Illuminating Impediments in Pre-Service Teachers preparation for Inclusive Pedagogies: A phenomenological approach at Mufulira College of Education, Zambia

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*Abstract:-*This study was grounded in the constructivist paradigm and guided by Vygotsky theory to understand and analyse description of phenomena relating to preservice preparedness in inclusive pedagogies. The purpose of this transcendental phenomenological study was to construct a shared essence of lived experiences of how pre-service teachers are prepared in inclusive pedagogies. Purposive sampling was employed to select Six participants; two females and four males in their third and final year of secondary teachers diploma studies. Data were generated through phenomenological observation, semi structured and focus group interviews. It was later analysed through phenomenological reduction in which transcription of verbatim were clustered into themes by horizontalisation, creating meaningful units and developing textural descriptions. The findings from participants' essences reveal that; Developing inclusive pedagogies among pre-service teachers demands a recognition and welcoming disposition towards diversity. The challenges in their practices were drawn from demand for planning time, practice & commitment, Overcrowded classrooms, poor modelling of the practice from lecturers to identifying learner diversities in a classroom. Theory lessons in teacher education systems should pursue core features of growth mindset, values and norms that embrace social justice. These lessons should also be linked to practicum components of the peer, school visitation observations and field based platforms of preparing pre-service teachers as a way of modelling what we teach.

Key words: Challenges, Pre-Service Teachers, Inclusion, Phenomenology, Mufulira, Zambia

I. INTRODUCTION

It is important that preservice teachers have training, experiences, and understanding of how to adapt instructional practices and curriculum materials if they are to meet the academic needs of all students in their classroom. Teachers need to identify what their students already know and what they can already do. They also need to know how to move each student further academically. Knowing this kind of work does not only come about but must be built within the citizenry through some form of Civic Education which we think plays an important role in raising awareness among people. This is supported by Habanyati, Simui, Kanyamuna and Muleya (2020) as cited in Chifuwe, Simui and Muleya (2020) who have stated the importance of Civic Education in raising civic awareness among the people in the community. Similarly, such views have also been demonstrated by Mupeta, Muleya, Kanyamuna and Simui (2020). and Muleya (2018c) in Chifuwe et al (2020) that point to the significance of Civic Education in creating awareness among the citizens in the community.

This study therefore, focuses on how preservice teacher candidates enhance learning through inclusive pedagogies and how their practices are hampered by several factors.

Chapter one provides the focus within which the study has drawn inspiration to explore preparation of pre-service teachers for inclusive education pedagogical practices. It presents the background, statement of the problem, the purpose and objectives of the study, research questions and significance of the study. Furthermore, the theoretical framework and its implication to the study are outlined while limitations, delimitations and operational definitions are equally presented.

1.1 Background

Pre-service teacher preparation programmes, also called initial teacher training or initial teacher education, vary greatly across countries. The preparation of pre-service teachers is viewed as crucial to the quality of teacher workforce in 21st century (Roberts-Hull, Jensen, and Cooper, 2015). Embracing inventive pedagogies in higher education has become one of the evolution factors of Education for Sustainable Development (ESD) (Dlouha, Glavic and Barton, 2017). The quality of training provided through preservice teacher education programs affects teachers' practice, effectiveness, and career commitment (Eren & Tezel, 2010; Liang, Ebenezer, & Yost, 2010).

In Zambia like elsewhere, classroom teachers are increasingly faced with the challenge of teaching learners whose variances vary across many dimensions. As the concept of 'inclusive education' has gained magnitude in practice, students who would previously have been referred to specialist forms of provision, having been judged 'less able', are now believed to belong in mainstream classrooms (Ferguson, 2008; Ofsted,

2004; Thomas & Vaughn, 2004). It is often argued that teachers lack the necessary knowledge and skills to work with such students in inclusive classrooms (Ofsted, 2008; Florian & Linklater, 2010). The debates on how best to prepare pre-service teachers for diverse, inclusive classrooms have led to some teacher educators working more closely with schools in trialling new approaches (Florian, 2012).

