

UNIVERSITY OF KWAZULU-NATAL

**THE GEOGRAPHIES OF SLOW LEARNERS IN A GOVERNMENT HIGH SCHOOL
UNDER MLIBA ZONE IN THE MANZINI REGION OF SWAZILAND**

BY

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A thesis submitted in partial fulfillment of the requirements for the degree of
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Declaration

I Zodwa Jane Tsabedze, declare that this dissertation entitled:

**The Geographies of Slow Learners in a Government High School under Mliba Zone in the
Manzini Region of Swaziland**

Is my work and that all sources I have used or quoted have been indicated and acknowledged by means of complete reference and citation. It has not been submitted before for any degree or examination at any other university.

.....
Zodwa Jane Tsabedze

February, 2018
.....
Professor Pholoho Morojele (Supervisor)

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ABSTRACT

The focus of this study was to explore the geographies of slow learners in a government high school under Mliba zone in the Manzini region of Swaziland. The children's geographies and new sociology of childhood studies was adopted. These theories were used in order to understand the space and place that is occupied by slow learner's children at school. The aim of the study was to understand the experiences of slow learners and how they sail across in their daily lives within the school. A qualitative research methodology within the custom of a narrative inquiry was used for the study. Different methods of collecting information were used in this study and it includes the following: individual and focus group interviews with the use of a participatory learning activity, which is photo voice. Content and thematic analysis was used for data analysis.

The study was conducted in a government school, with the focus on slow learners from form 1 to form 5. Three girls and three boys between the ages thirteen to nineteen years were selected to participate in the study. Purposive sampling was used for the study. The study found that slow learners were challenged within their navigation of spaces and places in the school. Findings revealed that slow learners were not understood, their state of being by teachers as well as their classmates, for there are normal children with no physical disability yet failing to cope with school work. The study recommended that teachers need to be work shopped on inclusion in order for them to be able to deal with every kind of learner especially the slow learners. There was also a need for the school to educate learners within the school to create a friendly culture amongst students.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This qualitative study set out to explore the geographies of slow learners in a rural high under Mliba Zone, in the Manzini region of Swaziland. The current study was framed by children geographies. It was rooted in stories that slow learners told about their experiences in the school spaces and places (Horton & Kraft, 2005). When one speaks of slow learners' spaces in the school contexts, they are concerned with the power dynamics surrounding the slow learners in the school contexts (Weller, 2006). Places on the other hand specify the positions allocated to slow learners in the hierarchical order of the school. The participants of the study were six (6) learners (three girls and three boys) identified as slow learners aged between 14-19 years. The learners' schooling experiences were understood through social constructionism. Social constructionism deals with the matter of reality and how observations are an accurate reflection of the world that is being observed (Burr, 2003). The study took a narrative form (Clandinin & Connelly, 1990) as the researcher had access to the personal experiences of slow learners.

This chapter provides information to the study under the subsequent titles; background to the study, rationale for the study, purposes of the study, context of the study, research questions, and significance of the study and lastly, the definition of key words.

1.2 BACKGROUND TO THE STUDY

Although issues related to slow learners have been cited as one of the major drawbacks in learning institutions resulting in student's failure (Spurgeon, 2007), there is a paucity of research on slow learners, primarily because they are a minority group. As a result, slow learners are collectively under the umbrella of 'inclusive education' (Holt, 2003). Notably, the issue of inclusion has been one of the contentious issues globally. As such, over the years, inclusion has been addressed in international, regional and national conventions and policies. One of such international conventions is the Convention on the Rights of the Child (UNCRC). This resolution was signed on the 20th of November 1989 and governments pledged a collective responsibility to promote inclusive education (United Nations, 1989). As one of the signatories, Swaziland signed this convention on the 22nd of August 1990, rectified and accepted it on the 7th of September 1995.

Swaziland is also a signatory of the African Charter on the Rights and Prosperity of The Child. The African charter was adopted in 1990 during the 26th Assembly of Heads of State and Governments in Addis Ababa. This charter also affords primacy to the best interest of the child and is of crucial significance to this study because it deals with children and slow learners' inclusivity. The study also gives centrality to children, with special emphasis on slow learners in a rural high school in Swaziland. Another important convention is the International Labour Organisation (ILO) Tiniest Age Convention, which was signed on the 26th of June 1973. This convention was also concerned with regulating child labour among signatory countries. The convention is also of significance to my study because, in most cases, poverty and academic challenges force slow learners to drop out of school (Nordviet, 2010) and seek for employment despite the fact that most of them may be underage and not mature enough to join the workforce (Sukati, 2013). Again, the World Fit for Children

Declaration was signed in 2002 and promotes the rights of the child including adolescents. The Dakar framework for Action, which assumed a world affirmation on Education for All in the year 2000, was also established to provide every child with primary education by 2015. In addition, the Salamanca Statement and Framework for Action, which was authorised by the 92 regimes and 25 international governments at the World conference focused on special needs education (Susan & Peters, 2004).

These frameworks proclaim that each child has a different characteristic, interest, capabilities and education needs. The Sustainable Development Goals (SDGs) and the Eastern and Southern Africa Provincial workshop on Children affected by HIV and AIDS also pay specific attention to the welfare of children internationally. Swaziland is also a signatory of the Resolution on the Rights of Individuals with ill health, which was signed in 2007. Of note is the fact that the welfare of slow learners is one of the focal areas of this convention. Swaziland also has engaged but, still to approve a policy that ensures that individuals with disabilities appreciate the same human rights as everybody else (UNICEF, 2011). Significantly, even though slow learners face difficulties in their learning, the world countries have declared the Dakar Framework for Action, which affirms the revelation of the world pronouncement on education for all (Jomtien, 1990). This was reinforced by the affirmation of the universal human rights and the resolution on the privileges of the child. The declarations encouraged entirely children and young people to profit from an education that will encounter their immature learning essentials (UNESCO, 2000).

Aligning itself with the aforementioned international plus regional conventions, Swaziland has put some policies in place, which favours inclusive education. For example, the Social Protection Poverty Reduction and Pro-growth empowers vulnerable groups on poverty

reduction strategies and slow learners are not an exception (Sabates & Haddad, 2005). Currently, Swaziland is also geared towards achieving the King Mswati III's 'Vision, 2022' which is a National Development Strategy founded on education, health and other aspects of national development. Concisely, children are the major focus of international, regional and national policies and conventions. To this end, these conventions are also crucial to this study as they provide background information on how inclusive education is promoted worldwide. This escalating focus on inclusiveness also accommodates the welfare of slow learners to ensure that they are not excluded and marginalised in society.

1.3 RATIONALE FOR THE STUDY

My personal experience as a guardian to an orphaned child motivated me to conduct the study. The child faced challenges with her schoolwork such that, no matter how much she tried, all her efforts would go to waste. She would not make it to the next grade. Again, being a teacher and having to interact with slow learners for the past 20 years also prompted my interest in researching about their welfare, especially because I noted that slow learners faced a myriad of academic challenges. For instance, no matter how hard they exerted their full potential, slow learners often failed to pass and progress from one level to the next. I have also observed this with dismay that the drop-out rate among slow learners at high school level was extremely high. My motivation to study slow learners also stemmed from the fact that, although scholars have focused on inclusive education, only a few have conducted studies on the everyday school experiences of slow learners and how these experiences impact negatively on their lives.

The New Sociology of Childhood and the Children Geographies guides my study. Children geographies is concerned with the livelihood of children in their childhood contexts. It is

therefore my interest to influence educational policies concerned with slow learners in their social contexts especially the school. Guided by the United Nations Convention of the Rights of the Child, article (12), the new sociology of childhood studies (which guides the study) argues for the rights of the child as far as influencing policies that have to do with the welfare. I was interested therefore in exploring the slow learners' schooling experiences not only by foregrounding their voices but by also ensuring that the government of Swaziland introduce and maintain policies that would ensure that education is both inclusive and effective for the slow learners in this context. The study will therefore make a unique contribution to existing debates on slow learners in Swaziland. To bridge this gap in knowledge, this study investigates how slow learners navigate pressure in the school setting. I argue that is of paramount importance to conduct a study that will shed light on the lived experiences of these special kinds of learners and the challenges they face with regard to their schoolwork.

1.4 THE CONTEXT OF THE STUDY

1.4.1 The Geographical Context of the Study

The study was conducted at Zibonele* high school located at Mliba zone, in the Manzini region of Swaziland. This is about 80km from the Manzini city centre. The area is on a remote place at the foot of Mukumba* mountain and next to Mzaceni* Royal Kraal. Marked with a rough terrain of a dusty, rocky road, access to the school on rainy days is almost impossible. As such, on rainy days, drivers and teachers walk long distances as the roads would be slippery. Morning hours are abuzz with students rushing to school; they walk to school in two's or in small groups of boys and girls. Their meeting point is the morning assembly square where the schools daily morning prayers are held.

Specifically, the interviews were conducted in an old office, which was once used by the head teacher. This office was deemed appropriate because it provided a relaxed and comfortable atmosphere for all the participants. It was also out of earshot from the classrooms and also the staff room, hence it was quite and conducive. The study was conducted on Wednesdays after school because it was a half day for the school and students either went for sports or ~~go~~ home depending on the school schedule. The school was an ideal context for my study for several reasons. The school was easily accessible as it is a walking distance from my workstation. A majority of the students were also local residents, so they were easily accessible during my study. Moreover, the school has a high dropout rate and most of these dropouts were students who struggled with schoolwork. It was on those basis therefore that the study was outlined with the impression of children geographies, an area of human topography that studied the residences and universes of children's lives (Muthukrisna, 2013).

1.4.2 The Socio Economic Context of the Study

The area is deeply impoverished with dirty roads and scarcity of transport. Most of the students are poverty stricken and the school is underdeveloped. Most of the students come from low income and middle income families. This is evident from the dilapidated stick and mud houses with thatch or old corrugated iron roofing. Only a minority of the students come from high income families. Women head most of the families in this area as the men work in the neighbouring South Africa or in the local industrial sites in Matsapha. Some of the men abandon their families and this escalates poverty rates among family members. Moreover, a majority of the students in the school come from extended families and some from child headed families. Most of the families earn income through selling traditional brew; hence, paying of school fees is a major problem and a number of scholars fall out of school for the

reason that their families cannot afford to pay school fees. Some families cultivate sweet potato in order to earn a living. Others resort to farming and selling ‘dagga’ and they risk serving jail time because this is an illegal exercise and in most cases, police destroy their produce before they could harvest.

This area is also marked by a high HIV prevalence rate. Some of the men pass it to their wives and eventually die leaving children behind. The school has a program for orphaned and vulnerable children, which is supported by the Swaziland Government. In fact, most learners’ school fees are highly subsidised by the government and guardians have to top up fees. By the time of data collection, the school had an enrolment of 94 learners from Form 1 to Form 5, which was too low for a high school. The reason was that the fees in the school were a little bit steep compared to the neighbouring schools. The school had no car, in fact only the head teacher owns a car, which also serves to help local people due to the scarcity of transport in the area. Most of the students who complete their high school join their families in brewing beer and in farming. Just like a majority of the Swazi populace, the community subscribes to both Christian and Swazi traditional beliefs.

1.4.3 The Educational Context of the Study

With regard to education, the study of slow learners is categorised under inclusive education, despite the opinion that, internationally, the execution of inclusive education strategy agenda was not friendly to educators (Graham & Slee, 2008). For instance, in the UK educational policies on inclusion, segregation and ill health, were introduced in the 1980s, 1993 and 1996 respectively. These schooling deeds enabled a move in the position of disabled children’s education, from isolated distinct schools to ordinary schools (DFEE, 1996). In South Africa, comprehensive instruction is framed in the interior of human rights discourse. As manifested

in white paper 6, this policy focuses main ethics of equivalence, societal integrity, human rights and a high opinion for diversity (South Africa's Education White Paper, 6).

In the Swaziland context, the Swaziland Constitution provides a legal framework for the protection of the rights of the child. It also promotes access to education, and the fulfilment of all children's rights (Swaziland National Constitution, 2005). This implies that, ideally, the interest of slow learners should be a priority in the educational system of the country. Moreover, The National Population Policy Framework for Swaziland (2002) targets issues of abuse, HIV and AIDS through recognising children and young people as 'special groups'. Central to this framework, is the protection of slow learners from any form of abuse by their teachers or any other individual (UNICEF, 2011). Similarly, the National Plan of Action Guiding Principle in the country promotes the best interest of the child UNICEF (2012). It further discourages any form of discrimination through advocating for the equal treatment aimed at entirely children unrelatedly of their societal as well as academic orientation (Holt, 2003; Graham & Slee, 2008). Fundamentally, it also advocates for slow learners' rights to survival, well-being and development and that the most disadvantaged children or children with special needs, needs attention (UNICEF, 2011-2015).

1.5 OBJECTIVES OF THE STUDY

This study aimed to explore slow learners' experiences of schooling in a government school setting. It sought to shed light into academic problems encountered by slow learners and how they can be minimized to ensure that these learners also get proper care and academic support. In addition, it seeks to understand how slow learning impact negatively on high school learners' social lives through understanding the slow learners' experiences and how

they fare in their academic life. These daily school experiences are a significant trait of research as they unearth how underlying forces of slow learning show out in the school.

This sought to address the following four research questions:

1. What stories do slow learners tell about their schooling experiences in one high school under Mliba zone in the Manzini region in Swaziland?
2. What are the dynamics that affect slow learners' schooling experiences in these contexts?
3. What are the spaces and places of slow learners within the school?
4. How do slow learners negotiate the complex and varied spaces of schooling

1.6 SIGNIFICANCE OF THE STUDY

This study is of significance for several reasons. It is the first study that focuses on the daily schooling experiences of slow learners in the Swaziland context. In this vein, the study conveyed to the forefront, new and related data as the slow learners told stories about their schooling life. Specifically, through addressing first and second research questions, the study revealed the dynamics that affected the slow learners schooling experiences in these contexts.

In answering the third question, the findings showed up the spaces and places of slow learners within the school context, their movement and how they fare daily as it was revealed.

In answering the last question, the findings showed up the complex and varied spaces of schooling, which are the challenges slow learners go through in their schooling lives.

Secondly, the study is a practical contribution to current literature on slow learners in the Swaziland education system. As mentioned earlier in the thesis, there is a paucity of research on the experiences of slow learners, particularly at high school level in Swaziland. Thus, this study hopes to fill this gap in knowledge while at the same time providing a database for

further research on the same domain. Moreover, through providing insight into the lived experiences of slow learners in Swaziland, the study is of significance to the country's educational system. It is envisaged that the findings of the study will provide practical information that will enhance understanding on strategies that can effectively improve the lives of slow learners and their retention rate at high school level in Swaziland.

Lastly, the study is of methodological significance in that, the learners' personal narratives in the study captures the subjects' voices of the participants regarding the complex, dynamics of slow learners in the context for my study. Through these personal narratives and a qualitative narrative methodology, the researcher was afforded an opportunity to conduct face-to-face interactions with the slow learners and to collect stories that the participants told regarding their experiences of the phenomena (Creswell, 2003).

1.7 DEFINITION OF KEY TERMS

This section provides a definition of key terms utilised in the study. It is essential to note that these terms are defined according to their application to the context of the study.

Child: for the determinations of this study, child refers to a young human being who is not yet an adult.

Ethics: this term is used to denote a system of moral principle or rules of behaviour.

Experiences: in this study, experiences refer to knowledge and skills that individuals acquire through doing something for a period of time.

Geographies: for the purposes of this study, geographies is used to denote authority affairs adjoining the classification children and the space they reside in.

Government: in this study, government is used to refer to a body of legislators tasked with administrative duties of the country.

Inclusion: this relates to the fact of being included

School: for the purposes of this study, school is used to refer to an educational, academic context where learners receive their education.

Slow learners: these are learners with limited ability due to different reasons in the education process. These are children who fail at school because of their low intellectual abilities.

1.8 STRUCTURE OF THE DISSERTATION

The study is organised into five chapters:

Chapter 1

This section has offered a comprehensive indication of the study. It has also prepared the reader for the forthcoming aims and rationale of the study. The chapter has also offered the background and the significance of the study. Lastly, the chapter has provided background information that is pertinent in launching conclusion during the data inquiry progression.

Chapter 2

This chapter affords an appraisal of recent and appropriate literature related to the study through addressing both international and local information regarding the experiences of slow learners. In this chapter, a debate on experiential studies that have discovered the concern of the places and spaces that are domineering to the lives of slow learner academics and the influence that the geographies of instruction spaces have on young slow learners.

Chapter 3

This chapter discusses the qualitative research methodology and design adopted in the study. Specifically, the chapter focuses on narrative inquiry; social constructivism and the researcher's position are used. In this chapter, the adoption of a qualitative narrative inquiry approach is also justified and discussed in detail.

Chapter 4

This section affords the reader with the fusion of the facts based on the outcomes. This presentation is prepared using my conceptualizing of place, space and youngsters' geographies. The discussions of outcomes is allied and merged with the revised literature.

Chapter 5

This is the ultimate chapter and presents the allegations of this study for recent and forthcoming research in education. In relation to chapter 4, this part also provides theoretical mechanical replications; subjective and theoretical replications and then grants the limitation of the study. It concludes with a thoughtful debate of my expedition throughout the study. Lastly, the conclusions and allegations of the study are offered and directions for forthcoming research are presented.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The determination of this study was to explore the schooling experiences of slow learners in a rural high school. It further sought to explore stories that slow learners tell about their schooling experiences, and the dynamics that affect them. In this chapter, I was involved with the concept of ‘slow learners’ and how several scholars have outlined the notion (King & Newmann, 2000). Furthermore, the chapter focuses on the spaces and places of slow learners within the school, and how these convey the intricate and diverse spaces of slow learners’ instructions (US Department of Education, 2003). In addition, the chapter presents a review of speculative perspectives interrelated to the geographies of children in the erection and direction finding of slow learning, and empirical studies that have focused on researching on slow learners in schools (Gutierrez, 2000).

2.2 UNDERSTANDING SLOW LEARNERS IN THE SCHOOL CONTEXT

Internationally, slow learning has been identified as a challenge in all places of learning. In this study, slow learners are referred to as children of below average intelligence. These are learners whose thinking skills have developed at a significantly slower rate (Karen Mackay, 2001) than their age mates. In most cases, these children encounter a myriad of learning difficulties. As King (2011) asserts, a slow learner is a scholar who has the capacity to study but at a proportion and wisdom below ordinary. Unfortunately, these learners are ‘overlooked’ since they do not have a learning disability and are not mentally retarded (East

mead, 2004). As a consequence, these learners are likely to repeat one grade level several times and this is detrimental to their self-esteem (King, 2011)

On a similar note, Keany and Miles (2010) argue that slow learners are a collection of children who are not developed or learning ordinarily, but who do not fit into traditional classifications of physically handicapped children. As Karen Mackay (2001) argues, these learners tend to have difficulty in reading, speaking, listening and writing. Therefore, they are said to have education complications when they find it problematic to master education errands which other pupils in class can master (Motshkega, 2010; Reynolds & Fletcher, 2007). In this regard, Dyson (2004) suggests that teachers must build confidence for slow learners in class, for they are very conscious about themselves and they are very aware of their weakness in comparison with the fast learners. Dyson (2004) further opines that teachers need to recognize that a pupil has education complications then back them during teaching/learning sessions in their schools.

2.3 CONSTRUCTIONS OF SLOW LEARNERS IN SCHOOLING CONTEXTS

Notably, slow learners are adjudged alongside the measure of the foremost discourse of familiarity. The Universal Human rights of Children stipulates that every single person under the age of 18 is a child with constitutional rights (Swaziland Constitution, 2005). This implies that all children obligate uncomplicated human rights and they must be protected from any form of abuse at all costs (United Nations, 1989). On a similar note, the United Nations Convention on the Rights of the child (2001) stipulates that all children warrant a decent education, excellence health care and advocate for their fortification from exploitation and desertion UNICEF (2012). During elementary school years, young learners, slow learners inclusive, should therefore be well catered for, through upgrading and remedial classes. In

this context, teachers should try their utmost best to safeguard that all the pupils require admission to a successful plus satisfying school experience. However, as Morrow (2008) notes, in vindictiveness, of these remarkable determinations, slow learners repeatedly fail to advance the fulfilment of normal accomplishment.

2.3.1 Perceptions and Stereotypes about Slow Learners

Scholars have noted that the issue of slow learners is riddled with negative perceptions and stereotype. The most notable of such perceptions relates to the fact that slow learners are viewed as disabled people. According to Anthony (2009), for a number of years, in each philosophy and culture, physical and intellectual differences have been attributed special sense. Hence, the stigma, destructive attitude and stereotype associated with slow learners. Quarmby (2011) asserts that slow learners are prone to ridicule as they are regarded as not completely human or are perceived as individuals obsessed by wicked spirits. The Worldwide Declaration of Human rights (Article 26, 1948) states that labels are bundles of undesirable and incorrect observations which habitually state how people delight and react to disabled persons (UNICEF, 2013). For example, people living with albinism in Swaziland are currently subjected to stigma and ridicule. A man living with albinism was murdered for ritual purposes with the intention of using his body parts for good luck (Mavimbela, 2016). Such gruesome occurrences are an indication that people with special needs are discriminated against, hunted and killed in African societies.

