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EDUCATION**

TEACHER ATTITUDES TOWARDS MANAGING INCLUSIVE CLASSES AT JUNIOR LEVEL IN MZLIKAZI DISTRICT PRIMARY SCHOOLS IN BULAWAYO

BY

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APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University for acceptance a dissertation entitled:

Teacher attitudes towards managing inclusive classes at Junior level in Mzilikazi District primary schools in Bulawayo.

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RELEASE FORM

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SIGNED.....

YEAR DEGREE GRANTED: 2021.

DEDICATION

This piece of work is dedicated to my husband Zvikomborero Kagwida, my beloved daughter Faith Kagwida, my two sons Anesu Phillip Kagwida and Takudzwa Praise Kagwida, my mother Gladys Shambare and all those who helped to make it a success.

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ABSTRACT

This study aimed at investigating teacher attitudes towards managing inclusive classes at Junior level in Mzilikazi District primary schools in Bulawayo. This was triggered by the comments given by teachers during workshops, meetings and gatherings. The researcher used qualitative approach during the study. Data was collected through the use of interviews for classroom practitioners and deputy heads. The sample comprised six classroom practitioners and three deputy heads. The researcher used random sampling technique. The study demonstrated that teachers have negative attitudes towards managing inclusive classes. Some of the factors contributing to teacher attitudes towards managing inclusive classes at Junior level in Mzilikazi District primary schools have been cited as lack of expertise, lack of experience, inadequate resources, large class sizes as well as lack of support from the administrative staff. The study suggests training in Special Needs Education to be compulsory in all teacher training colleges, teachers be give support by the administrative staff in matters concerning inclusive education, learners be enrolled according to numbers stipulated by policy per class and applying for funding from donors, charity organisations, churches, well-wishers and Non-Governmental Organisations by the schools' administrative staff and the government.

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CHAPTER ONE

1.1 Introduction

Inclusive education is now being practised in almost all schools in Zimbabwe. However, some teachers do not understand what they are expected in managing inclusive classes. This research seeks to investigate teacher attitudes towards managing inclusive classes at junior primary school level in Bulawayo Mzilikazi District primary schools. In this chapter, the background of the study, objectives of the study, research questions, and significance of the study, limitations, delimitations, and finally the operational definition of terms will be presented.

1.2 Background of the study

Inclusion is an evolving concept and its implementation in schools is growing throughout Zimbabwe and the world at large. Inclusion evolved from earlier concepts of integration and mainstreaming and was based on the philosophy of normalisation. It is a process in which learners with disabilities are taught in the same class, using the same materials and doing the same activities with their peers without special learning needs. Chitiyo (2006) asserts that the principles of an approach to education that accommodates all children regardless of their physical, social, intellectual, linguistic, emotional or any other conditions formed the foundation of the Salamanca Statement on Principles, Policy and Practice in special needs education. Zimbabwe is a signatory in the Salamanca Statement since it was represented. The Salamanca Statement and the associated framework for action in special needs were endorsed by ninety-two governments and twenty-five non-governmental organisations in the town of Salamanca in Spain in June 1992.

The Salamanca Statement called for inclusion to be the norm and schools to accommodate all learners regardless of ability. It stated that children should attend the nearest schools regardless of the disabilities and conditions they may have. The Salamanca Statement set out a plan to expand and establish inclusive schools worldwide. Chitiyo (2006) supports this idea when he says that all children should learn together wherever possible regardless of any difficulties or differences they may have. He goes on to say that inclusive schools must recognise and respond to different and unique needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricular, organisational arrangements, teaching strategies, resource based and partnerships with the communities. The Salamanca Statement gave birth to inclusive classes where learners with disabilities are now

taught in the same classes with their peers without disabilities, under the guidance and supervision of a regular classroom practitioner.

According to Chireshe (2013), the implementation of inclusive education in Zimbabwe has brought about different attitudes in teachers. However, these attitudes differ from class to class and teacher to teacher. Even though the implementation of inclusive education has gained momentum in past decades, its success is dependent on the views and attitudes of the teachers, since they have the major responsibility of implementing it. The researcher believes that teacher attitudes are critical in managing inclusive classes. The attitudes of teachers contribute greatly to the classroom environment and the environment contributes to a greater extent to the development of learners. Case-Smith and Holland (2009) assert that the environment in the classroom provides the learners with chances of developing social skills and improve developmentally. Therefore, attitudes in managing inclusive classes make it either difficult or easy for learners with special educational needs, hence the failure or success of inclusive learning is greatly influenced by teacher attitudes.

The researcher noticed that many junior school teachers in Mzilikazi District schools in Bulawayo have attitudes towards managing inclusive classes. This was highlighted during workshops, meetings, general conversations and social gatherings with colleagues. Due to this, the researcher developed an interest to investigate and research on these attitudes, so that teachers can be helped to manage inclusive classes without any fears, beliefs, attitudes or stereotypes.

Teachers woke up to find themselves managing inclusive classes without undergoing any training and without any expertise. This was after the Nziramasanga Commission of inquiry (1999) declared that there should be inclusive education. Therefore, teachers were just blank on how to create additional responsibilities, at the same time they were expected to perform their duties as classroom practitioners. According to the Individuals with Disabilities Education Act (IDEA) (2004), the additional roles and requirements go past the field of competence of many regular classroom practitioners. On realising that the introduction of inclusive class management had added more responsibilities and more load on them, most teachers developed attitudes towards the management of inclusive classes.

Since having a disability is not a choice, learners with special educational needs deserve all the necessary support from teachers, the school administration as well as peers. Learners need to be given equal treatment regardless of their differences in ability. All forms of abuse such as

bullying, name calling and segregation should not be tolerated. It is the responsibility of the teacher to create a conducive learning environment that will accommodate learners with disabilities. Cologon (2013) is of the view that it is the belief or attitude of the teacher to make inclusive class a success or a failure. Regular teachers teach but teachers with a positive attitude manages an inclusive class. According to this research, managing involves teaching in the classroom, conducting co-curricular activities as well as creating a conducive for both learners without special educational needs and those with special educational needs.

Prior to the 1970s, most schools in the United States had non inclusive policies and learners with disabilities were not allowed to attend public schools. They believed it is impossible to educate learners with disabilities. The African region also discriminated against learners with disabilities since they believed disability was a curse.

1.3 Statement of the problem

The introduction and adoption of inclusive education has allowed learners with special learning needs to be taught in the same class with their peers without any special learning needs or disabilities. This placed regular teachers in situations where they find themselves amid learners who look up to them for assistance, hence managing inclusive classes. Every disability needs a special way to be dealt with, though some disabilities may not be severe. Challenges faced in managing the inclusive classes resulted in teachers developing attitudes managing inclusive classes. Most regular teachers are not experienced on how to deal with learners with special learning needs. As a result of lack of expertise on the part of teachers, learners with special learning needs come to school and go home without being given special attention to their unique needs. Some teachers view learners with special learning needs as failures and give attention to learners without special educational needs at the expense of those with special educational needs. Therefore, the researcher seeks to investigate teacher attitudes towards managing inclusive classes at junior level in Bulawayo Mzilikazi District primary schools.

1.4 Purpose of the study

The purpose of this study is to investigate teacher attitudes in managing inclusive classes at junior level in Bulawayo Mzilikazi primary schools.

1.5 Objectives of the study

In this study the researcher intended to:

- 1.5.1 Establish the contributing factors to teacher attitudes towards managing inclusive classes in Bulawayo's Mzilikazi District primary schools.
- 1.5.2 Identify the effects of teacher attitudes on the management of inclusive classes and the implementation of inclusive education in Mzilikazi District primary schools.
- 1.5.3 Describe what can be done to deal with teacher attitudes towards managing inclusive classes in Bulawayo Mzilikazi District primary schools.