1.2 Statement of the problem

The challenge confronting the inclusive school has been that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities (UNESCO, 1994). Pre-service teachers' preparedness for inclusive education is a requirement in "Educating Our Future" Policy of 1996. However, what has not been known are the challenges pre-service teachers' preparation experience with inclusive pedagogical practices.

1.3 Purpose of the study

The purpose of study was to establish the preparation of pre-service teachers for inclusive education pedagogies. Thus, this study contributes to realisation of the SDG goals particularly the fourth target on accessible quality inclusive education by 2030. The study was guided by the following objectives; to describe the challenges pre-service teachers experience in inclusive pedagogies.

1.4 Theoretical Framework

Teaching pre-service teachers the Vygotskyan way envisions a three-way conversation that places teachers' prior experiences as learners and often tacit beliefs about pedagogy into conversation with pedagogical content of the teacher education program and observations of teaching and learning in field placements (Warford, 2011). Vygotsky fashions the perspective of this study on preservice teacher preparedness in inclusive pedagogies as perhaps the most important benefit transformation of prospective teachers. Levy's lens lays in its capacity to reveal developmental processes both close-up and from a distance. Faced with 'quick fix' 'teacher-proof' training schemes such as those hatched at the height of the accountability movement, Vygotsky's method points the way toward a situated, more transformative approach to preservice teacher development, one that respects the fact that formation both precedes and follows study in a teacher education program. (Warford, 2011). Following in his footsteps requires further progress reconceptualising the professional mission of the teacher educator from knowledge transmission to cultural transformation.

Vygotsky (1962, 1987) applied the concept of the ZPD to young children, their peers and adult teachers. Recent scholars on the Vygotskian perspective (Fani & Ghaemi, 2011; Warford, 2011) argue that an individual's ZPD does not disappear once a child learner transitions into adulthood. Pre-service teachers, for example, invoke a 'readiness to learn' and to teach what they learn when they bring a set of

experiences and beliefs shaped by everyday concepts from their home and community to their teacher training.

II. REVIEW OF RELATED LITERATURE

2.1 Experiences of pre-service teachers challenges in inclusive Pedagogy in developed countries

Cansiz & Cansiz (2019) from Ataturk University in Turkey investigated the challenges of teaching preservice science teachers (PSTs) within the context of their practice teaching in model schools. Six PSTs in their fourth year in science teacher education program were interviewed at the end of their practice teaching in the same mentor school. The results indicated that all PSTs they did not have enough pedagogical content knowledge.

Similarly, Stites, Rakes, Noggle, & Shah (2018) embarked on a mixed methods study that examined 120 early childhood and elementary preservice teachers from two universities, from both general and special education programs on their perceptions related to inclusion. The findings indicated that preservice teachers lacked a coherent understanding of inclusion and perceived themselves as needing additional development to be fully prepared to teach in an inclusive setting. The results suggest that teacher preparation programs need to provide a more coherent conceptual framework to guide the enhancement of both course and field work related to inclusion and effective inclusive practices.

In view of Cansiz & Cansiz (2019), Stites, Rakes, Noggle, & Shah (2018), Mousumi (2017) embarked on a study for educating the heart and the mind through conceptualizing inclusive pedagogy for sustainable development. The findings revealed that there was growing global consensus that inequality is making sustainable development goals unattainable and so is inclusive pedagogical practices.

Akcan, (2016), in his study, investigated novice non-native English teachers' opinions about the effectiveness of their teacher education programme and the challenges during their initial years of teaching. The results of a survey administered to fifty-five novice teachers and follow-up interviews identify strengths and weaknesses in their teacher education programme and catalogue the difficulties they faced when they started to teach. The study found significant differences between the content of novice teachers' academic courses in their teacher education programme and the conditions they experienced in classrooms. The major challenges of their first years of teaching were related to pedagogy for lesson delivery. The article includes suggestions to prepare teachers for the actualities of working in schools.

