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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS MANAGEMENT AND
CURRICULUM STUDIES.**

**TEACHER ATTITUDES TOWARDS MANAGING INCLUSIVE CLASSES IN EARLY
CHILDHOOD EDUCATION LEVEL IN BULAWAYO CENTRAL DISTRICT
PRIMARY SCHOOLS IN BULAWAYO, ZIMBABWE.**

BY

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EARLY CHILDHOOD EDUCATION.**

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DEDICATION

This work is dedicated to my husband Lawrence Linda, my beloved daughter Mbalenhle Linda and my late mother Angeline Ndlovu and to all those who made it a success.

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For this study to be a success, I would like to give glory to God for the strength and guidance.

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ABSTRACT

This research sought to investigate teacher attitudes towards managing inclusive classes at Early Childhood Development Level in Bulawayo Central District Primary Schools. This was prompted by remarks given by teachers during gatherings, workshops and meetings. The researcher employed the descriptive survey design during the study. Data was generated through the use of questionnaires and interviews for classroom practitioners and Teachers in Charge (TICs). The sample comprised of thirty-five classroom practitioners and three TICs. Random sampling technique was done. The study established that teachers do have negative attitudes towards managing inclusive classes. Lack of expertise, lack of experience, lack of support from the school administrative staff, lack of adequate resources as well as large class size proved to be some of the factors that contribute to teachers' negative attitudes towards managing inclusive classes at ECE level in Bulawayo Central District Primary Schools. The study recommends compulsory training in Special Needs Education in all teacher training colleges, the school administrative staff to support teachers in matters concerning inclusive education, enrolment of the number of learners as stipulated by policy per class and application for resources from donors, well-wishers, churches charity organisations and Non-Governmental Organisations by the government and the schools' administrative staff.

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CHAPTER ONE

RESEARCH PROBLEM

1.0 Introduction

This investigation attempts to look into teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District Primary Schools. In this chapter, the background of the study will be presented first, then the statement of the problem, the purpose of the study, the objectives, the research questions, the significance of the study, limitations, delimitations and finally the operational definition of terms.

1.1 Background to the study

The concept of inclusion is evolving as its implementation grows in schools throughout Zimbabwe and the world at large. 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 (Chitiyo, 2006). The Salamanca Statement and the associated framework for action on special needs were endorsed by 92 governments and 25 non-governmental organizations in a town called Salamanca in Spain in June 1994 where Zimbabwe was represented hence a signatory. It set out a plan for expanding and establishing inclusive schools throughout the world based on guiding principle that; “All children should learn together wherever possible regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the different and unique needs of their students accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricular, organizational arrangements, teaching strategies, resources based and partnerships with the communities,”(Chitiyo, 2006).

This gave birth to inclusive education where children with disabilities are now found in the mainstream or rather in a regular class under the supervision of a regular class teacher. According to Chireshe (2013), the implementation of inclusive education in Zimbabwe has brought about different attitudes in teachers. These attitudes differ from teacher to teacher and from class to class. Although inclusive education implementation has gained momentum in the past decades, a key element in the successful implementation of the policy is the views and attitudes of the personnel who have major responsibilities for implementing it, that is, the teachers as they are the people on the ground.

The researcher believed that teacher attitudes are critical in managing inclusive classes. The environment in the classroom provides the learners with chances of developing social skills and improve developmentally (Case-Smith and Holland, 2009). That is, attitudes displayed towards managing an inclusive class makes life easier or difficult for any learner with special educational needs hence the failure or success in implementation of inclusive education.

It was noticed by the researcher that many Early Childhood Education teachers with inclusive classes in Bulawayo central district schools have attitudes towards managing them. This was noted during social gatherings with colleagues, in meetings, in general conversations and in workshops. This gave the researcher the zeal to want to go even deeper and conduct a research on these attitudes, the cause and what can be done so as to be able to manage an inclusive class without any beliefs, fears, stereotypes or attitudes.