1.6 Research Questions

- 1.6.1 What are the contributing factors to teacher attitudes towards managing inclusive classes?
- 1.6.2 How do teacher attitudes affect management of inclusive classes and the implementation of inclusive education in Mzilikazi District primary schools?
- 1.6.3 What strategies can be employed to deal with teacher attitudes towards managing inclusive classes at Junior level in Bulawayo Mzilikazi District primary schools.

1.7 Significance of the study

It is anticipated that the findings of this research may enlighten the teachers on the importance of good management of inclusive classes. Teachers' colleges might also benefit from the findings of this research and come up with programmes that are effective in training required by all classroom practitioners to manage inclusive classes. School administrators might also be given that information so that they can organise staff development workshops within their schools, for the benefit of all teachers in the implementation of inclusive education. Forlin (2012) asserts that educating or training special and general classroom practitioners is not only effective in helping them improve their teaching methods but also leads to the development of more positive attitudes towards exceptional children and the concept of inclusion.

Through this study, learners with special educational needs might benefit since they will develop a sense of belonging. Learners without special learning needs also benefit in the sense that they develop tolerance and acceptance of disabled learners. The Ministry and Policy Makers, the school administrators and teachers might benefit. The community will also benefit since their learners with special educational needs will be treated with dignity and their unique educational needs catered for, thereby developing a non-discriminative society.

1.8 Delimitations of the study

The study intends to focus on the teacher attitudes towards managing inclusive classes at junior level in Bulawayo Mzilikazi District primary schools. Junior primary school teachers and deputy heads will be participants in the research. The results of the study will serve as a sample survey of the inclusion of learners with special learning needs in Zimbabwe primary schools. The study seeks to find out if teacher attitudes have an influence on the management of inclusive classes.

1.9 Limitations of the study

The time allocated for the research was very limited for the researcher to go deeper with the research since the researcher was a full time classroom practitioner. The study also targeted the junior level of primary education, therefore, findings left out the Early Childhood Education. Some participants might have fear in losing their jobs and pretended to have positive attitudes towards the research and this produced biased findings.

1.10 Operational definition of terms

1.10.1. Disability

According to the Disability Services Act (1993), disability is a condition which is attributable to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of impairments. Heward and Orlonsky (1992) define disability as reduced function or lack of a particular body part or organ, and it limits the ability to function or perform certain tasks, for example, see, hear, walk, speak in the same way that most non-disabled persons do. Therefore, disability can be defined as any condition that affects the normal functioning of the body in a negative way.

1.10.2. Inclusion

In education, inclusion means the mainstreaming the education of the learners with special learning needs. According to IDEA (2004), inclusion is regarded as an educational approach of children who have special needs and they spend most of their time with their peers who are not disabled. According to Forlin (2012) inclusion is about the learner's right to participate in the school and it is the school's responsibility to accept the child, and a premium is placed upon participation by learners with disabilities and upon respect for their social, civil and educational rights. Therefore, inclusion in the context of this study is when a child with special learning needs is taught in the same class, learning the same content with his or her peers without special learning needs, and his or her unique educational needs are catered for.

1.10.3. Inclusive education

Morrison (2007) define inclusive education as an education set up where all children irrespective of their strengths and weaknesses will be part of the mainstream education. Therefore, inclusive education is where learners with special learning needs are educated in the same class with their non-disabled peers, under the supervision of one regular class teacher who will be catering for the unique learning needs of the disabled learners.

1.10.4. Inclusive class

According to Beach and Reinghart (2009) an inclusive class as a general education classroom in which learners with and without disabilities learn together. An inclusive class can therefore, be viewed as a class in which learners with different learners with different learning abilities learn together under the care of a regular teacher.

1.10.5. Special Needs Education

Thomas and Loxley (2007) define Special Needs Education as specially designed instruction that meets the unique needs of children with disabilities such as learning, physical, emotional, visual, hearing and many other handicaps that inhibit him or her full attention. According to Gargiulo and Kilgo (2011), Special Needs Education refers to education given to those children who are mentally, physically, socially and emotionally challenged in a school setting. Therefore, Special Needs Education can be defined as a special educational type that is designed to cater for learners with different learning styles and different disabilities such as visual or hearing impairment, mental disability, physical disability, giftedness and other

disabilities. In this study, Special Needs Education will be viewed as a special education type with teaching methods designed and offered to learners with disabilities.

1.11. Summary

In this chapter, the researcher highlighted the background of the teacher attitudes towards managing inclusive classes at junior level. The researcher also highlighted the statement of the problem, the purpose of the study, objectives of the study, research questions, delimitations and limitations of the study, and finally the operational definition of terms. The following chapter, which is Chapter two, focused on the review of related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The fact that special needs learners and regular teachers face many challenges in regular classes has influenced this study. The researcher consulted different literature published on the teacher attitudes towards managing inclusive classes. Consultation of different literature assisted the researcher to fully understand the problem since the different authorities come up with different perspectives on the issue. This enlightened the researcher and helped her gain more knowledge into the study and find out new possible solutions that might assist eradicate the problem affecting the teacher attitudes towards managing inclusive classes. The researcher used sub topics as guidelines in literature review, which are historical background of inclusive education, importance of inclusion, factors contributing to teacher attitudes towards managing inclusive classes and effects of teacher attitudes towards inclusion.

2.1 Historical Background of Inclusive Education

An inclusive classroom is built on the conception that being on a non-segregated classroom will better prepare special needs learners for later life. Prior to the 1970s, most schools in the United States had non-inclusive policies. Learners with disabilities were often not permitted to attend public schools as it was believed that they are unable to be educated. It was believed that the presence of learners with disabilities in normal classes would be a burden and a nuisance to regular learners. It remained like that in the United States until 1973 when inclusion began with the Rehabilitation Act of 1973 which guaranteed civil rights to disabled people and required accommodations for disabled learners in schools.

The 1975 Education for All Handicapped Children Act (EAHCA), and its 1986 and 1992 amendments guaranteed educational rights from any institution receiving funding, and encouraged states to develop programmes for individuals with disabilities. In 1997 the EAHCA was revised as the Individuals with Disabilities Act (IDEA) and made it mandatory for all schools to develop and provide a free and appropriate public education for all learners in the least restrictive environment possible. This included the use of Individual Education Plan (IEP) for all special education learners. These requirements marked the beginning of full inclusion.

There is no specific legislation for inclusive education in Zimbabwe. However, a number of government policy issues are consistent with the intent of inclusive education. The \UNESCO Convention against discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from, or limitation to educational opportunities on the basis of socially ascribed or perceived differences such as by sex, ethnic or social origin, language, religion, nationality, economic condition or ability. According to the Education Management Information Systems (2004), about 90% of the total school going age population attend school in Zimbabwe. Of the 90% learners 14 115 have mental retardation, 50 000 with learning disabilities, 1 634 with hearing impairment and 2 635 with blindness or visual impairment attend school in Zimbabwe in 2004 (Mpofu, Mutepfa, Chireshe and Kasayira in Press). Zimbabwe has large number of learners with disabilities who attend school.

The 1994 Salamanca Statement which was signed by 92 countries expanded the concept of inclusion from focusing only on learners with special needs to learners from all backgrounds under the theme “All children should learn together, wherever possible, regardless of any differences or difficulties they may have. Inclusive schools must recognise and respond to diverse needs of their learners (http://www.unesco.org/education/pdf/SALAMA_E:PDF).

2.2. Importance of Inclusion

It is very important to include learners from all backgrounds in all learning programmes without considering their learning differences. This will help learners to embrace each other and understand that every individual has unique abilities. Inclusion instils a sense of worth and boosts self-esteem or confidence. It also magnifies the dormant ability skills that may not be recognised in learners. Patton (2011) supports this when he asserts that inclusion fosters cooperation, acceptance and empathy among learners. The duty of teachers is to respond to learners’ diverse needs, employ appropriate and suitable methods that help in assessing the special needs of learners during the learning process.