Pearce, Gray, and Campbell-Evans (2010) have presented a critical analysis of factors that make inclusion difficult in secondary schools. They report secondary school curriculum tend to be more subject focused rather than pedagogy driven and thus majority of schools tend to maintain their traditional factory model structure. Majority of secondary school teachers tend to work on their own or in small teams around their subject matter. Secondary school teachers also tend to be

less collaborative compared to their primary school counterparts.

2.3 Experiences of pre-service teachers challenges in inclusive Pedagogy in developing countries

Wulandari, and Kurniawati, (2019) embarked on a qualitative study of Thailand pre-service teachers that participated in SEA Teacher Project. This study used method to describe pre-service teachers' perspective on pedagogical challenges as they participated in observations, assist in teaching, teach and reflect. Depicting from participant semi-structured interviews, field notes, surveys and open-questions some challenging pedagogical experiences were found to influence their perspective in teaching mathematics. The findings reveal that language is a challenge in clarifying a theme, topic, concept or process in mathematics, because not all learners master English so it needs tools such as learning media. The limitations of teaching are a challenge for them to implement teaching strategy so that most of them use learning strategies that are still teacher-centered.

Mahmood & Iqbal (2018) explored the challenges faced by the preservice teachers during teaching practice. The sample of the study involved 34 preservice teachers enrolled in the final semester of B.Ed. (Hons.) program at University of the Punjab and University of Gujrat. The preservice teachers were trained in using student-centered pedagogies in teaching practice. Data analysis revealed that there was a noticeable transformation towards the use of teaching methods other than lecture method in their classroom. Challenges emerge from shortfall in expectation and experience of preservice teachers regarding teaching learning environment in schools. Their training was usually completed in isolation/with limited exposure to actual schools till teaching practice. The content taught to them was usually taken from foreign books (at the most reproduced as such) written in different context for different audience. Preservice teachers found it challenging when they could not find the portrayed environment in schools. The challenges are classified in provision of facilities, instructional needs, attitude of administration, student's behaviour and mentoring of prospective teachers

Similarly, Agbenyega & Deku (2011) pursued a study on pedagogical practices in Ghana in relation to inclusive education. Using a critical post-colonial discursive framework from three focus groups with 21 student teachers, a total of 42 hours of non-participant observation of their classroom teaching and existing research commentaries. Their findings reveal that pedagogical practices were prescriptive, mechanistic, and did not value student diversity and different learning styles. They concluded with new directions for teacher education programs in Ghana that value and celebrate diversity, and difference.

Another piece of research in this field is by Makoelle (2014) who adopted a qualitative approach to explore inclusive pedagogy with selected inclusive practitioners in one education district of South Africa. The findings indicated that the teachers did not have a universally accepted definition of inclusive pedagogy but the different meanings the teachers associated with inclusive pedagogy, were related to their context, philosophies, and underlying assumptions of SEN and ability. These perspectives are consistent with earlier findings that teacher beliefs and practices of inclusion if situated in positivist orientations, advocates a change of behaviour in the learner.

Similar to Makoelle (2014) study above is Mokala (2020) who investigated the extent to which teachers at a Full Service School in Soweto understand and practice the principles of a Full Service School by focussing on three teachers in the foundation phase. Classroom observations, individual semi-structured interviews and document analysis were used to generate data. This qualitative study was framed theoretically by Florian's framework of inclusive pedagogy. Extrapolation of data suggests that teachers understood the concept of inclusion, made use of different teaching approaches and indicated that there are quite a number of challenges they face on a daily basis.

2.4 Experiences of pre-service teachers challenges in inclusive Pedagogy in Zambia

Muzata & Kasongole (2020) examined the reality of inclusive education for learners with learning disabilities in two selected primary schools of Kabwe District in Central province-Zambia. A Qualitative research approach was used in the collection of data from a sample that consisted of 50 participants; twenty teachers (20) teaching learners with learning disabilities and (30) thirty learners with learning disabilities. Purposive sampling technique was used in selecting teachers while Quota sampling technique was used in selecting learners suspected of having learning disabilities. The findings clearly reveal the failure by teachers to provide attention within inclusive classroom settings thereby probing their preparation in inclusive pedagogies at their initial pre-service training.