Quarmby (2011) found that learners who are not gifted at school are considered as a sign of misfortune and that these beliefs are strengthened in mythologies, legends or fiction, current films, jokers as well as television programs internationally. The People's International (1981) also unveils instances where slow learners or ungifted people in southern Africa are believed

to be cursed, demon possessed and bewitched. However, in the South Pacific, they associate the sluggish growth of children with insensible parents throughout pregnancy or associate it with marital problems. In most cases, people attribute slow learning to the idea that learners become dull because their paternities had done somewhat wrong and for the reason that all influential gods, divinities or destiny had made them incapacitated (Quarmby, 2011). As a consequence, incapacitated people are often endangered to heartless handling and locked away. In an attempt to rid families of the shame brought about by these children, euthanasia is widely practiced on babies with significant impairment. Scholars have also noted that slow learners hardly tell stories about their individuality and the genuine know-how of living with deficiency or the peculiar experience of impairment (Miles & Singal, 2008). At secondary school level, attention is normally assumed to ordinary and capable students. For example, in a communal where 82 to 87 per cent of the graduates go on to institution and the database inclines to be usually educational, hence, slow learners are not catered for (Slack & Boyer, 2012).

2.3.2 Characteristics of Learners with Learning Problems

One of the challenges associated with research on slow learners stems from the fact that their characteristics may not be easily observable. This situation is further exacerbated by the fact that even teachers cannot easily tell the difference between a slow and a normal learner at first glance. This is despite the fact that slow learning has been a topical issue of increasing concern among international researchers for the last few decades. However, such studies have largely concerned with providing guidelines on how slow learners could be assisted. As a result, slow learners are often categorised on the basis of their intelligence test scores. Yet, sometimes slow learners attain test scores that are not low enough for them to be considered

students with intellectual challenges (Shaw, 2010). In fact, the fact that some learners do not excel in some subjects does not render them as slow learners (Show, 2005).

Such common perceptions about slow learners are indicative of the common misconceptions that learning difficulty is associated with underachievement among learners. In essence, low intelligence test scores cannot be a sole predictor of whether a learner is slow or not. This owes to the fact that, slow learning, in its centrality, denotes a situation whereby a learner is incapable to study adequately under conditions that would care constructive outcome (Detroit, 2004). Ghazala and Rubin (2012) therefore conclude that slow learners normally encounter a myriad of academic problems. Therefore, it is advisable that teachers and guardians use a variety of teaching aids specifically designed for special education students to arouse the interest of slow learners and help them cope with subjects like math, reading and other cognitively demanding academic tasks. Another common characteristic of slow learners is that they are often quiet and shy. This has negative implications on their ability to establish and maintain friendships with their age-mates. As a result, slow learners exhibit low confidence levels and have a very low concentration span during lessons.

Diane (2014) suggests that a slow learner can be identified based on a number of characteristics. First, they confuse similar words, for instance, the word 'was' is often confused with 'saw' and 'dog' is often erroneously used instead of 'god'. Second, they encounter difficulties with sentence structure, comprehension, grammar and difficulty in memorizing facts. This echoes Karen's (2001) observation that slow learners exhibit immature social behaviour, for example, slow learners are likely to perform activities that are far below their level.

Behavioural problems are also one of the major characteristics of slow learners (Healy, 2011). Healy further asserts that such behavioural problems include; writing poor assignments and hardly submitting them submitted timely, habitually losing or deliberately leaving their books at home, poor socialising skills and a preference of remaining in class during break, drowsiness and a lack of interest during lessons. In addition, slow learners hardly do their homework; they cannot fix complicated or intricate problems and work very sluggishly, they mislay track of period and cannot transfer what they have learned and can hardly master non-academic skills such as the timetables or spelling rules and unable to have long time goals. These behavioural problems require adverse inspiration on the slow learners' capacity to acquire effectively during lessons.

Furthermore, slow learners live in the present. As a result, they encounter problems with time management, particularly because of low attention span and poor concentration skills. Daniel (2011) found that slow learners have the same potential as the average students but they probably differ in what they know. Thus, slow learners cannot be easily picked out of a group of children by their looks or behaviour (Kushala, 2014). Academically, slow pupils are similarly often considered as marginal intellectually retarded, less mediocre children because they face challenges when dealing with tasks that require abstract, symbolic and conceptual skills (Lowenstein, 2003). These children do not tumble into the group of special education; they do fine outside the teaching space, and display no symptom of partaking remedial complications. They merely do not do satisfactory in school or in specific subjects (Ghazala & Rubina, 2012).

2.4 INCLUSION IN THE QUEST OF HELPING SLOW LEARNERS

According to Booth and Airshow (2002), inclusion is the collection of every kind of a learner into one pool, that is, the same school and same class regardless of the learners' disability. Inclusion has been identified as one of the solutions for slow learners. UNESCO (2000) agrees that insertion approaches categorise barriers to learning and bargain inspired solutions to eradicating them. In this regard, learners with disabilities are time and again side-lined within or even disqualified from school. In an attempt to reduce cases of marginalisation in the Swaziland school system, The Swaziland Education Sector Policy (2011) states that inclusive education recognizes that every single learner is exceptional and be duty-bound to be treated fairly by instructors and the system. Clearly, this policy emphasises a need to cater for the requirements of all pupils and facilitate them to grasp their complete potential, and pursues to encompass parents and societies in this progression.

Anscow and Memmenasha (1998) contend that ~~problems~~ a number of problems faced by slow learners are embedded in 'defect ology.' This phenomenon, which affects countries in Central and Eastern Europe. Defect ology is generally related with the instruction of children with disabilities in exceptional schools, detached from other children; and they do not inspire any other common integration. According to Caisson and Theoharls (2008), these learners with disabilities learn to negotiate social situations in inclusive classrooms. A study of 93 students with different special needs in a school at the KwaZulu-Natal province in South Africa exposed that educators at the school normally made disabled pupils as separable entities to be 'treated', 'changed', 'improved' and stabilised (Burns, 2000). However, the study does not provide indication of syllabus variation, which is the key strategy in inclusion (Department of Education, 2008; UNESCO 2004). Engel and Brecht (2006) agree on the

notion of inclusion as regarded extra comprehensive by way of an improvement that has its programme to the provision of excellence education on behalf of all.

It is therefore of paramount importance that, in classroom contexts, teachers move all over the place when possible, and create eye interaction with slow learners. The teacher should also through questions accommodate scholars at the back and diverge the seating so that some students are not permanently confined to the rear (Weinstein & Mignano, 2007). In relation to this assertion, in Swaziland, The Swaziland National Disability Policy (Deputy Prime Minister's Office, 2010) emphasises the need for teacher training institutions to review their syllabus to incorporate issues of children rights' and special needs, meant to cater even for the slow learner. Fundamentally, the Swaziland Education and Training Sector policy (2004) states that the education policy objective discourages discrimination and advocates for the individuality of each learner. If the individuality of each learner is respected and taken into consideration, then slow learners would be considered in the process. Notably, learners differ in their capabilities in the classroom level. Butler (1999) agrees that learning disability is rooted in the participant's conception of their mind body differences in relation to others within their social milieu. Similarly, the United Nations Convention on the Rights of the Child (1989) is anxious with comprising children in the normal education somewhat than in isolated special facility. It is also of paramount importance that all learners, slow learners inclusive, be afforded basic quality education which focuses on the delivery of ~~an~~ a reasonable and comprehensive education scheme that meet the expense of all pupils' rights to the use to free and essential basic and secondary learning (EDSEC, 2011). Detroit (2004) argues against the comprehensive annexation of children with incapacities into ordinary classes. He believes it is not a suitable way to take in that it may perhaps handicap the very children it pursues to support.

Moreover, The Dakar Framework for Action: Education for All (UNESCO, 2000) addresses the trials of side lining and segregation in reaction to the essential attitude of free education for all. That all children minority and grown person have the prospect to study. In fact, governments have taken a move towards inclusion as pointed out by the Salamanca Convention in Spain in June 1999. Where more than 300 members' evocative, 92 regimes and 25 worldwide governments promoted the attitude of comprehensive education, thereby facilitating schools to assist all children, predominantly individuals with exceptional scholastic necessities.

In essence , The UNESCO SALAMANCA Statement (1999) appeal on the universal public to validate the attitude of comprehensive education and to upkeep the progress of exceptional requirements for education as an essential fragment of all instruction programs. As noted by Ranjana (2014), slow learners are characterized under the exceptional children but they are different from disabled or gifted children, because a disabled child has a low intelligence quotient compared to the average child. The World Education Forum meeting in Dakar (April, 2000), declared that 'Education for all' need to take into reason the poor and the underprivileged including all those with special learning needs. In addition, Salamanca, Spain (1994) asserts that youngsters with exceptional essentials need to have admittance to regular institutes. Specifically, it calls for all governments to adopt and implement such policies. Daunt (1993) and UNICEF (1998) therefore concludes that institutes have a duty to make flexible and to lodge variety to the issue of slow learners.

Several United National Conventions confirm the right for all children to be esteemed in the same way, treated with admiration and provided with equivalent chances within the majority education system (Holt, 2003). Finland, for example, prides itself on its commitment to

inclusion. Finland instructors have confidence in that if faculty's emphasis on early analysis and involvement, maximum students can be assisted to accomplish success in consistent classrooms. Eurydice (2008) also illustrates that the foremost device for supportive struggling scholars is a 'special teacher' who works diligently with the class. Towards ascertaining scholars in requirement of extra support and the support they want to keep up with their colleagues. Some studies have investigated the challenges and struggles faced by slow learners in accessing education and the challenges therein (Fritsch, Johnson & Juska, 2010). Globally, research on slow learners is still scant as researchers have largely focused on inclusion in schools (Salamanca Statement, UNESCO, 2007). Several international conventions emphasise the right for all children to be valued equivalent chances within the foremost stream education structure (Holt, 2003). For example, the United Nation's treaty on the civil rights of the youngster (United Nations 1989), the United Nations bond on the rights of persons with disabilities (United Nations, 2006).

Globally, researchers and education stakeholders are concerned with inclusion for quality education in schools (Miles & Singal, 2010). This is also echoed in the UNESCO Salamanca Statement (2004) which stipulates that, it is essential to have youngsters with exceptional educational requirements (slow learners) admitted to regular schools. On a similar note, Booth and Airshow (2006) outline a national disability strategy that condemns the segregation of students living with disabilities from the main stream school system. In fact, this strategy recommend that systematic schools with comprehensive coordination are the supreme active means of opposing discretionary approaches generating friendly societies, constructing an comprehensive culture and accomplishing education for all.

According to Watson (2004) slow learners with autism, plain ill health, sensitive or interactive disabilities study best in teaching space setting by means of their general education peer (Cautiot & Theoharls, 2008; Peterson & Hitler, 2002). Hence, it is therefore important to understand their experiences in the school environment in Swaziland government schools. For instance, Muthukrishna and Morojele (2011) focused on the positive experiences and challenges faced by these learners in mainstream school settings. This is in line with the purpose of my study, which seeks to find experiences of slow learners and the problems surrounding the rate in which they drop out in the school system at high school level in Swaziland.

2.4.1 Overcoming Barriers to Learning on Slow Learners

Educational barriers are one of the major problems slow learners experience in schools because of the widespread opinion that particular children are ‘in educable.’ Comprehensive schooling is about overpowering obstacles to education and improvement for all children, for that reason in harmony with Education for All (Airshow, 2002). The Swaziland National Children Policy, (National Children’s Coordinating Unit, 2009) defines learning barriers by way of a range of syndromes that distress the acquirement, retaining, thoughtful, organization or use of spoken and nonverbal data.

According to Kings (2010), learning-disabled children are a dissimilar cluster of children who either develop or else learn normal, nonetheless do not fit into groupings of bodily handicapped children. The framework for action under the Salamanca Statement (UNESCO, 2013) also advocates for the accommodation of entirely children irrespective of their bodily, intelligent, societal, passionate and verbal or other circumstances. It further suggests that consistent inclusive orientated institutes should avoid discriminatory attitudes and create

welcoming communities. Among other things, the Salamanca Statement suggests that distinct requirements education ought to integrate proven approaches of instruction for the benefit of all children since social alterations are ordinary. Thus, education need be improved to the requirements of the child, relatively than to have the child tailored to the procedure.

Moreover, scholars assert that comprehensive schools are the supreme operational in erection harmony amongst children with exceptional requirements and their peers. Specifically, scholars argue that students in remote countryside schools might be deprived by the tapered range of syllabus in their Institutes (Monk et al., 2007) or the instructional performs that compel individual chances for accelerating and remediation (Howley et al., 2009). Rural schools also lack access to the support, resource programs, organizations and educational institutions prevalent in urban areas (Johnson et al., 2007), geared towards providing care and support to all learners.

In countries like the UK, the situation was only 35 years since that obligation for the education of all children, comprising individuals with scholarly deficiencies and was reserved over by the UK equal of the Department of Education (Mittler, 2002). Of note remains the fact that this admission strategy refutes admission to orphans who have bodily, physical or intelligent deficiencies and this becomes a major barrier because learners with special needs are denied access to education. Attention to learning barriers needs attention by all. In Romania, distinct schools remained originate to be mainly inhabited by Roma children who had thrashed to deal with in ordinary institutes and remained apparent to have ‘distinct instructive requirements’, yet children with severe disabilities remained at home because they were deemed unfit to attend school (Ainscow,1999). The Education for all call is trying to

break all barriers to learning, by ensuring that every single child and grownup obtains straightforward instruction of decent superiority.

The UK Constituent part for global improvement demonstrates that schooling profits not just children, but clans and societies and entire kingdoms (DFID, 2006). It further promotes employment probabilities and wealth, vigour and avoids ailment. Specifically, education for slow learners must encourage education and lifespan expertise for young individuals and grown-ups (UNESCO, 2000). A youngster who is bodily, passionately or sexually molested is not only sensitively and physically broken. That child is inclined to be truant and eventually drop out of school (Gokdere, 2012). It is clear therefore that, undesirable and damaging approaches in the direction of dissimilarity in the social order stay a dangerous blockade to knowledge and progress. When such assertiveness is focused on the way to pupils in the schooling arrangement.

2.5 EXPERIENCES OF SLOW LEARNERS IN SCHOOL CONTEXTS

2.5.1 Experiences Related to their Social Lives

As schools function amidst communities (Collins & Coleman, 2008), the social lives of slow learners in community contexts mirrors the community's perception of slow learners and the way other learners treat the slow learners in schools. This is evident in school contexts where slow learners are stigmatized by teachers and learners because they are believed to be uneducable, and less human (Quarmby, 2011) and are not always considered part of humanity (Booth & Ainscow, 1998). Consequently, other learners refuse to be associated with slow learners to an extent that they make fun of their inability to grasp concepts according to the expected standard. Quarmby (2011) further observes that, since slow

learners are also associated with misfortune—are discriminated against, as other learners would not like to be associated with bad luck (Disabled People’s International, 1981).

2.5.2 Experiences Related to Worries about School Support

Scholars also indicate that, in most cases slow learners want to learn, but often encounter problems since they want additional time to complete errands. As such, these learners must be offered appropriate incentives. According to Watson (2013), the incentives should put emphasis on overdue fulfilment, so the youngster acquires tolerance. Save the Children Fund (2010) states that all children have basic human rights and that there is a need to help them live freely and take part in public accomplishments. In addition, Vallecorsa, Bettencort and Zigmond (2000) argue that slow learners lack endurance abilities, such as attending school frequently, being prepared, finishing errands in and out of institute, and being self-determining. Concentration in school and showing optimistic talents. Due to the lack of organisational skills, slow learners also encounter challenges with regard to learning, as they are unlikely to have work done on time and their failure to convey parental consent forms for field trips to their paternities or return them to institute.

2.6 DYNAMICS AFFECTING SLOW LEARNERS

One of the dynamics that affect slow learners in schools is failure. Scholars note that failure among students with disabilities impact on the processes necessary for learning. In fact, slow learners’ lack of cognitive and learning strategies, such for instance memorizing, textbook, interpretation, footnote captivating, and overall problematic explaining negatively influences their class-to-class progression (Doyle, 1986). Moreover, slow learners are slower in the development milestones like in walking and speaking and can drop back late with inscription. As Watson (2004) notes, most slow learners develop Down syndrome, autism, cerebral palsy,

dyslexia and epilepsy. Slow learners also have challenges with regard to interpersonal skills, which include resounding on discussions, handling through commitment, establishing and upholding relationships. Thus, they encounter difficulties with regard to completing group projects or finding somebody to support with a challenging obligation. Epstein et al. (2000) therefore concludes that, slow learners are not different from their peers, they only exhibit different patterns of learning. In that, they have low self-perception and low patience for obstruction (Nelson, Jayanthi, Epstein, et al., 2000).

In addition, it has been noted that slow learners may have social development problems such as schoolroom behaviour, personal expertise and individual mental change. In most cases, they are hostile and disturbing during lessons, such as aggressive, mocking and hyperactive. Although most of these behaviours may be exhibited by all children at one stage or another, they are more prevalent among slow learners and may be the root cause of peer denunciation, societal segregation and a deprived self-perception (No let & McLaughlin, 2000). Slow learners also encounter academic challenges with basic skills like reading, math, oral and written languages (Tomlison, 2004).

Another factor affecting slow learners can be instructors' reducing instructional modification when they try to simplify for the slow learner, leaving a gap in learning. For example, when other students learn four symptoms of HIV, a slow learner would be required to learn only two. Moreover, slow learners are often taught how to memorize concepts during lessons (Poll way et al, 1996). As Olson et al., (2004) note, instructors occasionally waste educational learning period by not doing alterations to cater for the slow learners during learning time. Yet, period usage is mostly essential for scholars who are slow learners and might want supplementary time to absorb than their earls. Ornstein plus Lesley (2004) observe that, in

most cases teachers do not provide immediate feedback after learning time. This poses challenges for slow learners as they want to recognize how they are grasping the new concept, so that they can create significant alterations. In addition, Bocian and Lambros (2010) note that slow learners are at times faced by unreadable textbooks and may be obligated to recite and know their text without earlier tuition. Textbooks must be transcribed at a level at which scholars can straightforwardly apprehend them (Bettencourt, 2004; Mercer & Pullen, 2005). These unfriendly classrooms are a big challenge for slow learners. In fact, slow learners need conducive and friendly classroom setting as they are so fragile (Arends, 2004). So, ill-treatment, scolding and discrimination impact negatively on their ability to learn effectively during lessons.

2.6.1 Community

The community also plays a pivotal role in the upbringing of young children. The manner in which a community treats its youngest members has a significant influence on the way in which ~~it~~ they grow, prosper and be viewed by others. Klein and Gilkerson (2000) say children are the cornerstone of a healthy and sustainable society. In this regard, slow learners need to remain assisted toward living self-sufficiently in order for them to take part in public events (United Nations Convention on the Rights of the Child, 2001). For instance, communities can improve access to water to lessen the burden of travelling lengthy distances toward getting water among young girls. The community can also provide daytime maintenance midpoints on behalf of the young children in order to relieve young girls from childcare and help them concentrate on their schoolwork (UNICEF, 2007).

2.6.2 Schools

According to UNICEF (1989), schools play a fundamental role in the positive welfare of children. To further emphasise this point, policy states that schools should provide quality education and encounter the requirements of youngsters then the youth. Regardless of changes, femininity, life condition, state of healthiness, ability/infirmity, phase of growth, scope to study (EDSEC, 2011). Evidently, schools are central to the nurturing, grooming and the shaping of patterns adopted by slow learners' in relation to their social activities. Schools are perceived as learning organizations (Garvin, Edmondson & Gino, 2008) and an educational organization is a place where students outshine at producing, obtaining and conveying information. Hence, as learning organizations, schools are an invaluable tool for facilitating knowledge management to improve teaching and learning (Wiely 2009).

As it has been noted that slow learners encounter challenges with completing tasks, lack of concentration as they can hardly seat still. Their ability to organize and remember academic tasks is also affected. In most cases, they talk excessively in the classroom and are easily distracted (Nijimeijer, 2008). As a consequence, they experience rejection by their peers (Department of Education Draft Guidelines for the Implementation of Inclusion, 2002). As scholars suggest, slow learners also encounter difficulties because of impairment so, teachers should ensure that their classroom become spaces that facilitates thinking (Swart & Pettepher, 2013; Wallace, 2005). Notably, slow learners are often regarded as academically weak, thus, they get easily strapped out of the normal structure into institutes run by the Nationwide Organization of Open Education (Jha, 2002). In this case, non-formal education can be considered by way of a clarification to education requirements of marginalized clusters (Miles et al., 2003). Therefore, scholars who upkeep themselves money-wise are possible to have improved presentation (Zimmer & Fuller 1996). Sluggish students also fight to deal by

technique, the traditional educational loads of the stable schoolroom. They remain in the lowest rung of the ladder as they are weak in almost all the subjects, and score less than 25 percent in the tests (Carol, 2004).

