in class if they are participating effectively. However, some learners fail to participate well in class because they do not have assistive devices to facilitate their learning and functioning" (Participant 9).

"If a learner with a physical disability fails to move around because he does not have a wheelchair, it becomes difficult for that learner to interact with other learners. Thus, socialisation is hindered" (Participant 5).

The school has no facilities to cater to children with disabilities, for example, ramps, braille books for the blind, hearing aids, and other assistive technology that the learner may need" (Participant 7).

The above transcript findings indicate that learners with disabilities were not actively involved in activities done at school due to a lack of assistive devices that can assist their functionality. For example, wheelchairs and hearing aids. The shortage of assistive devices and other material and financial resources may hinder the interaction and socialization of these learners (Kisanga & Kisanga (2022)). Assistive devices may have facilitated the socialization and communication of learners with disabilities, such as those with low vision. Thus bringing complications to their functionality and hindering the personal development of these learners. The issue of assistive devices is crucial and needs the government's intervention since some parents may not afford to buy resources for their children.

VI. CONCLUSION

Findings revealed that inclusive education helps learners with disabilities to flourish socially and emotionally and provides an intellectually stimulating environment. Implementing pedagogical practices makes it more effective even in enhancing the personal development of learners with disabilities. Learners are empowered in the classroom by employing positive reinforcement, individualised learning methodologies, assigning duties and responsibilities, encouraging interaction among learners, collaborating with family members, working with role models, and cultivating an accepting culture. It has been established that giving positive reinforcement to learners allows good behaviours to be repeated, and learners with disabilities feel accommodated and encouraged. Offering tailored tools and interventions enables the teachers to address the unique difficulties experienced by learners with disabilities, fostering their independence and self-esteem. In addition to including family members, role models were seen to help support learners feel supported and encouraged and promote the holistic approach to personal growth. Apart from the strategies mentioned above, other factors that enhance the personal development of learners with disabilities in inclusive classes include the teacher's experience. However, challenges include the class size, frustration of teachers, and lack of support from the government and parents.

VII. RECOMMENDATIONS

The following recommendations have been made using research evidence gathered in this study. The Ministry of Education needs to reduce class size and teaching loads so that teachers can effectively use strategies that enhance the holistic development of the learner, including the personal development of learners with disabilities in inclusive classes. The curriculum must be modified to create more time for role models. The government should set aside funds for assistive technology so that learners can participate socially and educationally actively. The government can also enact rules and regulations that would encourage parents to fully support their children at school. Parents should be encouraged to support their children fully at school and home using workshops. Further research should be carried out to ascertain how much the personal development of learners with disabilities can be enhanced.

VIII. CONFLICT OF INTEREST

There are no conflicts of interest.

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