In a related study, Simui's (2009) study on 'Preparing Teachers for Inclusive Education: A Study of the English Approach' established the need for reflective practices as critical ingredients for effective implementation of inclusive education. While reflective practices were noted to be present in the English teacher education process, there was little emphasis in the Zambian education system (Simui, Waliuya, Namitwe and Munsanje, 2009). Given the unpredictable nature of inclusive education, there was need for teachers to always think outside the box in their orientation. Simui's (2009) findings were highlighted by Mooka, Siakalima, Simalalo, Muleya, Kaputa and Simui (2020) in their study on international perspectives on preparing pre-service teachers for inclusive education pedagogies with implications for developing countries. Key findings in their study illuminated clusters of enablers and disablers to inclusive education largely situated within negative attitudes, lack of pedagogical orientation in inclusion matters and lack of top leadership support among others, which findings were consistent with Simui Kasonde-Ngandu, Cheyeka, Simwinga, Ndhlovu

(2018) and Simui, Kasonde Ngandu, Cheyeka and Makoe (2019).

A conference that provided a platform to bring together teachers, teacher educators, policy makers, government representatives, researchers and education partners in Zambia, such as Impact Network, the Norwegian Association of Disabled, JICA, and USAID to present and examine their knowledge, experiences and research in pedagogy in order to develop theories, practices, and a common perspective to transform pedagogy shared diverse experiences (UNESCO, 2018). The findings reveal that teachers in Zambia needed to take an introspection of their practices in class. They have relied on the use of teaching approaches which promote rote learning and memorization of facts hence our learners have not performed well in any assessment which required them to display real conceptual understanding (UNESCO, 2018). This research similar to Simui (2018), Kasongole & Muzata (2020) probes the nature of pre-service teachers' preparation in inclusive pedagogies by pointing out the practices of serving teachers who seem to rely on approaches that promote rote learning and memorisation of facts which are attributes that deviate from inclusive pedagogy.

2.5 Summary

The reviewed literature has highlighted the diverse nature of the pedagogical practices in inclusive classrooms among pre-service and in-service teachers which require anchoring pedagogical practices at initial teacher training. Thus, most higher learning institutions in developing countries have less documented pre-service preparation experiences to guide policy formulation, implementation and evaluation on inclusive pedagogies. The literature has also displayed how challenges of inclusive pedagogy remain an area of inclusive practices that requires research in our Zambian context.

III. RESEARCH METHODOLOGY

This study situates itself within the interpretivist paradigm utilizing a qualitative research methodology which employs a transcendental phenomenological design on six (6) purposively selected preservice teachers. Given the nature of this study, it was descriptive as opposed to predictive, and its purpose has been to make meaning of participants' perceptions, a qualitative methodology most fitting (Gall, Gall, & Borg, 2010).

3.1 Data Generation and analysis

Data were generated through phenomenological observation, semi structured and focus group interviews. It was later analysed through phenomenological reduction in which transcription of verbatim were clustered into themes by horizontalisation, creating meaningful units and developing textural descriptions.

3.2 Trustworthiness of the study

In this study, the process of data triangulation was used to confirm the data from multiple sources and with a variety of

procedural steps (Ary et al., 2006). Those multiple data sources were: (a) interviews, (b) focus groups, and (c) observations. Qualitative researchers frequently use terms such as validity, trustworthiness and reliability to describe the accuracy of their studies (Creswell, 2008). Since this study was rooted in transcendental phenomenology, the concept of trustworthiness was a critical aspect throughout the research process. To ensure trustworthiness in this study, various strategies were constantly applied, including credibility, transferability, dependability and conformability (Lincoln & Guba, 2003).

IV. FINDINGS OF THE STUDY

Challenges experienced by pre-service teachers in inclusive pedagogies.