2.6.3 HIV and Aids Impact on Slow Learners

The HIV and Aids pandemic also has a negative effect on the teaching and learning of slow learners in Swaziland. Statistically, Swaziland lies at the epicentre of the Southern African HIV and AIDS plague; by way of a very great HIV occurrence frequency, which at present views at 26% according to demographic, and healthiness analysis 2006-2007 (Swaziland Education Sector Policy, 2011). This implies that, above a sector of all 15 to 49 year olds remain unhealthy. Slow learners are therefore also either infected or affected by the spread of this pandemic, which impacts directly and indirectly on the education and knowledge of slow learners in institutes. As the Swaziland Education and Training Sector Policy (2011) stipulates, 'everyone is affected' as parents of slow learners may lose jobs whilst there are affected by HIV. This also affects trade liberalization as tariffs have been decreased to below those required in terms of agreement on tariffs and trade (Nicholson, 2001). As a consequence, hundreds of thousands of workers have been retrenched from different sectors such as clothing and textiles (Save Jobs Coalition, 2005). This further affects slow learners as most parents are hired in textiles industries and fully depend on them for survival. If retrenched, the family source of income also dries up.

In Swaziland, an overwhelming majority of slow learners live with their grandparents on the meagre E1040, 00 (equivalent to R1040) in 3 months provided as grant for the elderly. With such state of affairs, the slow learner is bound to be affected. The Swaziland National Plan of Action (NPA) for youngsters states that the government guesses that 1300,000 children or 31,

3% of entirely youngsters in the kingdom are bereaved or susceptible, mainly because of impact of H I V and AIDS. The fast growth in the number of losses of paternities joined with the high frequency of deficiency has critically barred many youngsters from adoring their simple social privileges and services. As a result, most school- going children become head of families and raise their siblings. This slows down their cognitive development, as they cannot attend school regularly and siblings are deprived of adequate cognitive stimulation (Mittler, 2005).

It has also been noted that unemployment and the low poverty rate in most communities in the South Sahara region such that families rely on food parcels and hand outs for their daily needs. Such families receive social welfare grants for survival (Marius, 2005). Degol and Fabio (2008) also concur that the HIV /AIDS plague has worn traditional clan provision systems as numerous children have to be concerned for by their successors, uncles and aunts. As a result, Some East and Southern African countries have introduced cash transfer programs to help kinfolks that upkeep for orphans and offspring affected by HIV and AIDS.

2.7 SUPPORT MECHANISMS FOR SLOW LEARNERS

2.7.1 Free Primary Education as Support Mechanism

Unrestricted education denotes to instruction that is subsidised through taxes or generous organisation than instruction payments. According to the Ministry of Education and Training, (2015), in Swaziland, free primary education is a seven year programme that begins at the age of six. This has remained regarded as a merged database intended on providing access to primary education for all learners. In 2005, Swaziland embraced a Nationwide Constitution that dedicated government to providing unrestricted primary education and its implementation began in 2010. Numerous blockades such as insufficiency, famine, and

inadequate development of children handicap formal education. However, free primary education emanates with its particular trials such as, inadequate substructure and insufficient education services. The Swaziland Ministry of Education and Training, (2015) further states that Regime stresses paternities and societies to show a vigorous part in the delivery of institute's infrastructure for their youngsters. Paternities through the institute board are involved in preparation, planning and institute spending. Thus, paternities and communities have a responsibility to monitor school daily attendance of their children.

2.7.2 Government Initiatives to Help Slow Learners

The UNESCO Salamanca Statement (1999) call to governments to give the highest policy and budgetary priority to improve education services so that all children could be included, regardless of differences or difficulties. It further states that countries should adopt as a matter of law or policy the principle of inclusive education and enrol all children in ordinary schools unless there were compelling reasons for doing otherwise. However, in the Swaziland context, the government has not done much to help slow learners except a few schools for children living with disabilities like Ekwetsembeni and Mzimpofu. Private schools have also responded to the call for increasing access to education for slow learners in the country, for example, recently, Phumelela High School has advertised its services for slow learners (Mavuso, 2015). In addition, inclusive education movements have become the cornerstone of education reforms in many countries (Armstrong & Armstrong, 2010; Holt, 2003). Several United National Conventions affirm the right for all children to be valued equally, including slow learners. Such children should be treated with respect and provided with equal opportunities within the mainstream education system (Holt, 2003).

The United Nations treaty on the Right of the Child (1989) says that a child has a right to direct his or her view without restrictions through providing ordinary procedures on equalization of chances for disabled people (United Nations, 1993). The slow learners are mistakenly taken to be disabled people in the sense that they are unable to learn under normal circumstances. In Swaziland, there are national policies that support inclusive education, The Swaziland National Policy, National Children's Coordination Unit (2009) and the recently drafted National Disability Policy (Deputy Prime Minister's Office, 2013).

The most crucial issue embedded in the policies is the mandate for schools to offer excellence education and meeting the needs of all youngsters and youth regardless of differences, femininity, life conditions, state of well-being, capability/ incapacity, phase of improvement, capability to learn, of which slow learners may fall in this category (Ngcobo & Muthukrishna, 2011; EDSEC, 2011). This has created an urgent need for developing countries to develop more context appropriate policies and practices (Miles & Singal, 2008; Pather, 2008; Pather & Nxumalo, 2012). According to UNICEF (2006) the objective of the education organization is to answer back to the packed range of blockades to education, for example, being a slow learner, comprising those that might rise from HIV and AIDS ~~HIV/AIDS~~, linguistic, ill health, race, class, femininity and socio economic rank dissimilarities. Most countries have addressed the educational rights of children. There is also a growing tendency among nations to centre on the easy to scope and disregard those excluded from elementary education.

In Dakar (Senegal) at the domain opportunity on training for all, 176 countries pledged to yield into interpretation the requirements of the deprived and the underprivileged. This includes, among others, those with exceptional education requirements. The setting also

documented that comprehensive schooling is at the core of safeguarding admission to elementary schooling for these excepted clusters. As Ngcobo and Muthukrishna (2011) argue, entirely scholars obligation have admittance to the national curriculum, irrespective of their incapacity femininity or background. This call for supple, resourceful design for adjustments and adaptation in secondary school. In accordance to the United Nations Convention on the Right of the Child (2001), entirely states need brand assured that the uncomplicated social rights of all youngsters are secure as much as probable. The Swaziland Framework for Food Security in Schools (2008) stipulates that the government must devote as ample cash as likely on children to make definite they are talented to live, progress and be secure. The Children's Protection and Welfare Act states that schools must be centres of Midpoints of Maintenance and Provision to promote youth welcoming educating. This is an comprehensive plan which targets to support vigorous, defensive and safe education atmospheres, obliging all pupils, therefore substitute in the interest of the 'complete child.'

The Human Sciences Research Council (2004) indicated that households living in poverty had sunk deeper into poverty. In the underprivileged nations, institute feeding platforms are developing as a shared societal safety net answer to catastrophe. In 2008, 20 rules observed to institute nourishing programs as welfare net to safeguard children. The UN World Food Program sponsored a number of 22 million youngsters with institute serving in 70 republics (Bundy, Burbano, Grosh, Gelli, Jukes, & Drake, 2008). Global insights Southern Africa published figures showing that the amount of badly deprived persons has increased from 1.9 million people to 4.49 million amongst 1994 to 2002 (Ntjingila, 2006). Therefore, about 20 million people earn below the calculated poverty income, that is, they are living on a smaller amount of less than a dollar each daytime and this could affect slow learners. The government obligation set up programs to aid paternities to nourish, clothe and house the

youngster if the paternities cannot do so. The government obligation takes cash from the child's paternities or caretakers who have money but do not upkeep the child.

2.7.3 What Schools do to Help Slow Learners?

The South African's Act, 38 of (2005) specifies that entirely youngsters should be sheltered from destructive acts and that their well-being and self-respect should be upheld. Therefore, teachers have to see to it that they should keep an eye on students in the classroom situation. As slow learners commonly struggle to learn or to adapt socially, they need full protection from their teachers (UNESCO, 2001; Nxumalo, 2010; Tshabalala).

According to the Swaziland Poverty Reduction Strategy and Action Plan (June 2007), one of the strategies for people with disabilities of which slow learners can be included. States that there should be an increase on the number of schools and teachers for people with disabilities to ensure that the ratio of teacher to student is appropriate for a slow learner since he needs much attention. The larger the class, the bigger the chances that slow learners would be ignored. This is to ensure that at least some strategic schools are equipped with facilities and material for children with disabilities. Teachers have to plan the classroom setup well. Khelsa (1999) says a classroom environment, which well structured and planned for the comfort ability of its learners and learning, increase the participation and co-operation of learners.

The Swaziland Education and Training Sector Policy (2011), states that Institutes as Canters of Care and Support (SCCS) must promote child-friendly schooling schemes. This is an comprehensive plan, which targets to stimulate vigorous, defensive and safe education atmospheres, accepting entirely students. Hence performing in the benefits of the 'whole' child (Nxumalo 2012). Slow learners value teachers who show academic and personal

support. In addition, decreasing the practice of outer controls, comprising each person examining for learner's strong point, interactive excellently, and presentation an importance in their students' lives and recreations (US Department of Education, 2003) can be effective. Scholars who sense link with institutes are cheerier, more self-disciplined, and fewer probable to involve in hazardous behaviours such as material exploitation, forcefulness, and premature erotic undertaking. Jeffrey (2007) points out that, optimistic, sincere, increasing dealings with educators are connected to numerous students' consequences comprising advanced contribution in lesson, superior dangerous discerning skills, lesser dropout charges, advanced confidence, improved inspiration, a smaller amount of troublesome behaviour, and improved attendance.

Emmer and Evertson (2009) consider eye contact and moving closer to the offender as a vital disciplinary measure that could yield positive results. Worldwide tools for supporting slow learners have been tried by educators to maintain a good environment for learning. In fact, educators need to keep tasks simple and provide continuous cues for the student about what to do next to enhance involvement among learners. Besten, 2010; Giralt, 2011; Wells 2011 & Schmitt, 2010) stated that young learners feel a sense of acceptance and belonging. Acceptance and belonging cause a slow learner to feel at ease and gives him room to prove himself with his little ability. In addition, Nnadozie (2010) and Osman (2009) concur with the other writers that pupils are stimulated to involve themselves in other school undertakings if there are in schoolrooms that are favourable for education. That is, if the atmosphere is harmless, reassuring and facilitates inclusivity, particularly for slow learners. In situations where slow learners require all the resources they want to complete a duty, they incline to stay involved. Elias and Schwab (2006) further insists that teachers sometimes give too many directions and make scholars toil one at an interval although the rest of the lesson pauses and

watches. The Swaziland Education and Training Sector Policy (April, 2011) states that schools have to safeguard that the education atmosphere at each level is harmless and healthiness supporting. It also states that schools and institutions should be flexible in accepting the necessities of susceptible or poor children. Within the general approach, educators require appropriating their teaching to the essentials and capabilities of their scholars-they have to segregate teaching to cater even for slow learners (Sinatra, 2005).

Most teachers trust that lessons must comprise scholars of dissimilar requirements, accomplishment stages, benefits, and education styles, so, teaching ought to be segregated to yield benefit of the variety (George, 2005). Incapacitated individuals might account for as numerous as one in five of the world's deprived, however they endure absent-minded from utmost majority research, policies and planning (Elwan, 1999). School feeding is another tool used by government to help students at school. This program can deliver an enticement for deprived clans to send their youngsters to institute. It further helps in improving the children's education by benefiting the most vulnerable as well as slow learners (Aulo, Carmen, Donald, Lesley, Mathew, & Margaret, 2008).

2.7.4 Parents of Slow Learners

Tajalli et al. (2011) argue that parents of slow learners fail to implement strategies to assist their children yet that this is relevant for children who have learning disabilities (Theule, 2010). Parents should support their children and create an atmosphere that shows their children their importance in their lives (Browder & Xing, 1998; Katims, 2000). Hopkins (2006) opines that, a minimum amount of stress at home can promote an environment without distraction. UNICEF (2007) argues that parents should ensure that youngsters are not over burdened with home and other exertion to the disadvantage of their education.

Paternalities want to make space and period in youngsters' lives to permit them to show up at school and prepare their schoolwork.

In addition, parent ought to develop patience towards slow learners; the feeling of negligence and inferiority leads the child away from the parents. Kushala (2014) concurs that parents lack warmth, fail to reason with their children and in turn make them retaliate. Researchers have also advocated for the use of non-aggressive, positive parenting practices and discipline strategies for children with different needs and those with academic problems. Karamera (2003) asserts that in retaliation to psychological pressure, a slow learner might begin to behave violently towards her parents. He may become an introvert, prefer to be alone and hate school. Others may start resisting, defying, being negative, rebelling, hitting, blaming others, bossing or bullying, butting, withdrawing, lying, deceiving, crying, being tearful or submissive, cheating, getting sick as some of the responses of the children. United Nations Convention on the Rights of the Child (2001) states that, parents, caretakers and other individuals who are responsible for the upkeep for children may not disregard youngsters or beat them brutally or unkindly.

The Children's Protection and Welfare Act (2012) argues that a parent or guardian who fails, refuses to offer sufficient foodstuff, attire, health treatment, place to stay, attention, supervision and defence to a youngster commits a serious offence. According to the Global Initiative to End All Corporal Punishment of Children (2010), society expects parents to give protection and love to young children. This implies that parents are vibrant associates in their youngsters' educational welfare. Thus, without close relative commitment to their youngsters' probabilities of acquisition admission and supporting an obligation to learning remain minimised (Kushala, 2014).

2.8 CONCEPTUAL FRAMEWORK OF THE STUDY

2.8.1 Children Geographies

According to Morrow (2008), children geographies concerns the education of the dwellings and universes of children's survives in their empirical societal, governmental and ethnic creations. Horton and Kraft (2005) further point out that, topographies denotes to a centre in depth and clear concentration to regular spatiality's in the survives of individual and in societal societies. Children geographers are concerned with the betterment of the child society. This is made possible by using participatory techniques including observations, drawings, interviews, and focus groups (Kelsey, 2007) in research with children.

The idea of children's universe is a vital perception in the arena of youngsters' geographies. According to (Wyness, 2003) discovering youngsters' topography means being concerned with power relations surrounding 'children' and the space they inhabit (Weller, 2006). Horton as well as Kraft (2005) believes the arena of youngsters' characteristics to subsidize more meaningfully to modern discussions and perform in education settings. Research indicates that definite communal universes inside youngsters' layout are normatively tilted on the way to grownup supremacy and ability (Horton & Kraft 2008). The main concern of children geographies is to view children like adults. In light of the above, it is true that children are taken for granted. Mostly they are not included even on debates concerning their lives (Ansell, 2009), hence it is crucial to make a research that explores the spaces and places of children who are slow learners. Children are also visualized as not fully grown and blameless and therefore not social enough to handle their communal lives (Renold, 2005). Horton and Kraft (2008) state that the things that are of great concern to children are different from those that pre-occupy researchers. Therefore, the emphasis of this schoolwork is to attempt to apprehend youngster's characteristics in slow learning. Preliminary the opinion of

interpretation of the children. In this way the study would be able to pave its way into children's spaces (Ansell, 2009).

Notably, worldwide academics in the arena contend that youngsters' lives and experiences are noticeably dissimilar at different eras, places as well as conditions such as clan, institute, masculinity, aptitude, disability and lesson (Barker & Weller, 2003). Geographies is therefore concerned with knowledge about the worlds in which children live in (Horton & Kraft, 2005). These capabilities ought to remain renowned as portion of vigour for modification (Ansell, 2009). Therefore, researchers have the responsibility to protect the happiness of their contestants by making an allowance for moral consequences, well-versed agreement and authority distinctions of academics (Tailor & Francis, 2008). Nonetheless, it is debated that understanding investigation with youngsters and young individuals can increase passionate responses among researchers. This study scrutinised slow learners' experiences in order to shed light on the dynamics which they undergo in their places and spaces in different situations at school (Weller, 2006). Scholars argue that photo voice is a powerful tool because it affords the researcher an opportunity to unveil children's expectations, grievances, and hopes. It also gives the researcher an opportunity to capture the actual words and voices of the participants and serves as a valid evidence of the study. More importantly, the students are viewed as independent, talented self-governed actors who can contribute to improving their lives (Morojele & Muthukrishna, 2011).

It is also of paramount importance that researchers observe children's rights in order to work well with children through following the necessary guidelines in gaining access to work with them. Barker and Weller (2008) highlights stages to follow in order to research on the child, for example, the researcher has to get permission first from the child parent, head teacher and

the child. ASEAN Human Rights (2013) emphasises that everybody, particularly individuals who are underprivileged at danger, children and further susceptible clusters are permitted to have reasonable admittance to communal defence that is a simple human right.

2.8.2 New Sociology of Childhood Studies

Original sociology of infancy emphasise societal building of infant as well as the respect for children (Mayal, 2002). Central to new sociology is the idea that children are communal performers and holders of human rights relatively than impassive as well as independent members of a private family (Quortup, 1994; Mayal, 2002). It therefore advocates on behalf of the communal creation of infant to be recognized and for the acknowledgment of youngsters and young societies' organization and rights. Groundwork aimed on the developing new sociology of infancy was approved out in the post-war ages particularly in USA and Germany (Mayal, 2002).

This study sought to bring to the fore the voice of slow learners, their challenges and expectations in the education sector. The longing to embrace the opinions of young persons was premised on the notion that youngsters and young persons are ignored in programme and educational meetings. In fact, young persons have basically remained unnoticed by way of programme creators and researchers similarly (Barron, 2000). Other scholars lament that youngsters and young individuals must not only remain omitted from most investigation, nonetheless their expressions and capabilities have remained controlled through the exploration procedure (James & Prout, 1990; Qvortrup, 1994; James et al., 1998). My research therefore required to heed to young societies' authentic interpretations and gave primacy to the importance of their lived experiences (James et al., 1998; Holloway & Valentine, 2001).

The importance of youthful studies, for example in the UK, have a habit of honouring children and young societies' declarations and has established policies of operating straight with children and young societies' voices. It is a method to functioning to some extent than working on children (Qvertrup, 1994; James et al., 1998; Holloway & Valentine, 2000). The new sociology for childhood studies stands a hypothetical change away from conceptualizing young people and young individuals as 'adults in waiting' but to understand infancy as a premature stage of developing capability (James et al., 1998; Goldson, 2001). A teenager or young person must be 'understood' not merely as a upcoming individual, but as a sensation, intellectual, performing individual of the present-day (Harden et al., 2000; Valentine et al., 2001). The move in new sociology for childhood studies is a new kind of investigation whereby adolescents and young individuals are given a chance to travel around and eloquent their personal state of mind and feelings (Mayal, 2002). Yet, in most cases, young people's feelings are not listened to and this results in feelings of worthlessness (Harden et al., 2000; Valentine et al., 2001).

Youngsters are assumed as 'human be comings' not fully humans (Qvortrup 1994; James et al.1998; Holloway & Valentine, 2000). It is also a common belief that youngsters are not residents and additionally they do not even require human rights for the reason that they lack wisdom and competence. Thus, they need defence not independence and they need be socialized into good inhabitants. Jenks (1996) agrees with the above statement when analysing old-style philosophies such as Parson's socialization, Piagetian youngster growth. This theory considers grown-ups as advanced reasoning plus experienced, while youngsters are regarded as a lesser amount of mortal, incomplete or imperfect. Mayal (2002) notes that children should be recognized, for example, it may be noted that street kids may end up developing begging skills for survival (Shelmerdine, 2006). Moreover, children can sometimes take the role of household heads and thus defeating the idea that children are

viewed as less than fully human. Specifically, in cases where parents are imprisoned, alcoholics, adult male children usually assume parental roles as household heads (Piyne, 2009).

2.9 CONCLUSION

This chapter has discussed issues on inclusive education. It has specifically focused on slow learners through focusing on the current international and Swaziland situation. I further explored researcher's views about slow learners, problems slow learners face and possible solutions on how to help slow learners in schools. It further discussed theories on slow learners as these informed my study. Finally, the chapter fitted the current study into existent literature on slow learners. The succeeding chapter discusses the approach used to conduct the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This study focused on the geographies of slow learners in a high school in the Manzini region under Mliba zone of Swaziland. The overall focus of the study was exploring experiences of slow learners among form one to form five students in a government school in Swaziland. The study pursued to make available an appreciative of the influences that distress slow learners as well as the sense they create of the underlying forces of schooling. The main aim of the study was to study the activity and imaginative conducts through which students custom and circumnavigate the spaces and dwellings of slow learning in the school.

This section deliberates the procedural matters, role of the researcher and the intention of the study in the subsequent headings: the geographic and societal commercial contexts, investigation participants, and means of records generation, records breakdown, legitimacy and honesty. Lastly, it discusses encounters of the education and moral deliberations.

3.2 METHODOLOGICAL ISSUES

Methodology is a set of methods and principles used to perform a particular activity. My study was located within an interpretive paradigm which focuses on action as it merely seeks to comprehend the personal sphere of humanoid involvement (Miles, 2007). Cohen et al. (2007) asserts that interpretive researchers make effort to get inside the person through providing rich data that provides a deeper understanding of the phenomenon in question.

In this study, narrative inquiry allowed the researcher to collect participants' stories (narratives) concerning their experiences of slow learning (Schwan, 2007). The research methodology revealed the complex and dynamics of slow learners in the context of my study. The research approach further revealed the triangulation of the spaces and places of slow learners happening in the school setting.