More focus on special needs practices has been put by current laws that govern inclusion practices. For example, the Convention on the Rights of Persons with Disabilities (2006) states that it is the right of every person with a disability to fully be involved in an inclusive, quality education on an equal basis with people who are not disabled. According to Purdue, Gordon-

Burns, Gunn, Madden and Surtess (2009), inclusive education involves, families and adults' rights to fully take part in environments where diversity is taken to be the case, welcomed and viewed as a benefit not a challenge. Inclusion puts more emphasis in the learners with disabilities' participation as complete members of their families, communities and the society (Diamond and Hong 2010).

Inclusion plays a very important role in increasing awareness of disability which promotes a sense of equality and teamwork and support for learners with special learning needs. Inclusion also helps in the development of social skills as the learners without disabilities work together with their disabled peers, which in turn assist them in personal development. This is supported by Theodorou and Nind (2010) when they say that higher levels of interaction are encouraged in inclusive settings rather than segregated settings. Research by Finke, McNaughton and Drager (2009) proves that special needs education implemented in a genuine way enables learners to form relationships they may not have encountered in their lives. It is therefore, very important that teachers in inclusion employ a variety of learning methods that include auditory, visual and kinaesthetic in designing curriculum content so that learning benefits all learners including those with special learning needs. Learners with special learning needs will benefit extensively in education if diversified teaching strategies are employed. This means that the curriculum content should be appropriate for learners with various learning needs.

The competence based curriculum aims at helping learners acquire life skills, so does inclusion in the sense that it equips individuals with the required skills for survival. Inclusion calls for learners with disabilities to be involved in different sporting activities and this develops an enriched learning environment as learners will not feel discriminated since they will be working as a group with others.

2.3 Factors contributing to teacher attitudes towards managing inclusive classes

2.3.1 Socio-cultural beliefs

Zimbabwe is among African countries with different cultures and beliefs. Research has shown that most Africans still believe in superstition where disability was regarded as a curse. Abosi (2007) asserts that the will to do away with anything that has to do with evil has an effect on the attitudes of teachers towards associating with disabilities, the reason being that witchcraft and evil are highly associated with disability. The above statement proves that the negative attitudes towards people with disabilities are just beliefs that emanate from lack of understanding disabilities and how they affect functioning. Abosi (2007) supports this when he says that the most consistent feature in the treatment of people with disabilities in most societies is the fact that they are considered as deviants rather than inmates by the society.

Some teachers still have strong beliefs on myths and are in the era of superstition and extermination, hence the belief that disability is caused by witchcraft. Al-Khatteeb (2004) observed that in some Zimbabwean communities a disabled child is a sign of a curse to the family where the child belongs to. Such children with disabilities would be regarded as a shame to the family and as a result they are rejected by their own families and the society at large. The rejection is extended from family to the community and to the school. It is believed that learners with disabilities should not mix with other learners without disabilities. Therefore, living conditions of learners with disabilities are determined by many circumstances, not to mention the attitudes of people around them. Abosi (2002) asserts that history shows that lack of knowledge, negligence, superstitious beliefs and fear are social factors that have fuelled isolation of people living with disabilities.

In Africa people living with disabilities are considered to be incapacitated and hopeless (Desta 2005). The knowledge and values shared by the African society, combined with their beliefs have not made matters easier. Abosi and Ozogi (1985) discovered from their study that Africans in general ascribe causes of disabilities to witchery and supernatural forces.

2.3.2 Class size

Another factor that highly contributes to teacher attitudes towards managing inclusive classes is the size of the class. Agran, Alper and Wehmeyer (2002) view the large number of learners in the class as an obstruction to the successful execution of inclusive education. Additional demands and pressure exert on the teacher when classes are large, resulting in the teacher failing to give learners the maximum attention they deserve. Most regular teachers in Zimbabwe nowadays are affected by over enrolment. According to the Director's Circular Number 12 of 2005, teacher-learner ratio of junior level classrooms should be one teacher to

forty learners (1:40). This teacher-learner ratio is however, not being implemented, as most teachers would be having an average of fifty to fifty-five learners in one class. It becomes very difficult for teachers to manage such large class sizes if there are learners with disabilities among the learners. The larger the class, the more the labour and even more in an inclusive class. Therefore, educators develop negative attitudes towards managing inclusive classes at junior level.

The large classes do not permit teachers extra time to manage learners with disabilities. Cornoldi, Terreni, Scruggs and Mastropieri (1998) assert that consistence in terms of class size has allowed most educators to be more supportive of inclusion. Thus, smaller class size may enable teachers enough time to attend to each learner and his unique learning needs, hence the generation of positive attitudes towards inclusion. Agbenyega and Deku (2011) support this when they say that experience in managing inclusive classes that are smaller and manageable affect implementation of inclusion positively. However, classes that are considered to be small in Zimbabwe differ from those that are found in developed countries.

2.3.3. Inadequate training in Special Needs Education

Previous researchers have shown that inclusion in Zimbabwe was just adopted and policy implementers were expected to implement it. This posed a challenge to most educators since most were not trained to undertake special needs as well as manage inclusive classes. According to Heiman (2001), researchers observed that classroom practitioners may defy inclusive practices due to inadequate training. It is not by choice to manage an inclusive class but one finds himself or herself in that situation. This then results in uneasiness on the teacher. Schumm and Vaughn (1991) assert that lack of training in relation to inclusive education results in lowered confidence in the teacher while planning for inclusive education programmes.

Limited understanding by the teacher may put more anxiety and fear of the learners' individual differences (Sze 2009). Moreover, attitudes that are negative have been studied by many scholars who affirm that such negative attitudes result from lack of knowledge on how to handle and cater for learners with special learning needs. It has been noted that inadequate knowledge towards different disabilities and how they can be handled cause educators to have different attitudes towards implementing inclusion. Scruggs and Mastropieri (1996) view educators' reluctance in including learners with learning needs as a result of lack of knowledge in special needs education and failure to handle their special needs, together with failure to adhere to curriculum methods to bring about outcomes in learning.

Van Reusen, Shoho and Barker (2001) are of the view that teachers who are inadequately trained in the inclusion of learners with special learning needs may show attitudes that are negative towards the inclusion programmes, while adequate training on teachers usually yield positive attitudes in teachers towards inclusion (Powers 2002). Agbenyega and Deku (2011) concluded that teachers who have been adequately trained in special needs education are usually confident enough to include learners with disabilities in their classes and appear to have more positive attitudes towards inclusive education in general. This therefore, shows that adequate training of teachers in Special Needs Education appears to increase teachers' understanding of inclusion, thereby improving the teachers' attitudes towards inclusion and the general management of inclusive classes.

2.3.4. Type, nature and severity of the disability

Teacher attitudes towards managing inclusive classes can be affected by the disability's nature and type as suggested by Ryan (2009). The nature and severity of the disabilities and the stress that would be exerted on the teachers highly affect their views towards the inclusion of learners with disabilities in the mainstream. According to Lopes, Monteiro and Sil (2004), learners with special educational needs pose serious challenges to educators as they are difficult to control, need a lot of time and are frustrating since they require individualised attention. Learners with disabilities may be considered as a burden on teachers and in the classroom who may disturb the smooth flow of the learning process.

Teachers prefer to have learners with mild cases in the mainstream, whom they can be able to handle and manage with the little knowledge that they may have. If the disability is severe, it requires more expertise, which most teachers do not have. Behaviour disorders are not preferred by teachers as they are considered to be disruptive to learning. Some learners may disturb the progress of the lessons through displeasing behaviours which they may display. Thus, many teachers prefer learners with physical disabilities to those with mental disabilities.