4.1. Demand for planning time, practice & commitment.

The demand for planning time, practice, coupled with commitment as observed by Liyu is a challenge for inclusive pedagogies. She argues that:

> Planning for diversities requires adequate time to reflect and plan future lessons…building on the previous experiences…this requires personal commitment. (Liyu, Fg. 02.06.20).

Liyu further suggests that:

> … without dedicated planning time and commitment, teachers lose out on opportunities to adequately reflect on diversities existent in the classroom and learners become the real losers (Liyu, Fg. 02.06.20).

In the case of Chense, he reflected on the challenge of consolidation and enhancing learning by describing that,

> One of the greatest challenges in teaching children with diverse needs and influencing the pedagogical intentions to address all learners and consolidating learning and maintaining learning gains (Chense, Fg. 02.06.20).

It seems that Liyu and Chense clearly acknowledge that inclusive pedagogy as a reflective practice really requires adequate commitment to planning time and actual practice which are core values for teaching.

4.2 Overcrowded classrooms.

A conducive teacher–pupil ratio seems to account for an effective implementation of inclusive pedagogical practices. Chense recounts the challenges he faced by narrating that,

> I taught an overcrowded class and that became a major challenge for me. The teacher-learner ratio did not allow me to attend to all diversities in a classroom

(Chense, FG. 02.06.20).

Agreeing with Chense, Lubs reveals that,

> You see! the classes are overcrowded… during my teaching practice I was given a class with a population of 48 learners and it was hard to reach those who were struggling (Lubs, Fg. 02.06.20).

Sebi equally observed that,

> When you have a large class size, it is really difficulty getting to teach learners and find out their strength and weaknesses…The more learners we have, the more challenges we face to pedagogically include them…there is need for an assistant teacher to team teach (Sebi, 02.06.20).

The narrations attested by Chense, Lubs and Sebi suggest that over-crowding negatively affects both classroom activities and instructional techniques. It diminishes the quality and quantity of teaching and learning with serious implication for attainment of planned goals. Interestingly, Sebi suggests having an assistant for team teaching.

4.3 Poor theory into practice demonstration lessons from lecturers.

Sometimes as a preservice teacher, I may emulate how my lecturers deliver lessons in college observes Mabs. This in itself requires that Lecturers demonstrate to preservice students how they desire them to teach. Mabs shares his thought that:

> Lecturers have rich information about how we should plan our pedagogies to teach learners with diverse needs but some rarely demonstrate to us using pupils from collaborating schools (Mabs, 12.05.20).

Mabs seems to acknowledgement the rich knowledge endowed in the lecturers but queries their translation of it into practice. This is what is perceived to be a challenge. Neto also shares his view that,

> Some lecturers give us some information during the practicum, about how to construct a lesson plan…they don't demonstrate to us how or teach how we should teach (Neto, 14.05.20).

Similarly Liyu drew an experience from the classroom which she narrated as

> …I see that some pupils have already completed some task while others lag behind a bit, then [they told us] how to keep them active and engaged…but situations differ (Liyu, 12.06.20).

Re-echoing the views of Liyu, Neto and Mabs, Sebi recounts

some imbalance in training by suggesting that:

> … there is a tendency to pay too much attention to theory in the college regarding inclusive education and its pedagogies. Therefore, there is a gap between what I have learned in the curriculum and what learners have been facing in the classroom (Sebi, 15.05.20).

The aforementioned narratives suggest that student teachers yearn to understand and witness how theory manifests in reality, and be able to analyse their practical experiences in relation to the theories they have learned about inclusive pedagogies.

Reflections from the journal prompt in which participants were asked to respond to their experiences with the challenges encountered in relation to inclusive pedagogies as preservice teachers. The following information regarding challenges emerged from the participants. Chense shared that;

> Although my college experiences has been good, I do not feel completely prepared for the challenge of inclusive pedagogy for diverse learners… some of the college lecturers have perhaps spent little or no time in a classroom setting to demonstrate to me and others… out in the field things change and are a lot of adaptations have to be made. It's hard for them to keep up and try to stay with the changes (Chense,10.08.20).