3.2.1 Qualitative Research

This study adopted a qualitative narrative approach. The qualitative methodology is different from quantitative because it requires the research to collect data by having face to face interactions with participants (Creswell, 2002). This methodology requires the researcher to define and inspect societies' distinct as well as corporate societal actions, standards, views plus discernments (Cohen, Manion & Morrison, 2007). I chose this approach because my study requires me to understand slow learners' experiences in one government school in Swaziland. Narratives inquiry allowed me to collect stories (narratives) that participants tell regarding their experiences of slow learning (Duff & Bell, 2002; Connelly & Clendenin, 1990).

Qualitative research aims at the development of perspectives and understanding, in this case how slow learners navigate the everyday life of schooling. Qualitative methodology was deemed appropriate as it is a useful approach in transforming complex society constructed realities and qualities into discrete variables (Creswell, 2003). Similarly, the current study focused on the experience of participants and how they construct their realities. Thus, my part as a researcher remained toward acquainting me by means of the investigation of problematic. Furthermore, to be in a situation to conduct the investigation with effortlessness.

The qualitative approach also requires the researcher to designate and scrutinize societies' separate and collective common activities, morals, views plus insights (Cohen, Marion & Morrison, 2007). Furthermore, Marie (2007) points out that, qualitative research affords personalities or clusters to discover in what way they outlook and apprehend the biosphere and how they create the sense of their involvements. As Merriam (2004) points out, qualitative academics are concerned in considerate the implication persons have complete of their lives, that is, exactly how they make common sense of their realm and their involvements. Qualitative research further concerns itself with experience as they are lived or 'felt'. This method is effective in identifying imperceptible issues, which comprise some societal standards, femininity roles, ethnics and conviction. My choice of a qualitative methodology was therefore grounded on the fact that my study focused on participants' experiences, attitudes, and stories, behaviours as individuals and as a focus group of slow learners. This method was appropriate for my study because it requires the researcher to interact closely with the participants. Hargreaves (2000) states that emotional engagement and understanding in schools (as elsewhere) require strong continuous group relationships between teacher's insights and students so they can learn to "read" each other over time.

Six participants took part in my study, three girls and three boys. Each student represented a grade; with one student sampled from form one to five. I wanted a manageable group, so that I could be close to them and get rich descriptions of their experiences, feelings and behaviours. The use of qualitative, open-ended responses provided deep insight into the values concerns and beliefs of the participants. In command to increase an appreciative of the concerns of the slow learners, the study adopted a qualitative narrative approach (Ever ling, 2013). The qualitative methodology is different from quantitative because it requires the research to collect data by having face to face interactions with participants (Creswell, 2002).

This approach also requires the researcher to describe and examine publics' separate and corporate social movements, standards, opinions and insights (Cohen, Minion & Morrison, 2007).

3.2.2 Narrative Inquiry

Narrative enquiry entails the description of events or a skill of telling a story. It emphasizes on the society of mortal understanding than just the gathering and handling of information (Duff & Bell, 2002; Claudine Golombek & Johnson, 2004; Murray & Orr, 2007). As a researcher the concept of narrative inquiry helped me focus on the participants' stories about their experiences in their daily life in the school. The participants were also able to tell stories on how they shape their daily lives based on who they are and who others are (Connelly & Clendenin, 2007). Connelly and Clendenin (2007) further argue that narratives include entirely features of humankind, the emotive, bodily, societal and ethnic aspect of lifespan.

Eliciting the slow learners' experiences required face-to-face interaction with them. Thus, report review allowed the researcher to gather participants' stories (accounts) concerning their capabilities (Duff & Bell, 2002; Connelly & Clendenin, 1990). In this study, the accounts were useful in apprehending the personal declarations of the participants concerning the contextual undercurrents affecting slow learners. In essence, account investigation was used to uncover the declarations of the partakers and capture the realities of their involvements. Thus the participants were able to tell how they interpret their social world and the spaces and places within it (Torstenton, 2007). Such experiences contribute cover on the way in the direction of founding connections and gaining a common sense of being appropriate. (what does this mean)

Narrative inquiry helped bring to light slow learners' experiences in the school context, which was the focus of my study. Weller (2006) states that, space is a key concept as it concerns itself with children's geography and the power relations in their schooling content. In this study, narrative inquiry gave primacy information on the participants as they narrated their experiences. As Van Ingen and Halas (2006) note, exploration indicates that communal places contained by children's geography remain normatively lopsided in the direction of matured ability and expert. As the determination of my schoolwork was to advance a profound rich understanding of slow learners' capabilities in the institute context, and to make available to them a chance to tell their experiences, interpretation review was the most appropriate technique.

3.3 RESEARCHER POSITIONALITY.

My belief was framed by social constructionism, this is knowledge taken for granted, which is biased observation of the world (Bluestein, Flu & Schulthiss, 2004). Social constructionism encourage suspension in belief common assumption, it encourages practices of enquiry to be used in order to stop the world from using old assumption (Schultheiss, 2007). Berger and Mann (1991) also view knowledge as created by the interaction of individuals within their society (Schwandit, 2003).

Children's geographies refer to an emphasis or exhaustive and obvious concentration to everyday spatiality's in the lives of personalities. It is interpreted as the place and space they occupy in life. Horton and Kraft (2005) states that, geographies are always encountered and lived in habits which are innately individual, incomplete, individual subjective, personified and liable. I for that reason, hypothesis children as dynamic and valued associates of the world. Morojele and Muthukrisna (2011) concur that partaking is an essential right of

youngsters, rooted by the United Nations Conventions on the Rights of the Child. Thus, youngsters have a right to partake in investigation that purposes to brand their lives.

According to the Salamanca statement of UNESCO (2006) and the United Nations Convention on the Privileges of a Child (1998). The right for all youngsters is to be esteemed similarly, treated with admiration and provided with equivalent chances within the education order (Holt, 2003). The participants' narratives therefore serve as a learning curve on how the slow learners navigated the experiences of being slow learners in the school context. This helped me unveil minute details on the participants' experiences as they freely and allowed me to glean a lot of information from them. Connelly and Clendenin (1990) first hand sociology of children cheered the voice and activity of youngsters in obligation to search constructions as well as topographies of slow learners. Van Imogen and Halas (2006) lament that children are viewed as vulnerable in the sense that they can be manipulated by anyone as their voices are silenced. Horton and Kraft (2005) ought to experiment the arena of youngsters topographies to donate further meaningfully to present discussions and performs in education backgrounds. In this light, it is therefore, it is of paramount importance that youngsters remain viewed as not just inactive entities however capable mediators and communal actors who form their individual individualities (Horton & Kraft, 2005).

3.4 SAMPLE AND SAMPLING TECHNIQUES

Random sampling is the technique of choosing a collection to denote a whole populace. Sample is important 'traits' prudently bring to mind those of the residents (Strydom & Delport, 2011). The study sample was selected using purposeful sampling techniques. Purposeful sampling was used as it is a plan in which specific location, individuals or happenings are purposely nominated for significant data (Cohen et al., 2007). In the case of

my participants, I purposely selected a group of learners in each grade and they represented the entire range. In this study there were 6 participants, 3 girls and 3 boys for gender balance purposes. The participants were in Form 1 to Form 5, 2 participants represented form 1. Each class was represented and their ages varied between 14 to 19 years. The sample was selected on-based on the fact that that they scored lower grades in each class in almost all the subjects. The participants were purposively selected based on the phenomenon being studied. According to Leedey and Ormond (2005) as per my research, the phenomenon was based on “slow learners”. They also had first-hand experience as slow learners in the school.

The study focused on stories slow learners tell about their schooling experiences in the school context. The determination of the study was to advantage a restored appreciative of the capabilities of slow learners.

Table 1: Demographic data of the participants

Student's name	Gender	Age	Class	No: of years in present school	Are both parents still alive
Zithi	Female	15	Form 1	2	Mother is alive
Sbo	Male	14	Form1	2	Yes
Titi	Female	18	Form 2	4	Father is alive
Keke	Male	18	Form 3	5	Yes
Shaka	Male	17	Form 4	6	Yes
Mazwili	Female	19	Form 5	7	Yes

3.5 METHODS OF DATA GENERATION

This study utilised individual and focus group interviews for data generation. Semi-organized discussions assisted the researcher to ensure the suppleness to search on new

concepts. The contributors also raised up issues the researcher had not anticipated (Nieuwenhuis, 2007). Individuals and focus group interviews also enabled the reserved participants to express their views in public. Thus, focus group interviews increased the richness and authenticity of the data generated (Berg, 2007).

The study also utilised photo voice in which participants were given cameras to capture salient places and spaces of their experiences. In order to generate discussions in both individual and focused group interviews (Prosser & Loxley, 2008). The data was examined over the inductive procedure whereby the study outcomes emerged from recurrent, leading and important proceedings in the underdone information (Nieuwenhuis, 2007). Subsequently, investigation elaborate classifying wide-ranging groupings of concepts through the information connected to the important investigation queries of my study. This required a line-to-line reading of the different salient (representative or dissident) narratives that were later used as verbatim illustrations during the discussions of the findings.

The subsequent level of information breakdown elaborate ascertaining hypothetically knowledgeable subjects crossways the identical classifications (Creswell, 2013). This allowed the researcher to critically link explicit themes emerging from the empirical data and to discuss these in light of the current debates and theories in the field to which the study wished to contribute knowledge.

3.5.1 Pilot Study

Prior to data collection, I conducted a pilot study to produce an appreciative of the ideas and philosophies alleged by the participants. The pilot interviews helped me define the track of survey although permitting for examining and classification (Creswell, 2003). Pilot

interviews were important data collection tool, since they directed the researcher to the right questioning strategy and gave contributors a chance to deliberate occurrences further than the question (Strewing & Stead, 2004). This enabled the examiner to acquire numerous reactions to the queries under investigations. The conversations remained tape- logged as best of the interrogations were flexible and responses were broad.

As part of my pilot study, I also designed questions based on the stories slow learners told about their schooling and the dynamics that affect them in the school context. The pilot questions were issued to six participants, three boys and three girls, between 14-19 years. Experimental dialogues assisted me to assemble answer partial conversation questions to the obligatory level of the contributors in demand to get enough facts (Cohen & Morrison, 2007). The pilot phase of my study was an eye opener on how participants encountered difficulties in responding to some of the questions and geared me to be very careful on how to probe questions on my actual participants.

I was able to conduct the pilot interview with the help of the interview guide. This consisted of simple, short and clear questions. Participants were excited about the whole exercise and felt important, in a relaxed classroom setting (Guilford & Upton, 1992; Idol, 2000; Miles & Singal, 2010; Osborne & Dalmatia, 1994). The pilot study enhanced me with ways on how to conduct individual and focus group interviews during the main data collection stage.

3.5.2 Individual Interviews

Maree (2007) defines in depth interviews as a conversation with a goal. The participants were interviewed individually, so as to get in depth honest responses. In most cases, individual participants may be intimidated by the presence of other participants and this may result in

biased responses, which in turn distorts the findings. In addition, Muree (2007) states that consultations are prompted by an examiner with an intention of collecting positive data from interviewees. He further suggests that researchers should seek participants' permission to tape record the interviews. Brief notes of the responses were made which later helped in coding the information. A semi-structured discussion controller was used for the separate discussions to guide information collection on the participants' constructions and experiences of slow learners (Blustein, Schulthis & Flu, 2004). Social constructions entail an unlimited number of descriptions and explanations of the world in order to suspend belief in common assumption. It is the observation that our way of far sighting is produced by relations somewhat than by outside truths (Gergen, 1999). What is important in the study of human is how we perceive and make sense of the world around us. Social constructions question the objective of meaningful reality.

I chose semi structured interviews for the reason that they collect the contributors' interpretations of their domain (Cohen, Manion & Morrison, 2007). Semi well-thought-out interviews similarly allowed the researcher to probe more questions from the participants as an individual more especially after giving a yes or no question. This further afforded the researcher a chance to get extended responses and give room to the participants to expand their views (Blustein et al., 2004).

3.5.3 Focus Group Interviews

Focus cluster interviews are set deliberations prearranged to search a precise set of concerns such as societies' observations and capabilities (Maree, 2007). The focus cluster discussion plan is established on notion that cluster communication is creative in broadening the variety of replies triggering elapsed facts of experiences and let loose assets that may then disappoint

contributors from revealing data. In my study, each single-mindedness group comprised six contributors (3 boys and 3 girls). During the interviews, the girls were shy and reserved but the boys were brave. Some were moody and failed to project their voices. The focus group discussions allowed the participants to communicate, share ideas with each other in the group of their experiences of being slow learners. Omega, Locain, Oren & Orot, (2006) argue that the method was meant to inspire able and open debate, and to further appreciate the dynamic forces of slow learners. In this study, focus cluster consultations were piloted to balance the separable discussions (Wangraf, 2006).

In addition, interviews enabled the academic to search and increase clearness on subjects concerning the phenomena being scrutinized. The focus group interviews therefore provided a societal background in which cluster participants are fortified to contribute in open deliberations about their education capabilities. The associates stimulated each other's insights and concepts, which was an effective way to gather an extensive variety of details and memorizing elapsed facts of capabilities (Grief, 2011). Photo voice enabled the focus group contributors to visually text and denotes their daily truths as well as create dire conversation and understanding about individual and communal strong points and worries (Wang, 2006).

3.5.4 Participatory Techniques

I used a sharing method using the focus group conversation for its fitness, in depiction the evidence from the contributors. To participate is to take part or to be involved in an activity. The participating system used was youngster welcoming and youth centred. Information produced from the contributors was taken truly for the reason that it aided as a lawful indication of the schoolwork. Stafford et al 2003; Tisdall and Davis (2004) point out on the

importance of integrating young people's 'voice' into the strategy and provision of upkeep facilities is important to the new workforce governments' viewpoint of subsidiary youngsters and young individuals. Hence, it is essential to focus on the spaces and places of youngsters' lives in their experimental, societal, politically aware and principled formations (Cahill, 2000; Mathews, 2003; Holt, 2004; Ryan, 2000 & Morro, 2008).

Academics in the arena contend that children's' exists are decidedly dissimilar in different intervals, such as clan, institute, femininity, talent, infirmity and class, in that circumstance, participating methods demonstrated to be chiefly valuable for discovering the involvements of slow learners relationship. Contributors remained excited to be chosen more especially to have cameras, so the environment was relaxed and friendly (Horton & Kraft, 2005). Participants used the local language (SiSwati) for communicating so it was easy for them to integrate.

The participatory technique used was photo voice. Prior to data collection, I sought the participants' permission to audio tape the interviews. I also reminded them about their anonymity and confidentiality at all times. Each student was given a camera and they were expected to take pictures depicting places where they feel happy or not happy at school. This unveiled their experiences in the school context. The participants were given cameras to keep for a week. These disposable cameras were to be used to take or visualize the key spaces and places of their schooling experiences time. The duration for keeping cameras was extended since participants were sent home to collect school fees. Finally, cameras were collected and the film- processed. A challenge arose at the stage of returning cameras as some participants had had taken only a few photos. Each participant was also given a notebook for recording dates of taking pictures and record reasons for taking those pictures. Participants were also

advised that the pictures were not to be taken out of school but within the school premises. It was also arranged that participants hand in their cameras to the senior teacher's office for safety. It was further arranged that the researcher would take some pictures and others will be returned to them, as the researcher needs only a few pictures for the project (Newman et al, 2006).

Notably, informative descriptions of the places and spaces of slow learners' experiences remained captured. Certain portraits were not good, but the researcher was able to glean important information from the participants based on the pictures. The pictures served, as a tool for discussion (Young & Barrette, 2001). The notebooks helped during data interpretation (Morojele & Muthukrisna, 2012). As noted earlier, the taking of photos was supposed to be done in a week. The time duration was furthered to another week and the main reason for that was that students were sent home to collect school fees. Mostly some came back after a week with the school fees.

In addition, each participant was given guidelines on how to use the cameras. After each participant had taken enough photos, the photos were taken for processing. The most exciting moment was the processing of the photos. The photos were chosen according to their importance (Stardom & Deports, 2011). Focus groups interviews based on the photos were then conducted and they gave the participants a chance to explain why they acquired individual's portraits and what those individuals' photographs replicated. Finally, a serious likeness in the arrangement of information flow was prepared, where contributors flexibly provided their own considerate of the societal reality presented.

The audio-taped individuals and attention group discussions were heeded to numerous times, composed with the contributors for investigation determinations. As according to Grbich (2007), through the investigation and clarification of the information, researchers are competent to ascertain the classifications and recurrent subjects. In this study, photo voice allowed the participants to reveal their feelings about social situations. Participants enjoyed using the cameras as the activities were action based and not intimidating (Jacobs & Harley, 2008).

During data collection, informative images of the spaces and places of slow learners' experiences were captured. Although some of the pictures were of poor quality, the researcher was able to glean important information from the pictures. The pictures also worked by way of a basic instrument for dialogue (Young & Barret, 2001). Photo voice boasted the confidence of the contributors and they felt great honoured to be given with trust some cameras. Contributors were also inculcated with lifespan skills as they had an opportunity to utilise current knowledge. The discussion were based on the reasons for taking the photos and a reflection on the whole process. Thus, the partakers had a coincidental of giving their personal interpretations of their communal authenticity (Morojele & Muthukrisha, 2012).

3.6 DATA ANALYSIS

For data analysis purposes, the transcribed data were coded to ascertain the participants exact words and opinions (Bogdan & Biklen, 2006). This study utilised thematic and content analysis to analyse data transcripts from the collected data. For analysis purposes, the data were read and reread several times to ensure accurate coding. Tailor (2003) suggests that the focus of analysis depends on the purpose of the evaluation and how the results will be used.

The first step entailed transcribing and capturing the data. Data was then categorised according to recurrent themes that were guided by the key research question of the study. The findings were interpreted and presented in chapter four of the study. For photovoice, the participants helped with the analysis and contextualisation of the photos (Wang, 1999). These photos formed a significant part of the data (Cohen et al., 2007). In this schoolwork, qualitative grounded investigation was conducted founded on the dialogues, focus clusters and the photos. Moreover, the researcher has asked participants to keep an inventory of their daily records, so that they are in a position to explain for each photo based on the images. Participants were allowed to number each photo and write down notes on why the image was taken. The information gleaned from the photos was then categorized into themes to make the situation at ease for the researcher to cultivate a universal consideration of the information.

The sessions were audio taped and then transcribed word for word. After careful transcription, the data was then coded according to themes. Maree (2007) describes coding as making sections of information by way of secret message straightforward words or exclusive classifying names. In this study, during data analysis, the participants' real names were not used for ethical reasons. Data triangulation was attained by identifying shared reactions from the three information collection implements. Stewring and Stead (2004) defines triangulation as the magnitude to which liberated processes endorse or refute the judgments and check for authenticity (Nieuwenhuis, 2007).

3.7 VALIDITY AND TRUSTWORTHINESS

In qualitative research, validity can remain indomitable by ensuring whether the information must remain composed and described on through precaution and accuracy (Strydoman & Delport, 2011). In fact, the authority and consistency of enquiries is distinguished by honesty,

transferability and faithfulness which denotes to how reliable the schoolwork is, partaking procedures which existed child approachable enriched the soundness of the schoolwork (Cohen, Marion & Morison, 2007). Transferability discusses to whether the academic is capable to simplify the schoolwork to other situations (Strydom & Delpont, 2011).

Towards enriching the soundness of the schoolwork, the participants were given a chance to validate audio- taped interviews and transcripts. This gave the participants an opportunity to read them a number of intervals to confirm that the recorded information stayed not changed or adjusted. Three data collection instruments were used to collect information for the schoolwork, semi-structured consultations, focus cluster conversations and photo voice. A voice tape recorder was used to seizure the information in the course of interviews as well as transcriptions was written word for word. The principle of reliability integrity and honesty were applied towards all stages of information consideration and understanding.

3.8 ETHICAL ISSUES

Macmillan (2006) states that scholastic exploration deals using mortal survives, hence, it is essential on the way to observe the principled and lawful errands of conducting enquiries. In mandate to adapt to the familiar of decent deliberations, the subsequent events were in use. Consent to conduct the study was sought from the government of Swaziland through the director's office. Then the University of KwaZulu-Natal research office. A letter of consent was also written to the school principal and parents of the participants stating the objectives and purpose of the study. As the new sociology respects the rights of children, the children's consent was also sought. Where their rights to refuse participation and confidentiality were explained.

Participating was also deliberate, and contributors were at liberty to pull out at any interval from the study deprived of undesirable or unwanted penalties to them. I also informed the contributors about why they have been selected to participate in the study and that they were not compulsory to divulge what they do not need to disclose. Participants were also briefed about the importance of keeping what discussed during the study within the study group to maintain confidentiality. The academic asked for consent from the contributors each period she wished to audial record information. On completion of the study, the data were kept in the University of KwaZulu-Natal sealed in a cabinet below the responsibility of my superior for a maximum period of five existences, there after it resolve be demolished by scorching. In addition, pseudonyms were used (genuine designations of the contributors and the organization were not used during the course of the study progression).