2.3.5. Teacher's age, Teaching experience and Teacher's Professional qualifications

The age of the teacher, working experience and professional qualifications contribute to teacher attitudes towards managing an inclusive class. According to Kuyini and Desai (2007), quite a number of studies have examined if there is any relationship between the age of the practitioner and the qualifications they possess pertaining their attitudes towards inclusive education. This means that attitudes of teachers towards managing inclusive classes is highly dependent on how old the teacher is, for how long has the teacher been working in inclusion and whether the teacher has trained in Special Needs Education. Makinen (2013) is of the view that teachers who have a longer period managing inclusive classes possess more positive attitudes towards inclusion as compare to their less experienced colleagues. Agbenyega and Deku (2011) observed that older and more experienced teachers appear to foster positive attitudes than younger teachers. This implies that the older the teacher and the more experience with learners with disabilities the more accepting one becomes in managing inclusive classes, hence the positive attitudes. However, it has been observed that some older teachers still face challenges in managing inclusive classes and this stems negative attitudes towards inclusion.

Knight (1999) asserts that professionally qualified teachers who are experienced possess higher levels of accepting special needs education practices. In support to this assertion, Whiting and Young (1995) are of the view that more experienced teachers are comfortable with inclusive practices. Heiman (2011) concurs that a teacher's competences influences their attitudes towards inclusive education. Therefore, inclusion implementation is successfully run by those with knowledge on how to, otherwise those with limited knowledge may not be able to implement properly.

2.3.6. Lack of resources and support from the school administrative staff

Several studies have shown that support from the administrative staff determines teacher attitudes towards inclusive practices. Idol (2006) postulates that the teacher feels supported if the administrators of the institution create a conducive learning environment for the teaching and learning processes to take place smoothly. In support to this, Hammond and Ingalls (2003) say that teachers believe that the support from the administrative staff is critically imperative in order for them to implement inclusion successfully. Therefore, the support from the administrative staff plays an important role in determining the attitudes of teachers towards managing inclusive classes.

It has been observed that school administrators are more concerned about higher pass rates from class teachers at the end of the term or year forgetting the fact that not all learners are taught to excel, but some are taught to enable them to survive in the society. Therefore, the class teacher will be demoralised by having learners with learning difficulties in their classes as this affects the pass rate. Thus, challenges in managing inclusive increase because teachers are forced to teach lots of stuff in order to meet the quality requirements in the education system and these challenges result in teachers developing negative attitudes towards managing inclusive classes.

Assistive devices such as the braille and hearing aides are required by learners with special educational needs for the process of learning to take place effectively. However, most schools prioritise supplying textbooks and furniture for learners without special needs, regarding the welfare of learners with special needs as a waste of time and resources. Most school administrators show no zeal to provide learners with physical disabilities with the necessary requirements such as the ramps and rails around the school. Some classrooms need to be revamped so as to cater for challenged learners in every possible way. According to Ogelman and Secer (2012), restructuring of the physical environment and the provision of adequate and appropriate equipment and materials for learners with disabilities are important in the development of positive teacher attitudes. Thus, it is sometimes difficult and frustrating to manage an inclusive class that lacks assistive devices and hence generates negative attitudes.

Teachers need maximum support from the administrative staff. Decula, Tramontano and Kett (2013) support this when they say that mainstream teachers have a greater tolerance of learners with special educational needs in the classroom, hence ability to manage an inclusive class if head-teachers are supportive. This shows that teacher support from the administrative staff is very important in the implementation of inclusive education. Antony (2011) is also in agreement to this when he says that positive attitudes about inclusion of learners with disabilities into the mainstream classes often depend on the provision of adequate support services from the head-teachers. Therefore, with the support from the administrators, teachers may develop positive attitudes and try to accommodate learners with special educational needs in the regular classroom without judging them.

Guzman (1994) asserts that in order to implement inclusion successfully, principals should offer ongoing support and professional development opportunities and provide specific skills and knowledge through in-service training to their staff. This is a way of offering support to teachers and it helps develop positive attitudes in teachers towards managing inclusive classes. Even those teachers who have negative attitudes towards inclusion may change their attitudes towards inclusion if the administrative staff is supportive.

2.4. Effects of teacher attitudes towards learners with disabilities

Teacher attitudes play a pivotal role in the learning process. In inclusive education, the attitudes of teachers may affect their teaching, which in turn affects the learning process. Salem (2013) suggests that the positive attitudes towards the inclusion of learners with disabilities in the mainstream is one of the requirements of inclusive education. It is not only the teacher attitudes that are important in the implementation of inclusive education, but also the society's positive reaction towards inclusion is essential in achieving the desired success which is the aim of inclusive education. Salem (2013) also emphasises that the teacher is the most influential person in the process of education. Campbell, Gilmore and Cuskelly (2003) assert that teachers with more positive views about inclusion are more confident in their abilities and commitment to accommodate learners with disabilities in inclusive settings, as evidenced by their willingness to adapt classroom materials and related procedure and as a result, implementation of inclusion becomes a success. This implies that life becomes easier for both teachers and learners with disabilities if there are positive attitudes towards managing inclusive classes.

According to Gal, Shreur and Engel-Yeger (2012), negative attitudes towards managing inclusive classes can result in dwindling academic performance and escalate the separation of learners with learning disabilities, thereby disrupting the successful implementation of inclusive education. Therefore, negative attitudes develop division among learners and gives room for learners with disabilities to be discriminated by their fellow learners and the society at large. Negative attitudes also result in the self-fulfilling prophecy where a learner will view and consider self as a failure and will not develop the zeal to work harder in order to achieve better results in life.

This study strived to close the gap that no research has been conducted in the local community on teacher attitudes towards managing inclusive classes at junior level in primary schools. The attitudes researched focused on Early Childhood Education, secondary schools and colleges. This study dwelt on junior primary level.

2.5. Summary

Related literature on teacher attitudes towards inclusive education was reviewed in this chapter. The researcher gave historical background on inclusion and reviewed related literature on the importance of inclusion. This chapter also focused on the factors contributing to teacher attitudes towards managing inclusive classes such as the socio-cultural beliefs, class size, inadequate training in Special Needs Education, type and nature of disability, teacher's age, teaching experience and professional qualifications as well as lack of resources and support from the school administrative staff. The chapter also looked at the effects of teacher attitudes in successful implementation of inclusion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter inquired to outline the research methodology used to research on teacher attitudes towards managing inclusive classes at junior level in Bulawayo Mzilikazi District primary schools. It dwelt on the research approach to be employed, that is, the research design, the population and sampling procedures and the research instruments for the collection of data. This chapter also focused on data collection procedures, ethical considerations and then the whole chapter will be summarised.

3.1. Research design

According to Maylor and Blackman (1993), a research design is planning the actual visualisation of the problem associated with the whole problem. Chiromo (2006) defines research designs as methods of research that will be used to carry out a study. On the other hand, Best and Cohen (1993) define a research design as a master plan that specifies the methods and procedures for data collection and analysis of the needed information. The researcher used qualitative design. The researcher chose qualitative design so as to obtain desired information from junior primary school teachers in Mzilikazi District.

Qualitative research is defined by Patton (2002) as a market research method that focuses on obtaining data through open ended and conversational communication. It allows for in-depth and further probing and questioning of responses, where the interviewer also tries to understand their motivation and feelings. Cresswell (2009) posits that qualitative research examines the patterns of meaning which emerge from the data and these are often presented in participants' own words. This can help derive conclusions. Qualitative research methods are designed in a manner that helps reveal the behaviour and perception of a target audience with reference to a particular topic.