According to Lubs, inclusive pedagogy was perhaps one of the most challenging during his first teaching practice. H e went on to say that:

> My first year of teaching was made even more challenging with trying to meet the needs of individual learners…As a second year on first school experience, I almost felt as if I had been thrown out to find solutions to puzzles with regards to inclusive pedagogies (Lubs, 13.05.20).

In his reflection, Lubs included strategies he incorporated into his instructional routine in an effort to include the diversity within his eighth-grade classroom during his second teaching experience in the classroom. He further stated that:

> I think that inclusive pedagogy is one of the more interesting things about teaching but it's very demanding. So often, I think I got lost in thinking that it was only referring to small group lessons. I soon learned that inclusive pedagogy is about reaching all those learners who deviate from ordinary instruction (Lubs, 13.05.20).

Chense stated that:

The college cannot fully prepare you for the actuality of being a teacher. My pre-service teaching assignment was nothing like the real-life experience of being alone in a classroom meeting the demands associated with classroom diversities… even though I initially felt as though I was prepared for the demands of classroom instruction, I was not prepared for the amount of time and energy involved in inclusive pedagogies for diverse learners (Chense, 15.05.20)

It seems Chense was not prepared for what awaited him that third year which included aspects of inclusive pedagogy. Mabs's narrations were as follows:

I don't think the college can adequately prepare you because you never know what kind of learners you're going to get. I really think that it all depends on the nature of learners in the classroom. It all depends on your learners. You have no control over the needs of the learners you're going to get. It depends on your mindset towards classroom diversities (Mabs, Fg.02.06.20).

Mabs's experience with inclusive pedagogies was perhaps less of a challenge, but an advancement of a growth mindset. He acknowledges that each of his learners were unique and left an impression on the classroom setting. In his views learners learning styles, personalities, and level of development had to be addressed when planning for inclusive pedagogies.

V. DISCUSSION OF FINDINGS

5.1 Challenges experienced by pre-service teachers in inclusive pedagogies.

It was the researcher's Bracketed belief that if the challenges most prevalent in the lives of preservice teachers were better understood, perhaps more effort could be placed on preparing preservice teachers at the colleges of education level and professional development opportunities could be made available in the challenging areas to assist them with entry into the classroom environment.

All the six preservice teachers encountered some kind of challenges, so it is natural that they at times wonder if their preparation is adequate to enable them to flow through the impediments that emerge. At this point of wondering, of course, preservice teachers are about to complete their schooling and are in the hands of the mentors, colleagues, and administrators who inhabit their new dwelling place. Balls, Eury and King (2011) stated that too often preservice teachers are ill prepared for the challenges that await them when they enter the classroom. The challenges advanced by respondents were mainly professional practice based. These challenges were a drawn from narrations relating to adequate time requirement in planning for diversities, overcrowded classrooms, complexities associated with classroom diversities and poor demonstration of lessons from some lecturers.

5.2 Inclusive Pedagogy demands adequate planning time and actual practice

In the findings, for example, in their view Liyu and Chense clearly acknowledge that inclusive pedagogy as a reflective practice really required adequate commitment to planning time and actual practice. However, this in itself may really not be a challenge because it accounts for professionalism in teaching. Participants chose time as a barrier to fully implementing inclusive pedagogy. Several studies noted that inclusive pedagogy is not consistently implemented in today's classrooms (Pham, 2012; Hillier, 2011). One factor in this lack of consistency was time. Participant Mabs noted that, the time barriers requires finding enough time to prepare what you need to do, and this time in eleventh grade, I need to work with this eleventh but I have another eighth that also need me. You are pulled in what you need to do. During the focus group interview, three participants stated "time" in unison.