3.9 CONCLUSION

This chapter has described the design of the study, the population from which the sample was drawn, as well as the sample size. The technique and instrument used in data collection and strategies for analysing the obtained data were also described. Technique and mission were the crucial notions that were deliberated in the subdivision, which was outlined by slow learners topographies and their sociology. This section also documents the analysis or the information, which I have collected. The section was in track with the determination of the study, which was to sightsee the understandings of slow learners in a government institute.

During data collection, the participants were cooperative and it was relaxed to work in partnership with the participants through separate and focus cluster interviews (Prosser & Loxley, 2008). Promising secrecy, privacy and in respect of the different opinions of contributors were prepared unreservedly. The study also adopted sharing education and achievement techniques providing contributors by means of an concern for scheming their

photograph journals therefore permitting me to advance insight into the situation of the slow learners' personal classroom experience in an inclusive setting (Nieuwenhuis, 2007). The consequent sections deliberate the outcomes of the study.

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

This section grants the debate of outcomes gathered after the records of individuals and focus cluster discussions of the six participants who took part in the study. The intention of this study was to search slow learners' experiences as well as their geographies of schooling in a government school setting. The research questions of the study are:

1. What stories do slow learners tell about their schooling experience, in one high school under Mliba zone in the Manzini region of Swaziland?
2. What are the dynamics that affect slow learners schooling experiences in these contexts?
3. What are the spaces and places of slow learners in the school context?
4. How do slow learners negotiate the complex and varied spaces of schooling?

The findings of the study are presented in themes according to the sequence in the questionnaire, subthemes are also discussed. Tables were used to summarize information and are followed by discussion. In total, six participants were interviewed, three males and three females. All of them were students, schooling at Zibonele High school. The students were asked to narrate their schooling experiences in the school. Participants represented each grade. Specifically, two form one participants were interviewed because the school had a double stream. The other classes were a single stream. This resulted in one student being sampled from each of the five grades. For ethical reasons, pseudonyms were used instead of participants' real names.

Four micro themes were generated from the interviews namely:

Stories of slow learners experiences

Dynamics that affect slow learners schooling

Spaces and places of slow learners

Overcoming challenges of school life.

Table 2: Themes identified from the data

Theme	Subthemes
1. Stories of slow learners experiences	<ul style="list-style-type: none"> >Teachers labelling students >Corporal punishment >Food served for lunch (school feeding) >Sports >School beauty, cleanliness & uniform
2. Dynamics that affect slow learners schooling	<ul style="list-style-type: none"> >School fees >Teachers' negligence >Home duties versus school work > Assistance from friends
3. Spaces and places of slow learners	<ul style="list-style-type: none"> >Myths and stereotypes > Subject syllabus
4. Overcoming challenges of school life	<ul style="list-style-type: none"> >Patience >Humility >Studying

4.2 Stories Told by Slow Learners about their Schooling Experiences

The participants' stories were categorised into the following themes: teachers' labelling students, corporal punishment, food served for lunch, sports, school cleanliness and their uniform.

4.2.1 Teachers Labelling Students

Findings of the study revealed that teachers call slow learners "names" during lessons.

Researcher: Please tell me five things you dislike about your school?

Teachers act as if students are not human beings, they call us names for example, Teacher x in his class call students who always fail his monthly tests pumpkins, cabbages, robots' or else he would call them 'wheelbarrows'. I am amongst those who fail his subject, I always feel very weak when writing his subject tests for I always know my fate. He has already labelled me as a 'pumpkin' and I take that as an insult".

(Shaka*, 17 year old male; individual interviews)

Researcher: Narrate a story about an incident that makes you dislike some of the things you have mentioned?

Teacher 'S', when I pursue to know why teachers are not made to make an oath when they graduate like nurses as they are dealing with people's lives, he was so angry and said if only he knew that in this career he will meet such 'dunderheads' he would have not taken teaching as his career

(Mazwili*, 19 year old female; individual interviews)

Researcher: Zithi* tell me a story that makes you not to like your school.

I felt pain which toured to the depth of my heart at the beginning of the term. I wanted to sit next to Thozo, a friend who is so good in mathematics and she had promised to help me since I am not good. The mathematics teacher simply told me to go and get a seat at the back of the class, she claimed that I am not serious with my work, when I tried to explain why I wanted to be at the front, it were ignored. I was then forced to move to the back of the class where I am currently placed.*



This picture illustrates a teacher is helping a fast learners. He just left us at the back struggling with the math's concepts, without getting any help”

(Zithi, 15 year old female; individual interview)*

Name-calling is an act of giving someone a name in accordance to what you are doing, the way one acts or maybe because of your physical appearance. Actually, ‘name calling’ is not acceptable for it sometimes embarrass whomever it is given to. Name-calling usually does not depict the good side of an individual but rather the bad or unfavourable side. Four out of six of the respondents in this study admitted that some teachers sometimes call them “slow learners”, call them names, ignore them and act as if they are not supposed to be part of the class. This is despite the fact that inclusion of every learner has been encouraged in schools.

Reynolds and Fletcher (2007) and Motshkega (2010) agree that scholars are assumed to have education difficulties when they discover it challenging to master education responsibilities which other students in lesson can master.

Countries internationally made a commitment in Senegal, in April 2000 to provide free accessible education for all children (Jomtien, 1990). This declaration was reinforced by the Worldwide Announcement of Social Civil rights and the Agreement on the Constitutional rights of the Youngster that, all youngsters, young individuals and grown-ups ought to the human right to profit from a schooling that will encounter their undeveloped education requirements (UNESCO, 2000). This is contrary to the findings of this study. For example, *Shaka disclosed that, in most cases, teachers call them robots, cabbages and pumpkins and this emotional abuse impacts negatively on his ability to complete tasks. This is echoed by Nijineijer (2008) who concurs that slow learners encounter difficulties in completing tasks, lack concentration, and can hardly organize remember academic tasks. He further states that normally, slow learners talk excessively in the classroom and are easily distracted.

On the other hand, the Swaziland Children Policy (2009) specifies that obligatory comprehensive teaching be delivered at liberty for all youngsters in the kingdom regardless of sexual category, stage or capability to learn. Notably, student labelling and note calling are worldwide problems (Don, 2011 & Lee, 2012). Most of this literature is indicative of the fact that name-calling is a common phenomenon in schools. Besides hurting respondents, name-calling shows a lack of respect for the students. Furthermore, respondents' narratives indicate that this demoralizes them because it is done by teachers, people they trust as their superiors. Acedo (2008) and Fullan (2001) argue that there is recipe for change, in operating procedures and policies hence that entirely youngsters can learn resourcefully and efficiently.

Moreover, the findings indicate that name-calling embarrass and humiliate students. Furthermore, seem to be much exposed to harassment and abuse during lessons than boys. For example, When Mazwili* asked why teachers do not make an oath on graduation since they deal with human lives. This is because, her teacher did not take kindly to her question and responded harshly. UNICEF (2007) under the Dakar Framework for Action suggests that in the education condition, the setting need be away from femininity prejudice as well as it encouraged backing, equivalence and reverence. This embraces teacher's behaviour and approaches. Through the participants' narratives, it is also evident that sometimes teachers are negligent. For instance, Zithi wanted to ask her friend for assistance during a Mathematics class, but she was denied that opportunity. To this end, Dyson (2004) argues that a teacher must build a good relationship with slow learners in class because they are not only sensitive but also aware of their weakness. Slow learners have challenges of seeing what patricians normally perceive or receive in class or at school (Ministry of Education Singapore, 2012; Pather & Nxumalo, 2013; White Bread et al., 2007).

Furthermore, respondents' narratives indicate that slow learners struggle to learn and that makes them hostile towards their teachers and thus teachers call them names (UNESCO, 2001; Nxumalo, 2010; Tshabalala, 2011). The Department of Training Singapore (2012) agrees with the idea that a slow learner would normally fight to study or to familiarize generally. For example, partaking in institute associated events such as interpretation and inscription. Booth and Airshow (2006) outline a national disability strategy that strongly condemns the segregation of persons with disability from the main stream. It further proclaims that systematic faculties with this comprehensive alignment is the maximum operative resources of contesting discretionary assertiveness generating societies, constructing an comprehensive the social order and attaining schooling for all.

4.2.2 Corporal Punishment

Participants also elaborated that teachers punish them without finding out the course of their failure.

Researcher: Tell me five things that you dislike about your school?

Every month end I know I will be beaten and punished for failing. End of month there is usually a 'mark reading' session where the top five performing students and bottom five learners are announced in the morning assembly, as an underachiever I am always laughed at by my colleagues, as my name is announced to meet the head teacher in his office to receive my 'sweets'. This is greatly embarrassing; sometimes I wish I was not born.

(Sbo*, 14 year old male; individual interview)

Researcher: Do you mean teachers can just beat you without any reason?

Yes, teachers just beat us without any reason; the other day teacher 'M' beat me like a dog all over the body for failing to write a proper introduction for a composition in an English language class. However, why couldn't he help me write a proper one?

(Keke*, 18 year old male; individual interview)

Researcher: Tell me five things that make you dislike your school?

I am beaten for late coming almost every day at school, I have a challenge, I actually have less time to sleep, I Walk a distance of 12 km from home to school to and fro .At home I am expected to do some home chores whilst I have plenty of school work. I always sleep very late and I am always late for school. Teachers beat me without considering my problems.

(Titi*, 18 year female; focus group interview)

During the focus group interviews, participants cited corporal punishment as a major problem in their school. Specifically, four out of six respondents complained of being beaten unfairly. This results in low self-esteem and fear as documented in (UNICEF, Children's Protection Act and Welfare Act, 2012). Respondents of this study have clearly shown that teachers and even the head teacher sometimes beat them unfairly. Keke* and Titi*'s narration shows that corporal punishment is used at school without getting reasons behind any act by the respondents. Save the Children, Convention on the Rights of the Child, (2001) clearly conditions that a youngster has the right to be treated with respect as a human being. It further admonished against torturing and punishing students in a cruel or inhuman way. The convention further states those parents; guardian and individuals who are responsible for the upkeep of youngsters may possibly not disregard youngsters or beat them cruelly or unkindly.

Respondents in this study further elaborated that they were sometimes beaten for no apparent reason. They also indicated that their teachers follow school rules, which stipulated 'no late coming'. Titi* lamented that she was punished for late coming without being given a chance to explain the cause of her late coming. According to the US Department of Education (2003) slow learners value teachers who show humanity and act as human beings, not as people who expect to be thought as untouchables. Likewise, the South African Act 38 of (2005) favoured the respondents that all children should be protected from harmful act, and that their health, well-being and dignity should be maintained. So, a teacher has to keep an eye on slow learners in the classroom situation (ENESCO, 2001; Nxumalo, 2010; Tshabalala, 2011).

During the focus group interview, some respondents revealed that they are punished on monthly basis where below average students are pitted against high performing students. These findings confirm findings of a study carried out in South Africa at Kubuse combined

school in 2005. This is where the disciplinary system of corporal punishment came to a stop. The results were awesome for there was a great turn around. There was a stop to late coming and even absenteeism in the school.

4.2.3 Food Served For Lunch / School Feeding Programmes

A majority of the participants revealed that the school feeding programme is one of the best programmes in the school.

Researcher: Tell me 5 things that you like most about your school?

It is the school kitchen, which is the 'heart' of the school that is where I get power. After the days, hard work on books lunch brings joy in my heart, for I know that I will eat and face the rest of the day with ease.

(Zithi*, 15 year old female; individual interview)



This is the school kitchen. Students hurry to take a lead, so that they may be in the front and get served first.

I like our school cook Mrs. Mavuso, she is a wonderful person, she changes the menu and her food is enjoyable almost every day. This day, she cooks rice and beans, the next day samp and beef, the next day chicken and pap, really*

even if I want to absent myself from school when I think of the days menu, I force matters and come to school.

(Sbo*, 14 year old male, focus group interview)



Mrs. Mavuso* the school cook, was popular among all the respondents. Each respondent appreciated the services provided through the school-feeding scheme. Some appreciated the humanity of the cook, her unbelievable skill of cooking and the fact that she was able to feed the whole school and there was no complaining from pupils. From Sbo* s narration, it is clear that the school feeding programme is the ‘heart’ of the school, and it is where respondents get power. Zithi’s narration shows that the people working close with the respondents at school need to be good to them.

As the stories indicate, school feeding minimizes truancy among students. It motivates them to attend lessons on daily basis. Children’s Protection and Welfare Act (2012) argues that a parent or individual with the responsibility of maintaining a youngster who flops, refuses, or neglects to arrange for sufficient food, outfit, medical action, housing, upkeep, leadership and safeguard to the youngster commit a serious offence. This indicates that food is part of the participants’ basic needs. In essence, the school feeding programme is an important tool used

by the government to help students at school. This program provides an enticement for deprived kinfolks to propel their youngsters to institute. It further helps in improving the children's education through benefiting vulnerable students as well as slow learners (Auld, Carmen, Donald, Lesley, Mathew, & Margaret, 2008). This indicates that food play a crucial role in motivating slow learners to attend school despite the fact that they can hardly keep up with academically oriented tasks. In this vein, the 23rd Asian Summit in Brunei Darussalam (2009) on the Asian Declaration on strengthening social protection emphasises that food should be made a priority by countries.

Fundamentally, UNICEF (2007) also suggests that education programs ought to react to elementary requirements of youngsters and other individuals, with emphasis on susceptible clusters. In particular, deficiency eradication and inequity ought to be long-standing objectives in all schooling improvement determinations. The participants' narratives also indicate that the respondents love the school cook because she cares for them. The African charter on Human and People's Rights (Article 3) also emphasises that every single distinct intend to have the particular to the reverence of the self-respect characteristic as a mortal creature and to the acknowledgment of his lawful position.

The Swaziland Framework for Food Security in Schools (2008) also insists that the country must devote as ample cash as conceivable on youngsters to make undisputable they are capable to endure, progress and be secure. On the same vein, the Children's Protection and Welfare Act (2012) states that schools as centres of care and support have an obligation to promote child- friendly education. According to Aulo, Burbano, Jukes, Lesley Drake, Mathews and Grosh (2008) institute nourishing packages are a protection net to protect

children in schools. This is clearly evident in the fact that, The UN World Food Program has backed about 22 million youngsters by way of institute nourishing in 70 nations worldwide.

The school feeding programme is also of great value to the students because most of them come from poverty-stricken families. Donald (2008) concurs with the idea that school feeding programs provide opportunities for assisting poor families and feeding hungry children. School feeding therefore has the potential to combat hunger and support nutrition and in extension learner underperformance.

4.2.4 Sports

Most of my respondents also showed excitement with regard to the different sporting activities offered in the institute.

Researcher: Express yours truly five things that you like most around your school.

I like sports and please madam, on your way home, just pass by the office and have a glimpse at the trophies. I have contributed greatly in volleyball.

(Keke*, 18-year-old male; focus group)

I enjoy football the most teacher, I was over the moon when our school football team played against Vusweni high school in our zonal games where our school won 3/0 in favour of Zibonele* my school. Since I was the striker, who led to the school soccer team to win, 'teammates carried me like a baby'.*

I was so excited, the feeling of being the best player made me smile.

(Shaka*, 17 year old male, individual group).

I like netball and I am the captain of my school team, this responsibility is making me 'stay on toes'. Almost every day I need to be at the football

playground helping my team after school. The police force has promised to recruit best players from our zonal team to join the police force, for those who are doing form five ,this is the greatest opportunity, that's why we are training so hard with my school team.

(Titi, female, focus group)*

As indicated in the captions above, the respondents like sports. All the six respondents claimed to have their individual sports, which they cherish; this keeps them longing for school. The participants also indicated that they enjoyed playing sports because it helped them while away time. This indicates that, nearly everyone, young or old, disabled or non-disabled enjoy sports worldwide. The respondents also indicated that partaking in sporting activities helped them refresh their minds. Specifically, they highlighted that they liked sports because they presented them with opportunities for travelling within the country and beyond borders. Nnadozie (2010) and Osman (2009) concur with the findings that learners are encouraged to actively engage in other school activities if there are in a conducive classroom environment. That is, if the environment is safe, supportive and enables inclusivity, especially for slow learners. Actually, a good environment boosts the learners' morale. For example, Shaka* was motivated by the fact that he scored a winning goal for his team. This indicates that the students are goal-oriented and geared towards achievement. From *Shaka's narration, it is clear that the idea of being 'carried like a baby made him feel good.' This is in line with scholars who assert that schools or classes must provide a conducive environment (Den Bestern, 2010; Giralt; Wells, 2011 & Schmitt, 2010) so that even slow learners can feel a intelligence of acceptance and fitting. Keke* also feels a intellect of pride because he contributed to his school's victory during ball games. He therefore derives motivation from the fact that he has contributed in the collection of trophies in his school, and his space at school is recognized through playing volleyball.

*Titi is tasked with helping the school during netball training sessions. In her narration, in Swaziland, sporting activities are a gateway to the job market as they open ‘doors’ to job opportunities. She spoke fondly about her involvement in sports and emphasised that, if one is good in sports, he/she stands a better chance to join the Defence or Police force and that could be a great opportunity for our respondents. The same sentiments were shared by *Shaka, the striker who leads the school soccer team. He also believes his involvement in sports will help improve his chances of securing a job because he stands a better chance to be employed as a police officer. Both respondents show their enthusiasm in participating in the schools’ sporting activities.

4.2.5 School Beauty, Cleanliness and Uniform

The respondents also mentioned the school cleanliness and the beauty of their uniform as another factor that propels them to like attending school.

Researcher: Tell me five things you like most about your school?

There is no one under the universe who would not like to be associated with something good. Our school uniform is ‘unique’. When you happen to be around town, when a student is wearing our uniform, people stop you on the way now and again asking where the school uniform belongs. There are enhanced by the beauty of the uniform. It looks like a private school uniform. Check green with green jerseys. At school the beauty of the school buildings, which have the same colour of our uniform blends so well. Wow! Our school uniform is marvellous.

(Mazwili, 19 year old female, individual interviews)*

This is our school the colour of the school blends well with our uniform.

*You may go to the schools around our zone (Mliba) our school is the cleanest. It has developed a motto, 'Zibonele*parents build the school 'but we beautify it'.*

(Shaka, focus group interview)*

The school is training students not to litter anywhere but in bins and in the proper pits as teachers are trying to encourage cleanliness among students. This idea of beautiful dustbins with the colour of our uniform and school emblem has improved cleanliness greatly in the school. The clean environment is good and is conducive for everyone, we are proud to point at Zibonele and own it as our school, it is actually the pride of the community' 'I personally believe in the saying which says 'a clean place, creates a clean mind'.*

(Titi, 18-year-old female, individual)*

In the above narratives, the beauty of the uniform emerged. All the six respondents in this study applaud the beauty of their school uniform. The respondents' narratives prove that they love their school uniform. They further claim that it blends well with the colour of their school paint. Jeffrey (2007) and US Department of Education (2003) argue that students who feel connected with school are happier as Titi* and shaka* applaud about cleanliness of the school and hence they feel connected to the school. Literature further reveals that students who are connected to their school are more self-disciplined and less likely to engage in harmful habits such as material exploitation, ferocity and early sensual action. In adding, affirmative, sincere inspiring dealings with educators are allied to numerous students' consequences comprising advanced involvement in lesson, superior serious intellectual abilities, lesser dropout amounts, advanced confidence, improved inspiration, less troublesome behaviour, and improved attendance.

4.3 DYNAMICS THAT AFFECT SLOW LEARNERS SCHOOLING

Dynamics that affect slow learners schooling .These are problems encountered by the slow learners in their schooling and how they react to them. These are school fees, teacher's negligence, home duties versus schoolwork, friends' help.

4.3.1 School Fees

The data revealed a number of issues in relation to school fees and the slow learners' experiences in their school. The respondents reported that school fees is a great challenge to them, more especially because some of them were either orphans, single parented or from child headed families.

Researcher: Explain any other factors that affect your schooling.

Parents fail to pay school fees, the head teacher sends us back home to collect fees and that disturbs my schooling. He expects us back at school when we have paid in full. Sometimes when I come back after a long struggle of getting fees, I find that they have written a lot of tests, and have covered so much work that I fail to comprehend. I Feel hurt because teachers scold me, blaming that I have been away too long so I am not serious with school work at the same time reminding me that "you should always remember that you are a slow learner".

(Mazwili* 19 year old female, individual)

Who is to blame for school fees? The head teacher beat me severely when he found me in class two days after sending us back home. I sneaked back to class because I wanted to write the math's test. My cousin takes time to pay for school fees; I did not want to lose many tests.

(Titi*, 18 year old female, individual interview)

My father pays for everything pertaining school at the beginning of the year, he pays fully for school fees. He buys my uniform to his level best but Madam, my stepmom; complain bitterly that money is wasted on me after all I fail. She says she wish this money would be kept at the bank than being wasted on me. These words hurt me but what can I do, I wish I was a bright student but God somehow has made me who I am. Whatever is happening is beyond my control.

(Zithi*, 15 year old female, focus group)

The respondents were sometimes expelled from school to seek money from parents for school fees. This made them to lose a lot of time when they were away. As these fees are not always readily available, respondents stay away from school for days. As discussed in chapter 2. The World Education Forum meeting in Dakar, April (2000) confirmed that learning for entirety must take a clarification of the poor and the disadvantaged. In the case of Mazwili's narration we could conclude that she is from a needy family. This is evident in the fact that her parents take time to organise school fees. Daut (1993) and UNICEF (1998) concur that institutes ought to be prepared satisfactorily supply to put up for diversity, whether this sprouts from inability or any other basis. From the respondents' narratives it is clear that their families have serious financial constraints. From Titi's* narration, one could actually feel pity for her as she tries to sneak back to class when she wants to write a test.