The researcher chose to use qualitative research design since there is an overlap of data analysis and interpretation to reach a conclusion, as suggested by Flick (2007). Denscombe (2010) advocates that the principles used for qualitative data analysis will result in more efficient outcomes. He goes on to say that the first principle is to compact extensive and diverse raw data into a succinct structure by organising oral and write the data into charts and tables. This provides the researcher with the opportunity to identify, compare and determine the data upon

which to focus on. Qualitative research design allows the researcher to make relationship between the research objectives and the summary. This, therefore, means that qualitative research helps in guiding the researcher not to divert from the objectives of the research.

3.2. Population

Chiromo (2006) defines population as a group of individuals that share one or more characteristics that are of interest to the researcher. According to Tuckman (2000), a population is that group that the researcher is interested in, to gain information and draw conclusions. On the other hand, Mucheregwa (2005) refers to population as the totality of items or things under consideration. Therefore, population in research refers to a group of people who are under study by the researcher. In this study, the researcher's population were the forty-two teachers from six primary schools in Magwegwe cluster in Bulawayo's Mzilikazi District.

3.3. Sample

According to Cohen (1993), a sample is a part of a large population that is selected to represent that population. Nisbert and Entwistle (2000) describe a sample as what is drawn from the population so that it has the same characteristics as the population. Mucheregwa (2005) posits that a sample is a subset of the population under investigation and that sampling is the process of choosing or extracting a proportion of the population for the purpose of conducting a research.

The use of a sample is cost effective and enables the researcher to get the desired information. When carrying out a research, the use of a sample saves time since in most cases the population will be geographically scattered. The researcher focused on the fraction of the target population. The researcher used random sampling procedure to sample six teachers from three primary schools in Magwegwe cluster in Bulawayo Metropolitan Province Mzilikazi District. The researcher made sure that the schools are equally represented.

The researcher used random sampling on sampling procedure. According to Creswell (2008), random sampling is a kind of sampling in which each member of the population has a known non zero probability of ultimately constituting a sample. Frankel and Wallen (2006) describe simple random sampling as a way of selecting elements from the population such that each and

every element has an equal independent chance of being selected. Therefore, for every pair of elements X and Y, the chances of X being selected are equal to those of Y being selected as well, and the selection of X is not affected by Y's probability of selection. This method of random sampling involves selection at random from a list of the population to use and fair in choosing a sample from a population since all members will be given an equal opportunity to be selected. The technique is also not labour intensive and not time consuming.

Although simple random selection may be considered to be the best, it has its own shortcomings. It needs a list of all members of the population under study. The list may not be completely available especially when focusing on a large population. Some of the items selected from the population may be difficult to reach.

3.4. Data Collecting Instruments

Data collection instruments are defined by Chiromo (2006) as instruments that are used for collecting data from the chosen participants. The researcher will use different data collecting instruments to collect data from the chosen participants. The tools to be used are interviews and they are discussed below.

3.4.1. The Interview

An interview can be used as a substitute or a supplement to a questionnaire in data collection. Best and Kahn (1993) assert that the interview can be seen as an oral questionnaire or a process of directly interacting, with a subject with the purpose of extracting research data. De Vas (2003) is of the same opinion when he says that an interview is a conversation held face to face between the researcher and the participant with the aim of gathering research data. An interview comprises an interview guide which has a set of questions asked to participants and the given answers are analysed and recorded. Therefore, instead of responding in writing the respondents answer questions or give the required information face to face through a conversation.

The researcher chose to use semi-structured interview. This type of interview is open and gives an allowance for new ideas to be brought up during an interview as a result of how the interviewee responds to some questions. De Vas (2003) asserts that in a semi-structured interview the interviewer generally has a framework of themes to be examined. It is very important for the interviewer to have a guide or an outline that will help the interview to follow

a designed and planned course. This helps the interviewer to stick to the main purpose of the interview.

The researcher used the interview in this study because the interview seems to be more effective in areas where motivation is indicated through actions, attitudes and feelings. Unlike any other means, the interview produces responses that are more genuine and sincere. If the researcher is well experienced, asking the right questions can help him/her collect meaningful data. Hendricks (2006) concurs that interviews are a useful way of obtaining large amounts of data and the one being interviewed gives first-hand information about the problem being discussed. Interviews give room for clarification of issues and probe further.

Although using interview as a tool for collecting data can be effective, it has its own disadvantages. Interviews are time consuming, and can be difficult to employ successfully since they can be easily influenced by personal attributes. Best and Kahn (2003) assert that because of the objectivity, sensitivity and insight of the interviewer that are crucial, the procedure of using an interview requires a level of expertise not likely to be possessed by researchers who are inexperienced. Therefore, this leaves a risk of subjects disowning their contributions at a later stage. Interviews have exorbitant financial costs as supported by Chiromo (2006) when he says that interviews are quite costly and often difficult to arrange. In some cases, the interviewer may get carried away during the interview and end up asking questions that do not bring about the required data, and this produces biased findings.

3.5. Data Collection

The researcher acquired the letter with the research ethical policy to Bulawayo Metropolitan Province from Midlands State University. The researcher then had to access a letter of permission from Midland State University to the Ministry of Primary and Secondary Education. Appointments with school administrators were sought by the researcher to seek permission to conduct research in their schools. After obtaining permission from all the authorities concerned, the researcher visited schools and collected all the relevant data needed to carry out the research.

3.6. Data Analysis

Analysing data is an important stage in research process. There is need to understand what data analysis is, before making any preparations for data analysis. Bouma and Lin (2005) describe data analysis as the process of looking at and summarising data with the intent to extract useful information and develop conclusions. Neuman (2007) defines data analysis as a body of methods that help to describe facts, detect patterns, develop explanations and test hypotheses. Therefore, data analysis can be described as a process of arranging thoughts in a way that is understood by those whom it is intended to benefit.

The researcher used thematic data analysis which is used in qualitative design. Qualitative data is generally measured non-numerically although it is often placed in categories which follow an appropriate order. Data can be used to support or contradict predictions and explanations, according to Neuman (2007). The researcher chose this type of analysis because the data will be contextualised for the understanding of those reading the research. Knowledge is subjective and no group values are wrong. Qualitative approach usually gives richer results and more realistic information.

Boyatzis (1998) asserts that thematic analysis is widely used as it describes data in rich detail, and goes further to interpret various aspects of the research topic. Qualitative data analysis uses interviews, and interviews allow for data generated to be immediately cross checked for authenticity. This helps the researcher to come up with more realistic results. Since interviews can be done verbally, this allows for participation of the young, aged and illiterate. Komori (2009) advocates that thematic analysis can be used to systematically gain knowledge about a group, situation and an organisation or a culture. Therefore, the researcher thought qualitative

data analysis would be best for this research since it does not limit participants' participation and gives instant feedback. Data will be collected and presented in tables as well as in percentages. Chiromo (2006) says that there should be a relationship between the description and tables or figures and they should be clear when analysing data. Therefore, to show authenticity of collected data, the researcher used different data sources.

3.7. Ethical considerations

When conducting research, it is very important to be aware of the ethical considerations so that the researcher does not interfere with the feelings of the participants. Chiromo (2006) describes research ethics as the principles of right and wrong that govern the researcher's operations during the research process. According to Shastri (2008), ethics are a branch of philosophy related to rightness or wrongness of certain actions and goodness or badness of the motives and ends of such actions. Therefore, ethics are the correct rules of conduct necessary when carrying out research. These provide guidelines for the responsible conduct of educational research. Ethics are the norms and standards for the conduct of research which help to determine the difference between acceptable and unacceptable behaviour.

Ethical considerations are important because they prevent the falsification of data, and they encourage an environment of trust and mutual respect among researchers by acknowledging other researchers' work. In this study the researcher adhered to the following ethical considerations during data collection and presentation.

3.7.1. Voluntary participation

Voluntary participation means that participants in this research will choose to participate at their own will, without being forced. The researcher did not force anyone to participate in the research.

3.7.2. Informed consent

The research participants were fully made aware of the procedures and risks that they may be involved in during research. Participants were to give their consent or agreement to participate after procedures and risks are explained to them.