5.3 Overcrowded Classrooms

It became evident that an imbalance in teacher–pupil ratio during field based practicum emerged as a threat for effective implementation of inclusive pedagogical practices. For example, Chense narrates how teacher-pupil ratio did not allow him to attend to all diversities in a classroom while Lubs revealed how overcrowding posed a challenge for him to reach struggling learners. Similarly, in her view, Sebi recounted how the more learners shared a view that the more learners, the more challenges for pedagogical inclusion. Effective teaching was not possible in over- crowded classes and majority of teachers face instructional, discipline, physical and evaluation problems (Khan and Iqbal, 2012); Large class sizes can be an overwhelming experience for newly appointed teachers if they lacked exposure to teaching in overcrowded classrooms during their training years (Opoku-Asare, Agbenatoe & DeGraft-Johnson, 2014:123). In a related study, the reality of overcrowded classrooms results in learners' lack of motivation to participate in group or individual learning activities (Ikediaskhi and Amaechi, 2012:160).

5.4 Poor theory into practice demonstration lessons from lecturers.

Teacher education is faced with the role of fostering theoretically based knowledge that has traditionally been taught in university classrooms with the experience-based knowledge that has traditionally been located in the practice of teachers and the realities of classrooms and schools. Chense in his arguments narrates that:

In my view, field based experiences of teaching made me inquire on the missing gap created by failure of some lecturers to demonstrate to us on how to apply the learnt theory concepts in a classroom situation. I feel there is need to bridge this gap during training, the time we are in college (Chense, 15.05.20)

Mabs observes that, he may emulate the teaching styles of the lecturers of his choice which requires all of them to embrace the aspect of demonstrating theory into practice. As for Neto, some lecturers are solely information providers and nothing from them on the practice aspect. Liyu and Sebi bemoan of the gaps in some concepts learnt while in college which do not relate to the classroom teachings in school. These views are affirmed by studies on creating theory-practice linkages in teacher education. The literature reviewed share a view that, changes among pre-service teachers can be effective if teacher educators/trainers themselves practice what they preach. Student teachers can better implement inclusive practices if they observe these practices among their educators (Juma, Lehtomäki, & Naukkarinen, 2017). Similarly other studies assert that, in the field of teacher education, a key challenge over several decades has been to establish relations between different forms of knowledge in ways that support student learning and reduce the "practice shock" of novice teachers (Risan, 2020). The argument that theory learnt as part of campus teacher education programmes is largely divorced from the real challenges of classroom teaching has a long history globally (Anderson and Freebody, 2012; Laughlin, 2011). However, in other studies, positive orientations are recounted by revealing that the quality of teacher education programmes can be improved only if the teacher educators help student teachers to identify the gap between teaching and theory and continually facilitate them in connecting their learnt theory and practice (Cheng, Cheng, & Tang, 2010).

VI. CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusion

The pre-service teachers faced challenges in their practices drawn from demand for planning time, practice & commitment, Overcrowded classrooms, poor modelling of the practice from lecturers to identifying learner diversities in a classroom.

The preparation for inclusive pedagogies suggest that theory lessons in teacher education systems should pursue core features of growth mindset, values and norms that embrace social justice, These lessons should also be linked the practicum components of the peer, school visitation observations and field based platforms of preparing pre-service teachers. The team teachings experienced should help in enhancing inclusive pedagogical practices in overcrowded classrooms. A continuum of inclusive pedagogical practices has to be critically monitored to account for diversities and systemic feedback. The teacher education programmes should ensure that instead of pre-service teachers learning responses to all eventualities, content courses should ensure that they equip them with sets of principles from which they can draw to interpret the situations in which they find themselves and to respond in ways which align with the inclusive pedagogy.

Recommendations

i. There is need to strengthen institutional (college) and school collaboration mechanisms.

ii. The pre-service preparedness require changes in the structure of the curriculum and in the training inclusive pedagogies.

iii. Interdepartmental networking within the institution enhances inclusive pedagogical practices

iv. In the theoretical component, pre-service teachers should be exposed to the inclusion approach, its rationale, and its didactic methods.

v. In the practical area, inclusive pedagogies should be encouraged and promoted as an integral part of the practicum in all content courses.

vi. Lecturers should have hands-on experience in inclusive pedagogy during their course delivery lessons as a way of modeling what they teach to pre-service teachers.

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