These findings also echo Degol, and Fabio's (2008) assertion that HIV/AIDS epidemic has worn household provision systems. As a result, grandparents, uncles and aunts have become major caregivers. In Titi's case, her school fees bills are paid by her cousin. In East as well as Southern African republics, money transmission programs are used to help kinfolks that

upkeep for strays and youngsters affected by HIV and AIDS. On the same note, global insights Southern Africa published figures showing that the figure of frantically deprived individuals has increased from 1.9 million people to 4.9 million from 1994 to 2002 (Ntjingila, 2006). In such cases, social welfare grants provide the only practical means for people to survive (Marius, 2005).

4.3.2 Teachers' Negligence

Participants also mentioned teachers' negligence as a contributing factor to the dynamics that affect slow learners schooling.

Researcher: What are other factors that affect your schooling?

It is the teachers negligence madam, some teachers are negligent in such a way that they leave us in class and go back to the staff room to chat with their friends, leaving us with work. Sometimes I get difficulties I need assistance but where would I get it? When our class prefect go to the staff room to call upon that particular teacher to return to class as we need guidance him/her he 'bark' at him claiming that he knew his duty, he will not be told by students on what to do. Sometimes you would go to the extent of asking help from friends whom you know to be good in class but sometimes you would find that there are not sure of how to answer that particular concept even themselves. Some teachers though are serious with their work. They give time listening to students queries when they seek for help. These kinds of teachers go to the extent of offering their lunch hour helping students. (Sbo, 14 year old male, individual interview)*



As illustrated in the caption, the students are idle during a science class and there are worried as their teacher has just left the class for other errands.

I am not happy with teachers who clown with my disability in class of being a slow learner, when I ask a teacher to repeat whatever concept I have not understood during the lesson certain teachers tell me that 'there are not paid for repeating'. Actually some teachers hate slow learners. At one time I tried to ask for help after school from teacher 'Z', She plainly explained to me, that she does not teach or give lessons beyond the class room. She said she do not have time. That simply means that if I have not understood in class, I have to seek for assistance somewhere.

(Keke, 18 year old male, focus group)*

I am not a fast learner, teachers are sometimes too fast for me, I wish they could understand my state of mind.

(Shaka, 17 year old male, individual interview)*

Some teachers do not care whether slow learners are progressing in their school work or not. They hardly help students who seem to struggle with their academic loads. In fact, these teachers can hardly tolerate slow learners in their classrooms. However, some teachers do

care. According to the Swaziland Poverty Reduction Strategy and Action Plan (June, 2007) one of the strategies for people with disabilities stated that there should be an increase on the number of teachers for people with disabilities. It further states that it should be ensured that the teacher-student ratio must be appropriate for slow learners since they need a lot of attention during lessons. As a result, slow learners are neglected in large classes. Keke* in his narration complained that most teachers make fun of his disability while Shaka* wished teachers could understand that his is naturally a slow learner. In connection with this, research has been done at the province of KwaZulu-Natal where 93 learners had different special needs. The schoolwork exposed that educators at the institute normally fashioned incapacitated students as separate substances to be ‘treated’, ‘changed’, better-quality and normalized. Holt (2003) agreed that children should be treated by means of respect and providing with equivalent chances inside the normal education structure.

The respondent’s narration also indicated that respondents are considered as less human, for instance, when Keke* requested a teacher to help him with his academic work after school. The teacher mocked him and alluded to the fact that he does not give lessons beyond the classroom. Booth and Airshow, (1998) states that incapacitated youngsters are not continuously well-thought-out to be a portion of humankind. Hence, in particular nation’s accountability for incapacitated youngsters does not lie through the Department of Training, but in health and community welfare since of the outlook that particular youngsters are uneducable.

4.3.3 Home Duties versus School Work

The study respondents stated that since their school has no boarding facility they stay at home. At home, the respondents are expected to do home chores despite the fact that they also have a lot of homework to do.

Researcher: What are the difficulties you face when you are doing your homework?

*Madam, teachers give us a lot of homework. This is a good exercise provided one has understood what have been taught in class. Sometimes I carry some homework's which I struggle to write, because I have not understood in class. To me life is not 'a bed of roses' Madam. Upon reaching home, I am expected to cook and relieve my mother who cooks during the day. By the time I finish, I will be tired and unable to write homework's of which I would even struggle to write, I simply sleep. In the morning due to the circumstances, I will be forced to copy the homework's from my friend Thozo**

(Titi, 18 year old female; individual interview)*

My Father is uneducated he do not understand when I talk of the schoolwork load. When I ask to be excused to study for tests, he rebuked me of being lazy. The home chores are a problem, I do not get enough time for books. My duty in the evening is to collect livestock to be kraaled. During the plaguing season, it is even worse, I have to help with ploughing and I become tired and unable to do homework.

(Sbo, 14-year-old male, focus group)*

Researcher: What are the difficulties you face when going to school?

Before I go to school on Thursdays, I take livestock to the dipping tank. I wake up at 4:00 in the morning. During the day at school, I feel tired and sleepy. I wish I had a brother who would at times relieve me of this duty. Although it is a tedious exercise, I feel good doing this duty as I am helping my old father who is unable to walk for a long distance due to age.

(Mazwili, 19-year-old male; individual interview)

The data also indicates that respondents were overloaded with work at home in the afternoon, when at the same time there were expected to do some homework. Tajalli et al. (2011) argue that parents of slow learners fail to implement strategies to assist their children. Kushala (2014) admits that parents lack warmth, fail to reason with their children and in turn make them retaliate. This concurs with Sbo*'s uneducated father who rebuke him every time he asks for time to study and accuse Sbo* for laziness. Hopkins (2006) and The United Nations on the Rights of the Child (2001) concur that household chores are a major barrier to the teaching and learning of academic concepts to slow learners. From Titi*'s also complained about home chores as she can hardly strike a balance between the heavy load of household duties and her homework. As a result, instead of doing her homework, she copies from friends.

Literature is also indicative of the fact that, in its mandate to benefit scholars not to struggle with home chores and spend more time doing their academic work, the community could improve its access to water services so that girls would not go long distances to fetch water. The literature further argues that a minimal amount of stress at home can promote an environment without distraction. In Mazwili's* case, the major challenge is that he has to drive cattle to the dipping tank on Thursdays, before going to school.

4.3.4 Friends' Help

Respondents also express appreciation towards the kind of academic support they receive from their friends.

Researcher: In what ways do your peers friends and classmates support you in your schoolwork?

Fikzo my best friend feel bad when I fail tests, she offered to help me every time when chance allowed. She explains clearly, I think I understand better when she explains it's a pity she is not studying some of the subjects I study.*

(Zithi, 15 year old female; individual interview)



Fikzo* is helping Thozo to memorize for a test

My friends try their level best to explain to me concepts, which I do not understand in different subjects; usually they find that I am empty with no information so they have to explain everything. I ask them many questions and they answer me, I really enjoy to be taught by my friends .There are so, patient with me.

(Keke*, 18 year old Male, individual interview)

Friends try to help me to study for tests. It is easy for me when friends explain some concepts because I am not afraid to ask as many questions as I can. Since I do not get enough time for studying at home, I try to utilize study periods scheduled at school. I also grasp the chance of using friends to help me with subjects where I am challenged. If I have failed to finish homework, I copy from friends.

(Mazwili*, 19 old female; individual interviews)

As this narration reveals, assistance from friends help slow learners as they grapple with content material. Findings in this study concur with Caution and Theoharls (2008) who found that, entirely youngsters even with autism, severe incapacities; sensitive or negotiating disabilities study best in teaching space setting with their peers. From Zithi*'s narration it is evident that her friend Fikzo* provides academic support and helps her grasp cognitively demanding concepts. Eurydice (2008) also illustrates that the principal mechanism for supporting struggling students is a 'special teacher' who works closely with the class teacher. In this case, the class teacher identifies students in essential of extra assistance and backing they want to keep up with their colleagues. Mazwili* mentioned that sometimes she copies homework from friends if she does not get an opportunity to do it at home. As Healy (2011) observes, slow learners hardly do or complete their homework. Slow learners cannot do complicated or complex difficulties and struggle. This literature concurs with Keke*'s narration that, some academic concepts are so demanding that he relies on his friends for assistance.

4.4 SPACES AND PLACES OF SLOW LEARNERS

These are the place and space slow learners occupy in the school including how they live, how they are handled and understood in the school context.

4.4.1 Myths and Stereotypes

This is what people think and believe about slow learners. People have a fixed idea or belief, although it might be true or not true. Respondents of this study reported that, generally, teachers and students hold certain ideas and beliefs about slow learners.

Researcher: What are the things that other children say about slow learners?

They laugh at them, I am afraid to ask questions in class of late, in a geography class when I tried to follow a lesson by asking questions colleagues laugh at me, saying I am querying senseless interrogations and degenerative their period. I felt so divested and small from that day I decided never to ask any question in class.

(Shaka, 17-year-old male; individual interview)

Researcher: What are the myths and stereotypes regarding slow learners?

Teacher 'x' plainly told me in full capacity of the class that I should go home and look after my father's cattle or either go and do handicraft, he said that is my place not in class." Go try your luck there, forget about being here", those were his harsh words, I felt bitter, in my mind I asked myself "where is the God who created me when things are like this?"

(Keke, 18-year-old male, focus group)

In the school context, findings reveal a number of stereotypes about slow learners. For instance, teachers believe slow learners fail because they have a negative attitude towards

their subjects. Other teachers think differently, they argue that respondents are not serious with their work. Other teacher's believe respondents are not supposed to be in the normal school, instead there should be transferred to special schools. Wallace (2005) concurs with the findings in that educators label slow learners as lazy to study. As discussed in chapter 2, Ghazala and Rubuna (2012) stressed that slow learners are often there ~~are~~ but quiet, shy and have a low self-esteem. So, when teacher 'X' told Keke* to go home and look after cattle, he literary destroyed his confidence. Hallway and Valentine, (2000) concur with the findings in that slow learners require a little responsiveness duration. Furthermore, Ngcobo and Muthukrishna (2011) maintain that entirely scholars need to have admittance to the syllabus, irrespective of their incapacity, sex or culture. This obliges supple, artistic preparation for spaces and alterations in the secondary institutes.

Slack and Boyer (2012) believe that in a communal wherever 82 to 87 percent of the alumni go to academy and the database inclines to be customarily theoretical, it is occasionally familiar for the sluggish pupil to go astray. As Shaka* states, other students laugh at him because they claim that he asks silly questions, this concurs with the findings. For instance, in the Department Draft guidelines for the Implementation of Inclusion (2002) and Wallace (2005), state that slow learners may result in children being unpopular and experiencing rejection by peers. They are also labelled as lazy to study. The literature concurs with the findings as for the case of Keke*'s narration it shows that he was not popular in class and was experiencing rejection, this is evident when teacher X told him to go and look for his fathers' cattle instead of wasting his time in school as he was not academically oriented.

4.4.2 Teachers' Syllabus

The study respondents stated that teachers are too concerned about finishing the syllabus. The syllabus is the workload on a particular subject, which teachers are expected to cover on their teaching exercise in a stipulated period. The syllabus is not the same for each subject.

Researcher: Are slow learners respected in the school?

Not at all Madam, if you are a slow learner in this school, one is treated as a fool. Teacher 'H' said he does not want to be delayed because he has a duty of finishing the syllabus. He said he does not need to be asked silly questions. This makes me fail to ask questions sometimes even if I do not understand.

(Titi*, 18-year-old female; focus group)

If there was no syllabus to cover teachers would have helped us, there are actually afraid to spend a lot of time explaining something, one would hear a teacher mentioning that if the class spent a lot of time on one thing, then there might be a challenge of failing to finish the syllabus.

(Zithi, 15-year-old female; individual interview)

Monk (2007) stated that students leaving in remotely countryside institutes might remain deprived by the constricted range of syllabus in their institutes. The literature concurs with the findings in the case of Zithi* who mentioned that teachers fail to help respondents because they are more concerned with the syllabus than offering remedial lessons to slow learners. Maybe if Zithi* was enrolled in an urban school, she might have taken subjects that would be conducive to her but because she is in a rural school she is bound to take only offered subject which might be causing a problem to her.

The syllabus should be made in such a way that it fits even slow learners. Findings prove that the issue of teachers' concerns with the syllabus affects the teaching and learning process in schools. Thus, The Salamanca statement (UNESCO, 2013) schools integrates established approaches of instruction from which all youngsters profit. From Titi*'s narration one can deduce that this kind of education is not helping her as it leaves her with unanswered questions and she does not get an opportunity to ask for clarifications as teacher 'H' sulks at her whenever she needs clarification.

4.5 HOW SLOW LEARNERS NAVIGATE THE COMPLEX AND VARIED SPACES OF THEIR SCHOOLING

The study participants stated that there were challenges, which they faced at school. Despite the challenges though, the participants seemed to have developed some resilience. Resilience helped them to brace against the 'storms' they faced in the school, and sail through school life. These involved; patience, humility and studying techniques.

4.5.1 Patience

Respondents stated that in order for them to succeed through school life they have to exercise a little patience.

Researcher: What is it about your personality that enhances your effort to overcome some of the challenges of learning?

I have developed patience, which I think is through God's grace, although I fail almost every day, and sometimes all the subjects but I persevere. I have also trained myself, to have a clean heart even towards my colleagues who do very well in their subjects.

(Mazwili* 19-year-old female; individual interview)

Researcher: What are the ways in which you try to overcome the challenges regarding your school?

I attend church, with my scripture union group for Christian students at school, and get counselling from other Christian students when I feel down. I also pray to God to encourage me in spite of all what is said to me. I sometimes laugh over with friends at things that have been said by people concerning my being a slow learner and I make it pass.

(Titi, 18-year-old female; focus group interview)

Researcher: What are the ways in which you try to overcome the challenges regarding your school?

I have developed an attitude of being positive with life. I have a motto, which says 'with God on my side, I will make it, for there is nothing impossible with him'. I get encouragement from friends to press on no matter what obstacles I face for success is ahead. At school, there is a library where I get information which I use in my subjects more especially English which challenge me so much.

(Shaka*, 17 year old male; individual interview)

When people face difficulties, they develop patience. From their narration, Mazwili*, Titi* and Shaka* testify that the difficulties they encounter at school have made them develop a zeal to learn. According to the Swaziland Children's Protection and Welfare Act (2012) every child, including children living with disabilities, has the right to have their basic needs met. These needs include education, health care, diet, clothing, shelter and medical attention. Literature further states that a child cannot be denied these basic rights due to religious,

traditional or other beliefs. Hence Shaka should not be denied his right to education in spite of his disability of being a slow learner. Although respondents go through some academic challenges, educators need to be patient with them. The UN Convention on the Right of the Child (1989) emphasise that the youngster has the right to direct his or her view liberally and to ensure that view is taken into justification in any material or practise touching the youngster. From Mazwili's narration it is evident that perseverance is the mother of success. Although she fails all subjects, she is never discouraged to pursue her academic endeavours.

4.5.2 Humbling One's Self

Respondents reported that in order to make it in school life they needed to exercise humility.

Researcher:

What are the things you do at school which makes you progress in spite of being a slow learner, things that makes you free with other people, especially your relationship with your colleagues?

If you are persistent with what you want, one has to humble himself. I tell myself that although I am older than everyone in class is, I learned to be humble in order to achieve the education, which I have come for at school.

(Keke, 18-year-old male; focus group)

I was divested but showed humbleness when teacher 'S' shouted at me in class. He said I should behave for I am the tallest in class. She further reminded me that I failed her test dismal yet I have the guts of making noise. My friends were so angry for what the teacher did. I surprised everyone for I apologized without showing any anger. In the depth of my heart, I told myself

that I ought to be humble in order for the teacher to realize that I real want to learn. At church, I have learnt that one has to be always humble.

(Sbo, 14-year-old male; individual interview)*

In any educational context, for learning to take place, humbleness is the best medicine. Sometimes one may find that the educator is younger than the candidates being taught, so there should be humbleness exercised in that case. According to Orozco (2009), it is important to have a healthy relationship with aristocracies, educators, guidance counsellor and other helpful grownups in the institute arrangement. In the case of Sbo*'s when teacher 'S' rebuked him for being the tallest yet noisy, he apologised so as to create a healthy relationship which is needed in the school system for learning to take place. This is important in the academic and social adaptation of adolescents. In his narration, Keke also reveals that he perseveres despite the fact that teachers harass during lessons. According to MOE/UNICEF (2010) Determination is the ambition to keep working regardless of trials and disappointments.

4.5.3 Studying

Respondents of this study mentioned studying to be a good instrument to success.

Researcher: What are the things you do to improve your learning?

Since we do not have library structures in my community, as we are living in a remote area we use church structures for group discussions. As participants and other friends, we usually group ourselves in this fashion, when we are preparing for the final examinations. I like these discussions because we meet as community students and from different schools. By studying this way, we get different views from students taught by different teachers. We make a study

schedule on different subjects;I gain a lot of information from these study groups.

(Zithi, 15-year-old female, focus group)

I have discovered studying to be powerful. I have been urged by a friend to study in the early morning hours, say waking up at 3am and start studying .My tests scores have improved. I have also discovered that I can use my cell phone for studying, by Goodling through the internet; I get as much information as I want. Again, through my cell phone I talk to my classmates and get help. At least through studying when writing tests I have something to write than being blank.

(Mazwili, 19 years old, female; individual interviews)

Five out of six respondents alluded to the advantages of studying. They mentioned that through studying they have noticed that their test scores have improved significantly. Hopkin (2006) states that, a minimum amount of stress at home and less distraction are crucial factors for slow learners. Hence, UNICEF (2007) opines that parents should ensure that youngsters are not overworked with other labour to the disadvantage of their education. Mazwili* normally wakes up and study at night as encouraged by a friend and he has since noted an improvement in his grade. Parents should support their children and create an atmosphere to show their importance in their lives, that feeling makes a child quite an important person in the family and he makes an effort to put more effort into his studies (Browder & Xin, 1998; Katinus, 2000). From Zithi's narration, we glean the fact that respondents are free to use church structures for studying. This shows the parenthood of pastors and it encourages respondents to study with different students from nearby schools.

4.6 CONCLUSION

This section offered youngsters' familiarities of slow learning through separable, focus cluster, and photo voice consultations, using a sharing procedure. Subjects that developed remained acknowledged by way of foundations in appreciative to the expression and interventions of youngsters in slow learning. The study established that slow learners like school even though challenges are there. The subsequent section will contract with the conclusions as well as implication of judgments in the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The study focused on the geographies of slow learners in a high school in the Manzini region under Mliba zone of Swaziland. This study set out to explore slow learning among form ones to form five students in the selected school. In order to understand how slow learners navigate through school. The research questions that guided this study were:

1. What stories do slow learners tell about their schooling in one high school under Mliba zone in the Manzini region of Swaziland?
2. What are the dynamics that affect slow learners schooling experiences in these contents?
3. What are the spaces and places of slow learners within the school?
4. How do slow learners negotiate the complex and varied spaces of schooling?

This section grants a concise precipitate of theoretical, conceptual and mythological reflections. It also brings out my individual and theoretical specialised reproductions. This will be followed by the restrictions of this schoolwork and by a view of thoughts of how this schoolwork might be amended upon by other academics. Lastly, I deliberate the repercussions of the schoolwork; affirming the allegations for programme and repetition and the suggestions for supplementary study.

5.2 SUMMARY OF THE STUDY FINDINGS

5.2.1 Stories Told By Slow Learners Concerning Their Schooling Experiences

The study showed that slow learning is an international concern. Generally, the respondents of this study complained that teachers give slow learners names and this act actually humiliates them. Therefore, teachers need to be encouraged to treat slow learners with dignity, since they have not chosen to be like that. On the same note, there is a serious call for the abolishment of name calling in schools. Respondents further complained of unfair corporal punishment. They believed that teachers sometimes beat them without finding out the course of their failure or in situations where they might have been late for school. All participants showed appreciation towards their school feeding programme. Respondents stated that sporting activities also keep them going despite the challenges they face in the school. Respondents further applaud the beauty of their school and its colour as it matches well with the colour of their uniform. The school cleanliness and the beautiful uniform make them proud to be associated with something good and thus they own their school and all this boost them to like attending school.

5.5.2 The Dynamics That Affect Slow Learners` Schooling

In the study, participants also indicated that the issue of school fees is one dynamic that affect the slow learners' schooling. In fact, the respondents are occasionally expelled from school due to outstanding fees. Respondents feel it would be proper if the school administration could remind parents about outstanding fees instead of disturbing the smooth running of lessons. The respondents also lamented that some teachers do not assign students with academic tasks during their absence and this impacts negatively on their ability to master concepts.

The data also revealed that participants are often overburdened with household duties. Teachers assign the heavy loads of assignments whilst at the same time they are expected to perform household duties. Data also revealed the importance of friends in the respondents' school life. They help them with homework and extend a hand in class by explaining concepts which they fail to understand from teachers. Friends on the other hand seem to have patience with them.