3.7.3. Confidentiality

This is when participants are given the assurance that the data shared between participants and the researcher will not be shared or disclosed to anyone who is not directly involved in the study. With the assurance of confidentiality, the participants must feel free to disclose sensitive information and must be updated on their data and what the data will be used for.

3.7.4. Respect for anonymity

According to Tuckman (2000), it is an ethical consideration which requires that the names or identities of the participants in the study should not be disclosed. This means that information shall be gathered by the researcher from participants without attaching their names to the data collection forms, as suggested by Frankel and Walled (2006). Therefore, the researcher attached codes such as letters, numbers or colours to identify the research participants, for example, teacher 2 of school A or teacher B of school green

3.8. Summary

This chapter looked into the components of the research methodology and these are the research design, which is qualitative design with target population, sampling techniques and procedures, data collection instruments which are interview and questionnaires. The tools mentioned above were used to collect information on teacher attitudes towards managing inclusive classes at Junior level in Bulawayo Mzilikazi District primary schools. Also data collection procedure, data analysis plan were discussed in this chapter, as well as the ethical considerations to be observed in carrying out the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter focused on the presentation of data that was collected from respondents by the use of interviews. It also focused on presenting, analysing and interpreting data. This study's chief goal was on teacher attitudes towards managing inclusive classes in Bulawayo Mzilikazi District primary schools. Themes were used to categorise findings of this study, and these are: factors contributing to teacher attitudes towards managing inclusive classes, the effects of the teacher attitudes in management and implementation of inclusion, as well as the methods that can be used to deal with teacher attitudes towards managing inclusive classes at junior primary level in Bulawayo's Mzilikazi District primary schools. Findings will be discussed in relation to the literature review in chapter two. Lastly, the whole chapter will be summarised.

4.2. Demographic Information

The demographic information for the participants was compiled by the researcher. The data comprises age, professional qualifications as well as working experience.

4.2.1. Response Rate

Table 4.1 showing response rate

Targeted	Reached	Response %
9	8	89%

The researcher targeted nine participants comprising three deputy heads and six junior classroom practitioners from three primary schools in Magwegwe cluster through data collection using interviews. Of the nine targeted participants the researcher managed to reach eight of them, giving the response rate of 89%. The high rate of response enables the researcher to believe in the reliability of the findings. Cresswell 2009) posits that the closer the response to 100%, the more reliable and authentic the research is. The age ranges of the respondents are presented on table 4.2 below.

4.2.2 Ages of Respondents

Table 4.2: Ages respondents

Age of participants in years	Frequency	Percentage
25 -30	1	12.5%
31 -40	2	25%
41 -50	3	37.5%
Above 50	2	25%
Total	8	100%

From the data presented by the table above, one participant was between 25 and 30 years and this constitutes 12.5% of the population. Two participants were between 31 and 40 years and this makes 25%, three participants between 41 and 50 years constituting 37.5% and the remaining 25% was made of two participants who were above 50 years. The researcher further grouped the respondents according to their professional qualifications as tabulated below.

4.2.3. Professional Qualifications of Respondents

The professional qualifications of the respondents are presented on the table below. These are Certificate in Education, Diploma in Education, Bachelor's Degree in Education and a Special Needs Education qualification. The information on the qualifications was needed by the researcher so as to assist the researcher to know the amount of knowledge possessed in regards to teaching Special Needs Education. This had an influence on the study results.

Table 4.3: Qualifications of Respondents

Professional Qualification	Frequency	Percentage
Certificate in Education	1	12.5%
Diploma in Education	4	50%
Bachelor's Degree	2	25%
Special Needs Education	1	12.5%
Total	8	100%

The table above shows that 12.5% of the respondents are holders of Certificate in Education, 50% possess Diploma in education, 25% are holders of Bachelor's Degree in Primary Education while 12.5% have Special Needs Education qualifications. From the information collected above, it clearly reflects that all the respondents are knowledgeable in teaching and some of them trained in special Needs Education, which equips teachers with skills to cater for inclusion.

4.2.4. Teaching experience of Respondents

The teaching experience of the respondents is presented on the table below. This information reflects the period of respondents in the teaching profession. Experience is highly influential on how one would manage an inclusive class. This information is important as it contributed to the results of the study.

Table 4.4: Working experience of Respondents

Working Experience	Frequency	Percentage
0 – 5 years	1	12.5%
6 – 10 years	2	25%
11 – 20 years	3	37.5%
20 years and above	2	25%
Total	8	100%

The above table shows that respondents with teaching experience below 5 years constitute 12.5%, those between 6 and 10 years teaching experience make 25%, those between 11 and 20 years constitute 37.5% while the remaining 25% comprises teachers with more than 20 years teaching experience. This brings the total percentage of respondents to 100%. The aim of the above information was to discover more about age, professional qualifications and working experience of the respondents.

4.3. Discussion

4.3.1. Theme 1: Factors contributing to teacher attitudes

In this study, respondents emphasised quite a number of factors that they felt contribute to teacher attitudes towards managing inclusive classes. Below are the lists and explanations of the factors.

4.3.1.1: Lack of expertise

Some respondents insinuated lack of expertise as one of the chief factors contributing to teacher attitudes towards managing inclusive classes. This indicated that the negative attitudes of teachers towards managing inclusive classes emanated from lack of training on Special Needs Education and adequate knowledge and skills on handling learners with disabilities. Inclusion

of learners with disabilities in the mainstream is to be implemented in schools regardless of teacher expertise. As a result of this, teachers face difficulties in meeting the needs of learners with special learning styles and how to handle them. Teachers fail to ascertain particular requirements by some learners that will enable them to learn and fit into the mainstream. One teacher commented by saying:

“It is really difficult to understand the challenges of learners especially those with mild disabilities if one is not trained and does not have the expertise in Special Needs Education. I am trained yes but I am blank when it comes to dealing with disabled learners”.

In literature review, Van Reusen et al (2001) share the same sentiments when they say that teachers who have not undertaken training regarding the inclusion of learners with disabilities may exhibit negative attitudes towards such inclusion. On the other hand, increased training results in more positive attitudes towards the inclusion of learners with disabilities (Powers, 2002).

4.3.1.2. Inadequate resources

Lack of adequate resources is one of the factors contributing to teacher attitudes towards managing inclusive classes, according to the data collected. Participants echoed that inclusion came as an instruction that was to be followed regardless the availability of adequate resources in schools or not. Teachers highlighted on resources such as the braille, hearing aids, rails and ramps. These would assist teachers highly in inclusive education implementation. One respondent was quoted saying:

“In my class I have a learner who is hard of hearing and this learner needs hearing aids, which are not available. This is very difficult because I end up repeating myself many times and shouting on top of my voice to have the learner get what I will be saying. This is time wasting and boring to other learners. Providing such a learner with hearing aids makes life easier for the learner, for me and the rest of the class”.

Findings in this study reflected that lack of adequate resources has a negative effect on the implementation of inclusion. Therefore, negative teacher attitudes emanated from the failure to provide adequate resources that would help teachers implement inclusion with less difficulties. This is supported by Ogelman and Secer (2012) in literature review who posit that

restructuring the physical environment and providing adequate and appropriate equipment and materials are key in the development of positive teacher attitudes

4.3.1.3. Large class size

Some respondents in this study raised the issue of large class size as contributing to teacher attitudes in managing inclusive classes. The current teacher-learner ratio in Zimbabwe is high. In the schools where this study was conducted, all the classes from Grade 3 to Grade 7 have at least fifty learners per class. This is evident that teachers are overloaded. One respondent said:

“Honestly how can I be expected to cater for individual differences when I have more than fifty learners in my class. Many as they are, can you imagine some of them having disabilities that need special attention. That is next to impossible to attend to learners individually and implement inclusion becomes a burden that is too heavy to carry.

Agbenyega and Deku (2011) in literature review advocate that experience in managing inclusive classes that are smaller and manageable affect the implementation of inclusion positively. Experience in working with disabled learners and small class sizes have positive effects on attitudes of teachers towards inclusion. Therefore, it is evident that class sizes should be manageable, for the implementation of inclusion to be successful.

4.3.1.4. Lack of experience

Another factor that contributes to teacher attitudes towards managing inclusive classes, according to data collected using interviews, is lack of experience in handling learners with special learning needs. Some respondents indicated that more years in teaching an inclusive class gives one an opportunity to gain experience on how to deal with learners with special learning needs. Regarding this point, one respondent was quoted as saying:

“I assume anyone with anyone with experience can manage an inclusive class and handle learners with disabilities without challenges, since these learners need a person who is used to cater for them”.

These findings are in agreement with Whiting and Young (1995) in literature review who posit that more experienced teachers face less challenges in inclusive classes. This makes the old saying that ‘Experience is the best teacher’ true. The more time one spends doing the same duties or activities the more experienced they become. Therefore, the more time a teacher spends with learners with disabilities, the more one understands how to deal with them.

4.3.1.5. Lack of support from administrative staff

One other contributing factor to teacher attitudes towards managing inclusive classes, as reflected by the results obtained in this study, is lack of support from administrative staff. Some respondents put the blame on the administration of the school, which comprises the head, the deputy and the Teacher in Charge. On this note, one deputy head was quoted as saying:

“We rarely organise staff development and training sessions regarding Special Needs Education. These teachers are all holders of professional qualifications and they must be able to manage inclusive classes. In as much as inclusion may be difficult to implement, policy is policy and it has to be implemented”.

The above statement from one of the deputy heads is a true reflection of the attitudes of the administrative staff towards offering support to teachers regarding inclusion. The administrative staff do not offer full support to teachers in matters regarding inclusive education. One classroom said:

“The burden of implementing inclusion becomes too heavy when there is no support from the schools’ administration, but with support from school leaders, the burden of implementing inclusion becomes light and inclusion would be successful.”.

The findings from the interviews agree with views of Tramontano and Kett (2013) in literature review who agree that mainstream teachers have a greater tolerance of learners with special educational needs in the classroom, hence their ability to manage an inclusive class if head-teachers are supportive.

4.3.2. Theme 2: Effects of teacher attitudes towards management of inclusive classes and the implementation of inclusion.

Data collected indicated that inclusive education is positively affected by positive attitudes, as positive attitudes enable success and continuity to inclusive education. With positive attitudes, no learner will lag behind regardless of their condition. Inclusive education strives to build self-esteem in all learners and do away with stigmatisation and discrimination against learners with disabilities. Therefore, positive attitudes help to make this goal easy to achieve. Campbell et al (2003) in literature review agrees with this when they say that teachers with more positive views about inclusion are more confident in their abilities and commitment to accommodate students with disabilities in inclusive settings, as evidenced by their willingness to adapt classroom materials and related procedures and as a result, implementation of inclusion becomes successful.

On the other hand, negative attitudes by teachers negatively affect the implementation of inclusion. Negative attitudes result in discrimination and learners with special needs will not be accommodated by their peers. This is in agreement with what was said by Gal et al (2013) in literature review when they advocate that negative attitudes can result in dwindling academic performance and give rise to the separation of learners with disabilities, thereby disrupting the successive implementation of inclusion. This leads to the achievement of Special Needs Education objectives becoming almost impossible to achieve.

4.3.3. Strategies that can be employed to deal with teacher attitudes towards managing inclusive classes.

Findings from the interviews revealed that respondents wished if curriculum designers would improve the curriculum so as to accommodate the diversity in the learning needs of learners. The respondents also urged school heads to enrol learners as stipulated by Circular No. 105 of 2006 that each teachers should manage a class of forty learners. Cornold et al (1998) share the same sentiments in literature review when they state that consistence in terms of the size of the class has allowed most educators to be more supportive of inclusive education.

Regarding lack of expertise, there would be need for school administrators to organise workshops on Special Needs Education and in-service training sessions, since some teachers do not have knowledge and skills needed for the implementation of inclusion. This is in support with what Guzman (1994) as cited in literature review that in order to implement inclusion

successfully principals should offer ongoing structural collegial support and professional development opportunities and provide specific knowledge and skills through in-service training to their staff.

Respondents were of the sentiments that schools and the Ministry look for donations to fund the programme so that there are enough funds to provide equipment and fund inclusive education practices. This is in line with what was said in literature review by Ogelman and Secer (2012) when they said restructuring of the physical environment and the provision of adequate and appropriate equipment and materials for learners with disabilities are important in the development of positive teacher attitudes.

Lastly, the respondents would urge school administrative staff to give teachers a supporting hand that would help in the success of inclusive education implementation. Anthony (2011) is of the view that positive attitudes about the inclusion of learners with disabilities into mainstream classes often depend on the provision of adequate support services from the head teachers. Similarly, Hammond and Ingalls (2003) cited in literature review posit that teachers believe that support from the administrative staff is essential for the successful implementation of inclusion. Heads were to be discouraged from putting pressure on teachers about the pass rates, and on the same note, teachers would be urged not to relax.

Summary

This chapter focused on data analysis, presentation and interpretation and discussion. The presentation and analysis of data was done thematically according to each theme on the research questions. It comprised the factors contributing to teacher attitudes towards managing inclusive classes, the effects of teacher attitudes on the implementation of inclusion and the methods that can be employed to deal with teacher attitudes. The next chapter will focus on the results, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter gave an outline of the research, draws conclusions of the answers brought up in chapter one. It also explained the results of the research, provided summary as well as recommendations that are drawn from the research on teacher attitudes towards managing inclusive classes at junior level in Bulawayo's Mzilikazi District primary schools.

5.2. Summary

The intention of this study was to investigate the teacher attitudes towards managing inclusive classes at junior level in Bulawayo Mzilikazi District primary schools. Three research questions were expressed to guide the study. These questions intended to establish the factors that contribute to teacher attitudes towards managing inclusive classes in Bulawayo Mzilikazi District junior primary schools, examine the effects of the teacher attitudes on the implementation of inclusion and lastly to discover strategies that can be employed to deal with teacher attitudes towards managing inclusive classes.

The researcher used interviews to gather information from the respondents. The research concentrated on three out of six primary schools in Magwegwe cluster in the Mzilikazi District of Bulawayo Metropolitan Province, six classroom practitioners were selected and three deputy heads as representatives of the administrative staff, totalling to nine participants. The interview was the research instrument used to collect data. Literature review enabled the researcher to gain an introspection on teacher attitudes and factors that contribute to teacher attitudes towards inclusive class management. Data collected was analysed thematically. With the confirmed factors, results revealed that inclusion is affected positively or negatively by the attitudes of the teachers implementing it.

5.3. Review of the main findings

According to the findings of the study, it is evident that in Mzilikazi District primary schools some teachers have positive attitudes towards managing inclusive classes, while others have

negative attitudes. The teacher attitudes towards managing inclusive classes are caused by a number of factors. The findings of the study are presented below.

5.3.1. Lack of expertise

Findings revealed that the negative teacher attitudes towards managing inclusive classes emanate from the lack of knowledge and expertise on how to handle learners with special educational needs. Although training in Special Needs Education is not compulsory in teacher training colleges, almost all classes in schools house learners with disabilities. Therefore, teachers feel heavy loaded to manage inclusive classes as they face challenges in handling learners with special needs.

5.3.2. Inadequate resources

The research indicated that lack of adequate resources triggered the negative attitudes of teachers towards managing inclusive classes. Lack of adequate resources makes it difficult for teachers to cater for learners with disabilities. Teachers repeatedly said that inclusion came as a directive regardless of the preparedness in infrastructure and availability of assistive devices such as hearing aids braille. This highly contributes to the negative attitudes of teachers towards managing inclusive classes.