5.2.3 The Spaces and Places of Slow Learners in the School Context

In the study, on spaces and places of slow learners, data revealed that other students at school have the tendency of laughing at slow learners. They accuse them of asking silly questions and wasting their time in class. The teachers and other students feel that the classroom is not a place for slow learners. They believe slow learners should not waste their time in school, as they are not academically oriented. Data further revealed that the majority of teachers do not provide adequate care and support to slow learners, as they are concerned with completing their school syllabus. Hence, do not take kindly to learners who seek clarifications during lessons.

5.2.4 How Slow Learners Navigate Their Spaces in the School

Findings also revealed that respondents have developed strategies for overcoming challenges, like patience. This helps them to withstand torture in class. They also attend church to debrief problems they might have come across to their church members and pastors, and they usually get counselling. Data also revealed that respondents exercised humbleness in order to overcome challenges of school life. It is a trend that slow learners spend many years at school, as they repeat classes and hence they are usually taller than their peers. Through data, it has been revealed that some teachers shout at them in class accusing them of being the

tallest and dull and yet failing tests. The respondents though show humbleness and persevere through thick and thin as they have a goal in life. Data further revealed studying as a good instrument in overcoming school related challenges for the slow learners. Notably, respondents enlist the help of their friends whenever they face academic challenges. The participants also indicated that they use their school library during school hours and take library books on loan. They expressed that, they also use church structures as after school study centres for group discussions and this has proved to yield positive results. Dedication and hard work have also proved to be of great value to respondents.

5.3 THEORETICAL AND METHODOLOGY REFLECTIONS

5.3.1 Theoretical Reflections

The study was located within the paradigm of children's geographies. Children geographies deal with 'space 'and 'place 'within the school. Social constructionism, on the other hand, deals with ontological issues. That is, how observations are an accurate reflection of the world that is being observed. This helped the researcher with the accuracy of the observations within the school. The innovative sociology of youngsters, which is a different technique of investigating youngsters helped the researcher to enjoy working closely with children, and trusted the responses they gave as the researcher had befriended them.

The speculative and theoretical structure, procedure and study strategy had together made me understand slow learners' experiences. The youngster's topographies and the new sociology of youngsters are the backbone for this schoolwork. They prepared me to appreciate slow learners' experiences, as there are a minority group. An interpretive paradigm was also used in the study, which focuses on action as it seek to understand the world (Cohen et al., 2007).

5.3.2. Methodological Reflections

The study used qualitative study approach as an enquiry method to study the dominant occurrence, which was slow learning. This was achieved through assembling in depth interpretations of contributors in the arrangement of arguments and descriptions (Creswell, 2003). The good relationship, which was created within the participant and the researcher, yielded rich information as they freely expressed their experiences of slow learning within the school context. This method was deemed appropriate, as it required the researcher to interact closely with the participants. It also enabled the identification of intangible facts which include some societal rules, femininity roles, ethnic and religious conviction to mention but a few.

Narrative enquiry allowed the researcher to collect stories (narratives) that the participants told regarding their experiences of slow learning (Duff & Bell, 2002; Connelly & Clendenin, 1990). Narratives were also useful to capture the subjective voices of the participants regarding the contextual dynamics affecting slow learners. It was necessary that it would be them telling their experiences in their daily life at school. The narrative inquiry also helped me to get expressions of the contributors therefore seizing the realities of their experiences. In this revision, narrative inquiry helped me in the sense that it favoured children, as they were narrating their experiences in a story form; unlike adults speaking on their behalf. The study also used individual and focus cluster consultations to collect data from the contributors. This helped in getting honest responses from the participants and their responses were kept in a tape recorder (Muree, 2007).

The one to one interactions with respondents also afforded them an opportunity to tell their deepest problems and get that ‘wow’ experience of narrating their problems. In the focus

group, which comprised of three boys and three girls, respondents were helping each other in narrating their experiences as respondents would build on what other group members had left out. This enhanced the depth of the findings.

The focus group interviews helped in widening the range of responses and it really discouraged participants from disclosing information. Semi designed consultations helped the academic to capture the participants' views of their world (Cohen, Manion & Morrison, 2007). They further afforded the researcher the flexibility to probe on new ideas and more questions from the participants after giving a yes or no answer. It was also a good guide and helped the researcher not to repeat questions. The results were amazing, as participants brought a lot of information. The study also utilised participatory techniques to gather information on the phenomenon under study. As a participatory technique, photovoice played a major role in the study. In photovoice participants were given cameras to take places where they feel happy and sad within their school context. This activity yielded a lot of information, as participants were free to tell their experiences. So, their real voices added to the gathered information. Although some narratives were so touchy and would move one to cry, they were of great value to the study. The discussion of the pictures taken added a lot of data and eventually led to the emergence of the subsequent themes for data analysis. Therefore, triangulation was accomplished by ascertaining shared reactions from the three records collection.

5.4 LIMITATIONS OF THE STUDY

The most important limitation of the study was the fact that teachers were not directly involved. If the teachers were part of the study, they would have given a rich feedback pertaining the respondents' state of schooling, as there are slow learners and were interacting

with them daily. Parents might have also revealed pertinent information with regard to the slow learners through providing respondents' backgrounds and their observations of the respondents' schooling and some challenges they face.

Another limitation was that my study on slow learners was very sensitive. As a researcher, one has to be very careful in asking questions as it touches on the respondents' emotions. The other limitation encountered was that after giving the respondents cameras, upon their return, I was not sure if they had taken the proper photos. I got the shock of my life upon processing the photos in town, when I discovered that one respondent has taken only two photos and more over one photo was just the head of a certain student. What also surprised me was that other respondents did not follow my instructions and took photos outside the school premises.

Another limitation stemmed from the fact that, whilst collecting data for the study, I was assigned extra classes by my department at school due to staff shortages. This made it difficult for me to work on my study. Another limitation was that the context of my study in accessible on rainy days. So, it was so difficult to reach the school on those days and that delayed me in collecting data. The study also automatically excludes other important forms of experiences that the slow learners might be having. While I had given students the cameras, some of them were sent home to collect school fees and they were away for many days. I was forced by the circumstance to extend the week in which I have asked them to keep the cameras. Another challenge was that the term "slow learners" has many definitions of which some are unacceptable so, this made my study very sensitive, the head teacher felt that parents will not like such a study to involve their children. I witnessed on my first introduction of my study to the principal of the school where my participants were sampled. The small size of the sample makes it difficult to generalize the findings.

5.5 IMPLICATIONS OF THE STUDY

Internationally, inclusion has just been imposed on teachers by the education sector. Findings clearly indicate that teachers have not been trained for teaching every kind of learner with different disabilities. That is why some teachers verbally accuse the existence of slow learners in their classroom. For example, some teachers get to the extent of telling their students to 'go and look after cattle' only because they are slow learners. This is evidence that some teachers are failing to teach slow learners. It is evident that governments just rely on the fact that teachers were trained for teaching students and fail to workshop them for new changes. As much as the study dealt with experiences of slow learners in a Government school in Swaziland, such a study might be prolonged to sightsee the considerations of educators and paternities of slow learners in Swaziland. As the schoolwork was restricted to Mliba zone, additional investigation may perhaps review into the education involvements of slow learners in the whole country. In addition, research could also seek lives of slow learners and their experiences at tertiary level, and try to get challenges and strengths that they deal with as they pursue higher learning.

Through the findings, these can be some implications for addressing slow learning at the school:

- To provide a continuing expert provision to educators to successfully convey the institute syllabus yet covering all kinds of learners. A helping teacher working closely with the core teacher in class can be of great help, he can work closely in helping the slow learners' setback. The curriculum should also be designed to involve, slow learners, for example, by including practical subjects like sewing, brick lying, plumbing.

- Teachers should be cautioned on how to use corporal punishment, it must not be overdone to the extent that it can make slow learners decide leaving school. Learners at every institution must be taught to collaborate with different kinds of learners, and a culture of friendship to each other must be encouraged by the school authorities.

This can help other learners to be aware that they should work as a team with other students more especially in supporting each other in class and in any other activity at school. The majority of students in classrooms seem to create stress for teachers. This also affects the slow learner child who does not get proper attention in class. The required ratio of students per teacher should therefore be followed and adhered to by school administrators. Teachers should also be properly work-shopped for inclusion in their schools and classrooms. This can help in equipping them with proper teaching techniques for different kinds of learners including slow learners. If possible, textbooks can also be revised to cater even for the slow learner.

5.5.1 Policy and Practice

A policy is an implementation of authority at dissimilar stages. People in the context of society shape all policies and practices. Among many policies that are in practice in the education sector, is the inclusion policy, which was a worldwide call according to (UNESCO, 2004), but nonetheless teachers were not trained in inclusion. Therefore that created a lot of problems as teachers are faced with different kinds of learners in their classrooms. Yet they do not have the skill to teach these learners as expected. Again, most often, when policies are signed pertaining educational issues, the teachers who are in class and are hands on the job are not incorporated. Only the top education personals and schools' inspectors, ignoring the part of the ground-working people who are involved in the everyday work. The OVC policy

seeks to accommodate educational needs of orphaned and vulnerable children (Save the Children, 2010). This policy has been implemented in Swaziland and is working properly in the primary school. The policy though has not moved up to secondary education. This policy can be of great motivation in motivating slow learners to continue with their education in the secondary school. It is a reality that, currently learners drop enormously from schools due to the lack of school funds.

Teacher education and training policy has not been well implemented in schools. This policy requires qualified teachers ratio of students 35:1 at primary level and 19:1 at secondary level (The Swaziland Education Sector Policy, 2011). Teachers encounter problems of overcrowded classes this is because of the free education that has been a call to all education sectors. The policy minimising the countrywide repetition percentage for secondary institute to 5% has caused much riot amongst teachers. This policy calls for normal progression of students to the next class. To teachers, this policy as much as it sounds good for a slow learner child for he can complete school rather than repeating a class until he drop out of school. Teachers believe this policy will have detrimental effects on the country's education system.

The policy creates an influx of failures in the final level and thus the end products are students who are not able to be assimilated by universities and other higher learning institutions. The policy of positive discipline, which helps students to study self-control and admiration for others lacking distress, is another policy, which has caused a stir among teachers. Teachers believe corporal punishment is an effective punitive measure and they view the introduction of positive discipline as detrimental to the smooth running of lessons in schools.

The new system of positive discipline has not been well introduced to teachers and they feel this will make students do as they wish and lose respect towards them. This study hopes to contribute towards this policy as most of the participants expressed how much they hate to be beaten and most of them drop out of school because of this. The secondary education strategic framework policy encourages procurement of sufficient textbooks coaching and knowledge material to encounter the requirements of all pupils in communal secondary institutes at an aim ratio of one textbook per learner (The Swaziland Education Sector Policy, 2011). This policy has not been well implemented in schools since there are so many outcries for textbook shortages. Learners do not have books sometimes because of insufficient funds. To a slow learner, if this policy could be implemented, it would be of greater help since they surely need enough teaching material, which they could use even at their own spare time, as they need more time in catching up with schoolwork.

The Ministry of Education and Training as the mother body of education in the country sector ought to deliberate the subsequent concerns for the smooth execution of upcoming policies. As a researcher, I concur with international researchers that slow learning is a problem faced by the education sector worldwide and major steps to help the slow learner at school has to be addressed. These are some of the ways as suggested by this study. Teachers are to be the first group to be considered and involved in any move for any proposed policy, which Government intends to implement. Students and parents as stakeholders in the education department need to be involved somehow, so that their voice might be heard and policies taken considering their views. Again, questionnaires might be of great help to solicit teachers' suggestions before any policy could be implemented.

Therefore, helpful programme must target slow learners as early as the pre-school level and the primary school, in order for the slow learner to get support as early as possible. I strongly support the use of a helping teacher who works along with the teacher in class. This teacher can specialize on the slow learners and give them extra care. A helping teacher can further spare extra time for the slow learner as they need much longer time for understanding concepts, and also help them with some difficult task as they have identified them in class with their teacher. The school could engage also pastors and equip them on how to encourage young people on how to deal with problems they encounter at school, stating the importance of schooling. Findings have proved that church is where respondents get encouragement and counselling in times of need.

Head teachers should also frequent their visits to the classrooms. This could minimize teachers clowning with respondents disabilities because they will know that the head teacher would hear that and it is a sure case, he will not allow that to happen. A human right culture and goodwill can be introduced in schools, this can help students to incorporate easily with their classmates and help each other at classroom level.

5.5.2 FURTHER RESEARCH

Further research could target teachers and parents of slow learners. Rich information could be gleaned between the two groups since they have daily interactions with slow learners. This can help slow learners at grass root level. Researchers should also have a proper approach on parents of slow learners for there are very sensitive about their children, and when one wants to research about them it is even worse, they feel that you are belittling them or making their children a laughing stock. In this regard, future researchers should be very critical when researching about slow learners as a very sensitive group that need extra care and

understanding. More time should be given for data collection as school times might change at any time. For example, as schools in Swaziland face challenges where parents are unable to pay for their children and the government fails to keep its promise on paying for vulnerable children. The principal of the school expelled learners from school hence, disturbing and delaying the data generation process. Other researchers should also be careful when approaching school principals on such a topic on slow learners. Furthermore, I would suggest that researchers give a serious lecture on how to use the cameras to avoid a situation where respondents photograph irrelevant photos and this impact negatively on the research process.

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Appendix 1: Ethical Clearance

 **UNIVERSITY OF
KWAZULU-NATAL**
INYUVESI
YAKWAZULU-NATALI

8 July 2015

Mrs Zodwa Jane Tsabedze 214580471
School of Education
Edgewood Campus

Dear Mrs Tsabedze

Protocol reference number: HSS/0201/015M
Project title: The Geographies of slow learners in a government school in Swaziland: A case study of tone High School under Mliba zone in the Manzini Region

Full Approval – Expedited Application

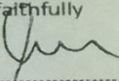
In response to your application received on 7 May 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


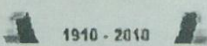
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Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee






/pm

Cc Supervisor: Professor P Morojele
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Ms T Khumalo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

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Appendix 2: Consent letter for the Director of Schools: The Ministry of Education and Training in Swaziland

The Director of Schools in Swaziland

The Ministry of Education and Training

Mbabane

Dear Madam

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ONE OF THE SCHOOLS IN THE
MANZINI REGION**

I am a Masters student in the school of Education and Development, Edgewood Campus, University of KwaZulu-Natal. I am conducting a research on the schooling experiences of vulnerable children in the Lubombo region of Swaziland. The title of my study is, **“The Geographies of Slow Learners in one Government High school under Mliba Zone in the Manzini region of Swaziland.**

I humbly request for your assistance in this research project by being granted permission to conduct a study at one school in the district. The participants in the study will be learners from the grade 6 class. They will be required to participate in individual and focus group interviews that are expected to last between 20-120 minutes. They will also be expected to take pictures of the places and spaces that make up their schooling experiences.

Please note that:

- The school and participants will not receive any material gain for participating in the research project.

- The learners will be expected to respond to each question in a manner that will reflect their own opinion and feelings.
- The school and the participants` identities will not be divulged under any circumstances.
- All learner responses will be treated with strict confidentiality.
- Pseudonyms will be used (real names of the participants and the institution will not be used throughout the research process).
- Participation is voluntary: therefore, participants will be free to withdraw at any time without negative or undesirable consequences to them.
- The participants will not, under any circumstances be forced to disclose what they do not want to reveal.
- Audio-recording of interviews will be done if the permission of the participant is obtained.
- Data will be stored in the University locked cupboard for a maximum period of 5 years thereafter it will be destroyed by burning.

Thanking you in advance for your assistance. For any questions that you might have, you may contact me, my supervisor or the research office at Kwa-Zulu Natal.

SUPERVISOR

Professor P Morojele

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0)31-2603432

Fax: (27)31-2603650

Cell: +27(0)71 041 0352

E-mail: Morojele@ukzn.ac.za

Prem.Mohun

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Yours Faithfully

Zodwa Tsabedze

Cell: 76148440

Appendix 3: Letter of consent from director of school

The Government of the Kingdom of Swaziland



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

27th March, 2015


Attention:
Head Teacher:
Sikanye High School

THROUGH
Manzini Regional Education Officer

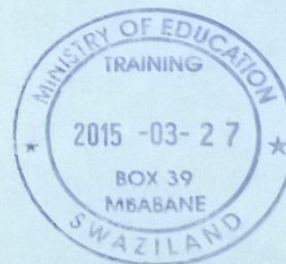
Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF KWAZULU-NATAL STUDENT – ZODWA TSABEDZE

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Ms. Zodwa Tsabedze, a student at the University of KwaZulu-Natal, that in order for her to fulfill her academic requirements at the University of KwaZulu-Natal, she has to collect data (conduct research) and her study or research topic is: *The Geographies of Slow Learners in a Government School in Swaziland: A Case Study of one High School under Mliba Zone in the Manzini Region*. The population for her study comprises of six (6) learners (three males and three females) from the above mentioned school. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Tsabedze begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training requests your office to assist Ms. Tsabedze by allowing her to use above mentioned school in the Manzini region as her research site as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.


DR. SIBONGILE M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Manzini
Chief Inspector – Secondary
1 Head Teacher of the above mentioned school
Prof. Pholoho Morojele



Appendix 4: Letter of Consent to the school principal



Dear Principal

My name is Zodwa Jane Tsabedze. I am a Masters Research student under the supervision of Professor P Morojele in the School of Education and Development, Edgewood campus, University of Kwa-Zulu Natal. I am seeking for conducting a research study on The Geographies of Slow Learners in your school, this a case study of one school under Mliba zone in the Manzini region of Swaziland.

I am seeking your consent for your school's participation which will involve extensive interviews and story account sessions on 6 students 3 males and 3 females and they will be required to take photographs of their experiences at school. Your school participation in this research is voluntary and continued participation is by choice. You have a right not to have your school participate, and to withdraw your school from participation at any time.

There is no penalty if your school chooses not to participate in this research or chooses to withdraw from participating at any time. The outcome of this research may be published.

There is no benefit to your school participation in this research. Please note that:

- Any information given by your school cannot be used against you; him/her and the collected data will be used for the research only.

- Data will be stored in a secure storage at the University of Kwa-Zulu Natal and destroyed after 5 years.
- The research aims at understanding the schooling experiences of slow learners.
- If you are willing for your school to participate , please indicate (by ticking as applicable)

WILLING

NOT WILLING

- Also indicate if you are willing that whatever your students says be recorded through an audio equipment:

WILLING

NOT WILLING

If there is any question you wish to ask concerning the research or the participation of your sc in this, please contact me or my supervisor, Professor P Morojele. You can also contact the research office through Prem Mohun. Below are our contact details respectively:

MrsZodwa Tsabedze

Email: zodwatsabedze280@gmail.com

Cell: 00268 76148440

Professor P Morojele

Main Administration & Tutorial Building

University of Kwa-Zulu Natal

Edgewood Campus

Contact details: Tel: +27(0)31-2603432

Fax: +27(0)31-2603650

Cell: +27(0)71 041 0352

Email: Morojele@ukzn.ac.za

PremMohun

University of Kwa-Zulu Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

Email: mohunp@ukza.ac.za

Thank you for your participation in this research.

Yours Sincerely

Zodwa Tsabedze

Principal Declaration

I -----

(full name of principal), principal of -----

----- (full name of school)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my school/learners to participate in the research project.

I understand that I am at liberty to withdraw my school from the research project at any time, should I so desire, and any participant is also at liberty to withdraw from the research project at any time, should the participant so desires.

SIGNATURE OF PRINCIPAL

DATE

Appendix 5: Letter of Consent from the school principal

Sikanye High School



P. O. Box 2498 - Mbabane - Swaziland - H100
Tel: 2470466 Principal: 76074989
Email: sikanyehighschool@gmail.com

02nd October 2014

To whom it may concern

17 - 03 - 2014

This serves to confirm that Zodwa J. Tsabedze has been granted permission by the school to conduct her research, The Geographies of slow learners in one government school in Swaziland: A case study in one of the high school under Mliba Zone in the Manzini region.

For further enquiries regarding this you can contact the principal at the above given details.

Yours faithfully

S.K. Shololo

(Principal)

THE PRINCIPAL
SIKANYE HIGH SCHOOL
P.O. BOX 2498
TEL: 2470466

Appendix 6: Letter of Consent to the Parent

Dear Parent/ caregiver

My name is Zodwa Jane Tsabedze. I am a Masters Research student under the supervision of Professor P Morojele in the School of Education and Development, Edgewood campus, University of Kwa-Zulu Natal. I am conducting a research study on The Geographies of Slow Learners in one government school, a case study of one school under Mliba zone in the Manzini region of Swaziland.

I am seeking your consent for your child`s participation which will involve extensive interview and story account sessions and he/she will be required to take photographs of his/her experiences at school. Your child`s participation in this research is voluntary and continued participation is by choice. You have a right not to have you child participate, and to withdraw your child from participation at any time.

There is no penalty if your child chooses not to participate in this research or chooses to withdraw from participating at any time. The outcome of this research may be published. In the event of this being the case, your child`s name and identity will not be used.

All information your child will give will be confidential. A code or number will identify the information your child provides. Only authorized persons from the University of Kwa-Zulu Natal will have access to review the research records that contains your child`s information.