5.3.3. Large class sizes

It was reflected by the findings that nowadays it is not common to find a class with less than forty-five learners in junior classes. Junior classes are characterised by large and this makes life difficult for teachers when it comes to class management, considering that among the many learners there are some with special educational needs. It becomes difficult for the teacher to cater for individual differences. As a result teachers develop negative attitudes towards managing inclusive classes.

5.3.4. Lack of experience

The study reflected that there is need for one to have experience so as to be able to deal with, or handle learners with special educational needs. Experience would enable the teacher to develop a positive attitude towards the management of inclusive classes.

5.3.5. Lack of support from the administration

The findings of the study brought a conclusion that teachers are not getting enough support from the school administrative staff in matters regarding inclusion, and this fuels negative attitudes. With the support from the administrative staff, there would be an assurance of a successive implementation of inclusion, hence positive teacher attitudes.

Generally, the study was successful since it managed to relate the factors contributing to teacher attitudes towards managing inclusive classes.

5.4. Conclusion

The researcher came up with the following conclusions based on the findings of the research: inadequate resources, lack of expertise in Special Needs Education, lack of experience in dealing with special needs learners, as well as lack of support from administrative staff on issues regarding inclusion pose challenges to teachers. All the mentioned factors leave teachers in a difficult position as they try to psychologically and practically prepare to teach learners with disabilities in the mainstream classes. Heavily loaded classes also pose a challenge to teachers with lack of skill and knowledge on how to manage inclusive classes, since the learners possess unique leaning abilities.

5.5. Recommendations

Basing on the findings of the study, the research would be defective if the researcher does not make recommendations. As schools take part in the implementation of policies as per the Ministry of Education directive, the researcher recommends the following, hoping that these might help in improving teacher attitudes towards managing inclusive classes at junior primary school level:

* There is need for training in Special Needs Education to be thorough and compulsory in all teacher training institutions so that teachers may be equipped with the necessary skills that will enable them to manage inclusive classes at junior primary school level.

* Rather than demanding learners to know the far-fetched knowledge which is not within the learners' reality of life, curriculum should be revised so that it includes the necessary content to teach learners with disabilities more on survival skills.

* Reducing the number of learners per teacher a manageable number of not more than forty learners might help the teacher perform better. This gives the teacher room to prepare Individualized Educational Programs to the variety of learners and cater for individual differences.

* The school administrators together with the government to procure donations on special needs resources that help learners with learning disabilities. The schools administrative staff to arrange workshops and staff development sessions as a way of supporting teachers on Special Needs Education, do that teachers may acquire skills and knowledge on handling learners with diverse Educational needs.

5. 6. Suggestions for further research

The researcher believes that research is not exhaustive. Further research can be undertaken to demonstrate more and more factors contributing to teacher attitudes towards managing inclusive classes as well as establishing better suggestions on how to deal with teacher attitudes towards managing inclusive classes.

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APPENDIX I: INFORMED CONSENT

MIDLANDS STATE UNIVERSITY P.O E 50 SENGA, GWERU ZIMBABWE

INFORMED CONSENT IN PARTICIPATION IN AN ACADEMIC PROJECT

**TEACHER ATTITUDES TOWARDS MANAGING INCLUSIVE CLASSES AT
JUNIOR LEVEL IN MZILIKAZI DISTRICT PRIMARY SCHHOLS IN
BULAWAYO.**

Dear respondent

You are invited to participate in an academic research study conducted by Kagwida Fildah who is a student at Midlands State University doing the programme Bachelor of Education Degree in Primary Education.

The purpose of this study is to investigate on Teacher Attitudes towards Managing Inclusive Classes at Junior level in Mzilikazi District primary schools in Bulawayo. All your responses will be treated as confidential and you will not be identified in any of the research reports emanating from this research.

Your participation in this study is very important to us. However, you may choose not to participate and you may also withdraw from the study at any time without any negative consequences. The results of this study will be used for academic purposes only and may be published in academic journals. We will provide you with a summary of our findings on request.

Yours sincerely

Kagwida Fildah

APPENDIX II; INTERVIEW GUIDE FOR CLASSROOM PRACTITIONERS

1. How many learners do you have in your class?
2. Among your learners, are there learners with learning disabilities?
3. How many learners with disabilities in your class, mental or physical?
4. Are the disabilities mild and manageable or severe?
5. How do you feel about having learners with learning disabilities in your class?
6. How much are learners with disabilities accommodated by their peers without learning disabilities?
7. How do you manage the inclusive class?
8. In teaching inclusive class, what problems do you face?
9. After lessons, do you notice any progress in your learners with learning disabilities?
10. What strategies do you use to check their progress and assess whether the concepts taught have been grasped?
11. What methods do you use to cater for their individual learning differences?
12. Do you involve parents or guardians in discussions pertaining their progress?
13. What problems do you encounter in managing an inclusive class both during academic and co-curricular activities?
14. How do you feel about teaching a class with learners who have different learning disabilities in a regular class?
15. What are your suggestions on inclusion of learners with different learning disabilities in the regular class?
16. Did you receive training in inclusive education? If not, do you wish to specialise?
17. Do you consider the government's move on introducing inclusive education as positive or negative?

18. Do you think inclusive classes are beneficial to learners with learning disabilities? If so, how?
19. Do you think inclusive classes benefit learners without learning disabilities? Explain.
20. Given a choice, would you choose inclusive class or not? Why?

THANK YOU FOR YOUR COOPERATION.

APPENDIX III: INTERVIEW GUIDE FOR DEPUTY HEADS

1. How many junior practitioners do you have in your school?
2. Do you have learners with disabilities in your junior classes (both physical and mental)?
3. What is done to cater for these learners?
4. Do you organise workshops or staff development meetings regarding Special Needs Education?
5. As the administration, do you assist your teachers in terms of Special Needs Education? If yes, how is it done?
6. Do you think inclusion was a good move by the government or not? Why?
7. What would be your recommendations on inclusive education, if you were given a chance to meet with policy makers?

THANK YOU FOR YOUR CO-OPERATION



MIDLANDS STATE UNIVERSITY

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FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND PRIMARY EDUCATION

21 January 2021

TO WHOM IT MAY CONCERN

The bearer, KAGWIDA FILDAH is a B.Ed./MED/PGDE student at this University. She / He has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

.....
Dr E Muguwe
(Chairperson – Educational Foundations and Primary Education)

NB: Please note that there is no date stamp due to lockdown restrictions on movement.
Thank you.

all communications should be addressed to
"The Provincial Education Director"
Telephone: 09-69511
Telegraphic: "SCHOLASTIC"
Telex: 50631 MPSEMV ZW
Fax: 09-77027



REF: 0944310 M
Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 955
Bulawayo
Zimbabwe



4 March 2021

Fildah Kagwida

MIDLANDS STATE UNIVERSITY

**RE: PERMISSION TO CARRY OUT A RESEARCH ON: TEACHER
ATTITUDES IN MANAGING INCLUSIVE CLASSES AT JUNIOR
LEVEL: A CASE STUDY OF MAGWEGWE, MHALI AND
NTSHAMATHE PRIMARY SCHOOLS: MZILIKAZI DISTRICT:
BULAWAYO METROPOLITAN PROVINCE**

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province, permission is hereby granted. However, you should liaise with the District Schools Inspector for the concerned districts and Heads of the Institutions/Schools for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Metropolitan Province with a **final copy** of your research which may contain information useful to the development of education in the Province.


T. SITHOLE

**A/ Schools Inspector - Strategic Policy Planning, Research
and Statistics
For: PROVINCIAL EDUCATION DIRECTOR**



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