There is no benefit to your child`s participation in this research. Please note that:

- Any information given by your child cannot be used against you, him/her and the collected data will be used for the research only.
- Data will be stored in a secure storage at the University of Kwa-Zulu Natal and destroyed after 5 years.

- The research aims at understanding the schooling experiences of slow learners.
- If you are willing for your child to be interviewed, please indicate (by ticking as applicable)

WILLING

NOT WILLING

- Also indicate if you are willing that whatever your child says be recorded through an audio equipment:

WILLING

NOT WILLING

If there is any question you wish to ask concerning the research or the participation of your son/daughter in this, please contact me or my supervisor, Professor P Morojele. You can also contact the research office through Prem Mohun. Below are our contact details respectively:

Mrs Zodwa Tsabedze

Email: zodwatsabedze280@gmail.com

Cell: 00268 76148440

Professor P Morojele

Main Administration & Tutorial Building

University of Kwa-Zulu Natal

Edgewood Campus

Contact details: Tel: +27(0)31-2603432

Fax: +27(0)31-2603650

Cell: +27(0)71 041 0352

Email: Morojele@ukzn.ac.za

Prem Mohun

University of Kwa-Zulu Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

Email: mohunp@ukza.ac.za

Thank you for your participation in this research.

Yours Sincerely

Zodwa Tsabedze

Appendix 7: Incwadzi Yemtali

Mtali,

Ligama lami ngingu Zodwa Tsabedze .Ngifundza sicu se masters .Ngifundza phansi kwa tishela longu professor.P. Morojele ,esikolweni senfundvo lephakeme ,e Edgewood campus ,e nyuvesi yaka Zulu Natal.Ngifundza ngeku cubungula kabanti ngeba ntfwana labatsatsa kancane ekufundzeni kusinye setikolwa ta hulumende ,loku kwenteka esigodzini saka Manzini eveni lase Swatini.

Ngicela kutsi ungivumele kutsi umntfwanakho angene kulolu cwaningo.Lapha umntfwana utawubutwa imibuto.Acelwe kutsi acoce ngemphilo yakhe esikolweni.Utawuphindze futsi acelwe kutsi atsatse titfombe temphilo yakhe esikolweni.Kuba kulolucwaningo kwemntfwanakho kungekutsandza kwakhe .utawuchubeka futsi ngekutsandza kwakhe.Uvumelekile kutsi futsi angasachubeki kuba kulolucwaningo uma angasatsandzi.

Kute umntfwana latawentiwa kona uma angasafuni kuchubeka kulolucwaningo,noma asafuna kuphuma noma ngusiphi sikhatsi,kungenteka lolucwaningo lukhishwe emaphepheni,nakwentekile loko ngeke umntfwana libito lakhe lishiwo.

Konkhe umntfwana latakusho kutaba yimfihlo yetfu.Utawuniketwa inombolo noma ligama tsite lelitomelela loko laku khulumile.Labatovumeleka kwati ngaloshito ngumntfwana benyuvesi yaka Zulu Natal kuphela.

Kute umntfwana latokutfolela ngekuba kulolucwaningo.

Naka nanaku lokulandzelako:

- Konkhe latakusho umntfwana ngeke kusentjetiswe kulimata wena kodwa kutoba kwaloku cubungula kuphela.

- Timphendvulo temntfwana titawugcinwa e nyuvesi yaka Zulu Natal bese kuyahlwa emva kwemnyaka lesihlanu.
- Lolucubungulo lufise nje kwati ngalokwenteka emphilweni yemntfwanakho esikolweni njengoba nje angulo tsatsa kancane ekufundzeni.
- Nawufisa kutsi umntfwanakho kutsi angene kulolucubungulo ngicela utjengise ngeku maka kutsi uyavuma noma awuvumi.

❖ NGIYAVUMA

❖ ANGIVUMI

Ngicela kutsi usho futsi kutsi uyavuma yini kutsi umntfwana atsebulwe livi lakhe.

❖ NGIYAVUMA

❖ ANGIVUMI

Nawukhona umbuto lofise kuwubuta mayelana nalolucwaningo

lwentfombi/lijaha lakakho,ngitsintse mine noma tishela longuyena angiphetse

.Professor P. Morojele.Ungatsintsa nelihhovisi la Prem Mohun.Ngephansi

kunemakheli netincingo longatisebentisa kubatsintsa.

Make : Zodwa Tsabedze

E-mail :zodwatsabedze280@gmail.com

Cell:00268 76148440

Professor .P.Morojele

Main administration & tutorial building

University of Kwa Zuku Natal

Edgewood campus

Lucingo:TEL;+27(0)31-2603432

Fax:+27(0)31-2603650

Cell:+27(0)710410352

E-mail :Morojele@UKZN.ac.za

Prem Mohun

University of Kwa Zulu Natal

HSSREC Research office

Govan Mbeki centre

Tincingo:Tel:031 260 4557

E-mail :Mohunp@UKZN.ac.za

Nginyabonga kutsi ube yincenye yalomsebenti wekucwaninga.

Ngimi lotitfobako

Zodwa Tsabedze.

Appendix 8: Letter of consent to the participant

Dear Participant

My name is Zodwa Jane Tsabedze. I am a Masters research student under the supervision of Professor P Morojele in the School of Education and Development, Edgewood campus, University of KwaZulu-Natal. I am conducting a research study on The Geographies of Slow Learners in one government school, a case study of one school under Mliba zone in the Manzini region of Swaziland.

I am seeking consent for your participation which will involve extensive interview and story account sessions and you will be required to take photographs of your experiences at school. Your participation in this research is voluntary and continued participation is by choice. You have a right not to participate, and to withdraw from participation at any time.

There is no penalty if you choose not to participate in this research or choose to withdraw from participating at any time. The outcome of this research may be published. In the event of this being the case, your name and identity will not be used.

All information you will give will be confidential. A code or number will identify the information you will provide. Only authorized persons from the University of Kwa-Zulu Natal will have access to review the research records that contains your information.

There is no benefit for your participation in this research. Please note that:

- Any information given by you cannot be used against you, and the collected data will be used for the research only.
- Data will be stored in a secure storage at the University of Kwa-Zulu Natal and destroyed after 5 years.
- The research aims at understanding the schooling experiences of slow learners. If you are willing to be interviewed, please indicate (by ticking as applicable)

WILLING

NOT WILLING

- Also indicate if you are willing that whatever you say be recorded through an audio equipment:

WILLING

NOT WILLING

If there is any question you wish to ask concerning the research or your participation in this, please contact me or my supervisor, Professor P Morojele. You can also contact the research office through Prem Mohun. Below are our contact details respectively:

Mrs.Zodwa Tsabedze

E-mail: zodwatsabedze280@gmail.com

Cell: 00268 76148440

Professor P Morojele

Main Administration & Tutorial Building

University of Kwa-Zulu Natal

Edgewood Campus

Contact details: Tel: +27(0)31-2603432

Fax: +27(0)31-2603650

Cell: +27(0)71 041 0352

Email: Morojele@ukzn.ac.za

PremMohun

University of Kwa-Zulu Natal

HSSREC Research Office Govan Mbeki Centre

Contact details: Tel: 031 260 4557

Email: mohunp@ukza.ac.za

Thank you for your participation in this research

Yours Sincerely

Zodwa Tsabedze.

LETTER OF DECLARATION BY PARTICIPANTS/STUDENTS

I _____ full name of participant/student hereby confirm that I understand the contents of this document and the nature of the research project. I hereby give my consent to participate in the research project.

I understand that I am at liberty to withdraw myself from the research project at any time, should I so desire

Signature of student

Date

Appendix 9: Incwadzi yemntfwana

Mntfwanami,

Ligama lami ngingu Make Zodwa Tsabedze Ligama lami ngingu make Zodwa Tsabedze. Ngifundza ticu te Masters. Ngifundza phansi kwa Tishela longuProfessor Morojele ,e Nyuvesi yaka Zulu Natal. Ngifundza ngekucubungula kabanti ngebantfwana labatsatsa kancane ekufundzeni Kusinye setikolwa setikolwata sahumende ,lokukwenteka esigodzini saseMliba kaManzini eveni lakaNgwane.

Ngicela kutsi ungenele lolucwaningo. Lapha utawubutwa imibuto, ucelwe nekutsi ucoce kabanti ngemphilo.Utawucelwa nekutsi utsatse netitfombe temphilo yakho esikolweni. Kubakulocwaningo kutakuya ngekutsandza kwakho. Utawuchubeka futsingekutsandza kwakho. Uvumelekile futsi kutsi ungachubeki uma ungasatsandzi.

Kute mntfwanami lotokwentiwa kona uma sewungatsandzi kuchubeka nekuba kulolucwaningo.

Ungaphuma noma ngusiphisikhatsi. Kungenteka lolucwaningo lukhishwe emaphepheni, nakwentekile loko ngeke libito lakho lishiwo. Konkhe lotawukukhuluma kutabayimfihlo yetfu. Utawuniketwa inombolo noma ligama tsite lelitomelela libitolakho. Labatovumeleka kwati ngalokushito I nyuvesi yaka Zulu Natal kuphela.

Kute lotokutfole ngekuba kulolucwaningo.

Naka nakulokulandzelako:

- ❖ Konkhe lotokusho ngekekusentjetiswe kulimata wenandlelatsite, kodwa kutawuba kwalolucwango kuphela.
- ❖ Timphendvulo takho titawugcinwa enyuvesi yaka Zulu Natal. Besetiyabulawa emvakweminyaka lesihlanu.
- ❖ Lolucwaningo lufisa njekwati ngalokwenteka emphilweni yakho usesesikolweni, njengoba ungulotsatsakancane etifundvweni.

❖ Nawufisa kungena kulolucwaningo ngicela utjengise ngekumaka kutsi uyavuma noma awuvumi.

🇿🇦 NGIYAVUMA

🇿🇦 ANGIVUMI



Ngicela kutsi uvume futsi kutsi utawutsetjulwa livilakho, kusita kuwonalomsebenti.

🇿🇦 NGIYAVUMA

🇿🇦 ANGIVUMI

Nawukhona umbuto lofise kuwubuta mayelana nalolucwaningo ungangitsintsa mine nomatishela longuyena angiphetse Profesa.P .Morojele. Ungatsintsane lihhovisi la Prem Mohun. Ngephansi kunemakheli netincingo longatisebentisa.

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Govan Mbeki centre

Tincingo:

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E-mail: Mohunp@UKZN.ac.za

NGiyabonga kutsi ubeyincenye yalomsebenti wekucubungula.

Ngimi lotitfobako

Zodwa Tsabedze.

INCWADZI YEKUVUMA YEMNTFWANA.

Mine _____ (ligama lemntfwana)ngiyacinisa kutsi ngiyayiva lencwadzi ,
nalolucwaningo lolucuketfwe ngulencwadzi . Ngitsandza kunikaciniseko sekutsi vele ngiyavuma
kungenela lolucwaningo.

Ngiyeva nekutsi ngikhululekile kuphuma kulolucwaningo nomangusiphi sikhatsi umasengifuna mine.

Kusayina kwemntfwana

Lusuku

Appendix 10: RESEARCH QUESTIONS:

1.1 What stories do slow learners tell about their schooling experiences in one high school under Mliba zone in the Manzini region in Swaziland?

1.2 What are the dynamics that affect slow learners schooling experiences in these contexts?

1.3 What are the spaces and places of slow learners within the school?

1.4 How do slow learners negotiate the complex and varied spaces of schooling?

2.1 PARTICIPANTS PROFILES:

The five participants which are (Busa, Zamo, Lotha, Pepe& Toto) all are (pseudonyms) were the main sources in this study. Their biographical information will be solicited by asking the following questions;

3.1.1. How old are you?

3.2.2. Which form are you in this year?

3.3.3. Do you stay with both of your parents?

3.4.4. Which other relatives or siblings do you stay with and how related are you to each?

SECTION B

2.1 RESEARCH QUESTION 1

2.1 What are the schooling experiences of slow learners in this context?

2.1.1 Please tell me about three things that you like about this school.

2.1.2 In each case kindly explain the reasons why you think you like to be at the school.

2.1.3 Please tell me about three most things that you don't like about being at

This school.

2.1.4 In each case kindly explain the reasons why you don't like that.

2.1.5 Please explain what you think are learners and teachers perceptions about slow learners in the school?

2.1.6 Please tell me what you think are the reasons why learners and teachers think of all above perceptions about slow learners ?

2.1.7 What are the ways in which you are treated as a SLOW LEARNER in the school?

2.1.8 How do you feel about the ways in which SLOW LEARNERS are treated in the school?

3. SECTION

3.1 Research Question 2

What are the dynamics that affect slow learners in the context of a high school?

3.1.1 In what ways do your family members (Parents and siblings) help to support your schooling as a slow learner?

3.1.2 What are the challenges that your family experience in trying to support your schooling as a slow learner?

3.1.3 In what ways do your peers (friends and classmates) help to support your schooling as a slow learner?

3.1.4 What are the challenges your peers face in trying to support you as a slow learner?

3.1.5 In what ways does your school (principal, teachers, and school governing body) help to support your schooling as a slow learner?

3.1.6 What are the challenges that your school experience in trying to support your schooling as a slow learner?

3.1.7 Please explain any other factors that affect your schooling as a slow learner in the school.

SECTION C

Research Question 4

4.1 How do slow learners navigate the varied and complex spaces of schooling?

4.1.1 Please explain things that you do to ensure that being a slow learner does not prevent you from attending school:

- Things you do at home with relatives
- Things you do with your peers.
- Things you do with/ to your teachers.

4.1.2 Please explain the things you do to ensure that being a slow learner does not affect your social life / relationship in the school.

- Relationship with peers.
- Relationship with teachers.

4.1.3 Please explain the things that you do to ensure that being a slow learner does not affect your academic performance in the school.

- At home with relatives.
- At school with peers.
- At school with teachers.

4.1.4 What help do you think you require in order to support your efforts in ensuring that being a slow learner does not prevent you from attending school?

4.1.5 What help do you think you need in order to support your efforts to ensure that being a slow learner does not affect your social life in the school?

4.1.6 What do you think you need in order to support your effort to ensure that being a slow learner does not affect your academic performance?

5. PHOTO VOICE

I will give the learners disposable cameras to take pictures of things they like from the school and pictures of what they don't like most from the school. This will relate to the focus of the study eg. Can take pictures of places where ill-treatment occur in the school – toilet, classroom, playground etc

5.1 What is happening in this picture?

5.2 Why did you take this picture?

5.3 Tell a story about what happened in that picture etc

Appendix 11: Imibuto

NAME: Tsabedze Zodwa Jane

STUDENT NUMBER: 214 580 471

**SIHLOKO: IMPHILO YEBANTFWANA LABANEBUGKHUNI BEKUFUNDTZA ESIKOLWENI SA
HULUMENDE WAKANGWANE: KUDADISHWA KWESIKOLWA SINYE LESIPHAKEME LESIPHANSI
KWESIGODZI SASE MLIBA, ESIGODZINI SAKA MANZINI**

IMIBUTO

1. Titsini tindzaba letishiwo ngulabanebugkhuni bekufundza, nebugkhuni labahlangana nabo esikolweni.
2. Bugkhuni buni labatsatsa kancane stfundvweni labahlangana nabo?
3. Batsatsa yiphi indzima bantfwana labatsatsa kancane esikolweni?
4. Benta njani bantfwana labatsatsa kancane kuvala tikhala tekwekutsi bakhone kufundza.

SIGABA A

LWATI NGEMFUNDZI

1. Iminyaka
2. Bulili
3. Libanga esikolweni
4. Iminyaka umfundzi labe nayo kulesikolwa
5. Bantfwana bakenu ekhaya bangaki
6. Batali bakho basekhona bonkhe yini

UMBUTO 1

Tindzaba tini bantfwana labatsatsa kancane labaticocako ngemphilo yabo esikolweni, kusinye sikolwa lesiphakeme phansi kwe Mliba esigodzini saka Manzini?

- 1.1 Ngitjele tintfo letisihlanu lotitsandzako ngesikolo sakho.
- 1.2 Ngicela ungiwocele indzatjana lechaza kutsi wentiwa yini kutsi ukursandze loku lokushilo lapha ngenhla.
- 1.3 Shano tintfo letisihlanu letenta ungasitsandzi sikolwa sakho.
- 1.4 Ngicela ungiwocele indzatjala ngalokwenta kutsi ungasitsandzi sikolo sakho.
- 1.5 Yini lokunye longatsandza kutsi ngikwati ngemphilo yakho lapha esikolweni?

UMBUTO 2

Bugkhuni buni bantfwana labatsatsa kancane labahlangabetana nabo esikolweni?

- 2.1 Bugkhuni buni bantfwana labatsatsa kancane bekufundza labahlangabetana nabo

i. ngekuya esikolweni

ii. kwenta umsebenti wesikolwa ekhaya

iii. kuhamba nabaya esikolweni

iv. ekuhlanganyeleni nalabanye bantfwana ngesikhatsi sabo sekuphumula esikolweni

2.2 Bakusita njani bangani bakho lofundza nabo ngemusebenti wakho wesikolwa?

2.2.3 Bulukhuni buni bangani bakho lofundza nabo labahlangana nabo basezama kukwesekela Etifundvweni takho?

2.2.4 Bakusita njani bothishela bakho kanye nathishela lomkhulu ekufundzeni?

2.2.5 Bakusita njani basekhaya kini emsebentini wakho wesikolwa

2.2.6 Ngicela ungichazele lokunye lokwenta ube nebulukhuni ekufundzeni kwakho.

UMBUTO 3

Ayini emalungelo ebantfwana futsi ahlonipheka kanjani esikolweni?

3.1 Tinzaba tini lotatiko lotive batisho ngebantfwana labatsatsa kancane esikolweni?

3.2 Tintfo tini leticatjwangako nalebatitjela ngato bantfu mayelana nebantfu labatsatsa kancane etifundvweni?

3.3 Bayahlonishwa yini nome bayanikwa yini emalungelo bantfu labatsatsa kancane etifundvweni Kulesikolo?

3.4 Batsini labanye bantfwana, ngebantfwana labanebulukhuni ngekufundza?

3.5 Ucabanga kutsi bentiwa yini kucabanga ngalendlela labacabanga ngayo?

UMBUTO 4

Bakhona njani bantfwana kuchubeka bafundze kulobulukhuni labahlangabetana nabo esikolweni?

4.1 Wentani kuze wente ncono etifundvweni takho esikolweni?

4.2 Ubuncoba njani bulukhuni lohlangabetana nabo esikolweni?

4.3 Yini bunguwe bakho lebukwenta ukhone kuncoba tinkinga lohlangabetana nato ekufundzeni kwakho?

4.4 Tintfo tini letisenzaweni yakini nasesikolweni letentela imetamo yakho esikolweni?

4.5 Shano tintfo letisihlanu locabanga kutsi tingentiwa kukusita emetameni yekufundza kwakho.

4.6 Tintfo tini lotentako kucinisekisa kutsi kutsatsa kancane kwakho etifundvweni akuvimbeli ekuchubekeni esikolweni

- i. Lotenta nebangani bakho**
- ii. Lotenta nabothishela bakho**
- iii. Lotenta netihlobo takho**

4.7 Tintfo tini lotentako esikolweni letenta kutsi noma ungulotsatsa kancane kodvwa ukhone kuphila nalabanye bantfu ngekukhululeka, ekugcineni buhlobo bakho nebalingani bakho kanye nabothishela bungulobuhle.

PHOTOVOICE

- 1. Kwentekani kulesitfombe?**
- 2. Usitsetseleni lesitfombe?**
- 3. Ngicela ungitjele ngalokwenteka kulesitfombe.**
- 4. Kukhona yini lokunye lofuna kungitjela kona ngalesitfombe?**

Appendix 12: Turnitin report

Tsabedze Z.

ORIGINALITY REPORT

% 2	% 1	% 1	% 0
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Susie Miles. "The Education for All and inclusive education debate: conflict, contradiction or opportunity?", International Journal of Inclusive Education, 2009 Publication	<% 1
2	Carolyn Gaskell. "'Isolation and Distress'? (Re)thinking the place of emotions in youth research", Children s Geographies, 5/2008 Publication	<% 1
3	Children's Well-Being Indicators and Research, 2014. Publication	<% 1
4	uir.unisa.ac.za Internet Source	<% 1
5	Elias Avramidis. "A Survey into Mainstream Teachers' Attitudes Towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority", Educational Psychology, 6/1/2000 Publication	<% 1
6	www.antiessays.com Internet Source	<% 1

7	www.aisa.or.ke Internet Source	<% 1
8	ir.cut.ac.za Internet Source	<% 1
	www.uk.sagepub.com	<% 1

Appendix 13: Letter from the editor

P.O BOX 87

MANZINI

SWAZILAND

Dear Sir/ Madam

TO WHOM IT MAY CONCERN

This letter serves to confirm that **Tsabedze Zodwa`s Dissertation** entitled “The Geographies of Slow Learners in a Government High School under Mliba Zone in the Manzini Region of Swaziland” and substantial improvements have been made.

I hope it meets your requirements.

Yours Sincerely

N. P. Dlamini

Nosisi P. Dlamini

Cell: 76170446