The education policy through the Nziramasanga Commission of inquiry (1999) just declared that there should be inclusive education and teachers found themselves manning inclusive classes without even the expertise or experience on how to creating additional responsibilities.

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. Therefore, these increased demands result in the practitioners' having attitudes that are negative towards managing inclusive classes (McCray and McHatton, 2011).

Every child with special educational needs deserves to be treated equally like any other child without any disability because having a disability is not a choice. Cologan (2013) asserts that it is the belief and or attitude of the teacher to make inclusion a success or failure. It takes a teacher to teach but one with a positive attitude to manage an inclusive class. Managing in the context of this research focuses on teaching in the classroom, co-curricular activities as well as creating an environment that is conducive for the child with special educational needs.

The study will focus on the teacher attitudes towards managing inclusive classes. Greater attention will be given to the causes of these attitudes and how they can be dealt with to make life easier for both the teacher who is managing the class and the learner with special educational needs.

1.2 Statement of the problem.

The ministry of education has undertaken measures to enable learners with special educational needs into the mainstream and in the regular class. The introduction of inclusive education in Zimbabwe or rather the adoption has given rise to the influx of learners with special educational needs into the regular schools. This has made regular teachers to find themselves amid the learners who look up to them for help hence managing inclusive classes. Though the disabilities are not severe, every disability needs an individual who has focus on how to deal with it. Failure to or challenges faced during managing the inclusive class arouses attitudes in teachers. Mostly,

regular class teachers lack expertise on how to deal with learners with special educational needs and this makes it difficult to manage an inclusive class. This causes a scenario where the learners with special educational needs just come into class and leave to go home in the afternoon without any attention given to their unique needs. The teacher may be focusing on those learners without any disabilities and having an attitude towards those with disabilities seeing them as helpless and non-achievers. Therefore the researcher seeks to look into teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District schools.

1.3 Purpose of the study

The purpose of this study was to investigate teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District Primary Schools.

1.4 Objectives of the study

In this study the researcher sought to:

- i. Identify factors that contribute to teacher attitudes towards managing inclusive classes in Bulawayo Central District primary schools.
- ii. Describe what can be done to deal with teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District primary schools.
- iii. Indicate how and what the affected parties can benefit in relation to the findings.

1.5 Research Questions

- i. What is the nature of teacher attitudes towards managing inclusive classes?
- ii. What contributes to the teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District primary schools?

iii. How do teacher attitudes towards managing inclusive classes affect the implementation of inclusive education in Early Childhood Education in Bulawayo Central District primary schools?

iv. What strategies can be used to deal with teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District primary schools?

1.6 Significance of the study

The significance of this study was based on the assumption that teacher training colleges can make use of generated information in this study to come up with programs that are effective in training required by all ECE practitioners who will manage inclusive classes. The very information can be relayed to the school administrators for the organization of training programmes that are which are done while teachers are already in the teaching field that go hand in hand with inclusive education. Forlin (2012) argued 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, the ministry and the policy makers, the school administrators as well as the teachers will benefit. The community will also benefit in such a way that learners from the community will be catered for as well as their unique needs hence developing a non-discriminative society.

Apart from the above, future researchers will refer to this study if they are interested in the same variables. The researcher will also be equipped with skills of research which could be employed in further studies.

1.7 Limitations of the study

The time was very limited for the researcher to really go deeper with the research as the researcher was a full time practitioner. The study also targeted Early Childhood Education level therefore findings left all other levels out such as the junior level and the upper primary level. Some participants pretended to have positive attitudes in fear of losing jobs hence biased findings.

1.8 Delimitations of the study

The study intended to focus on the teacher attitudes towards managing inclusive classes in Early Childhood Education in Bulawayo Central District Primary Schools. Participants were Early Childhood Education teachers in Bulawayo Central District primary schools and teachers in charge. The results on the study will serve as a sample survey of the inclusion of learners with special needs in Zimbabwean primary schools. The study sought to find out if teachers have an influence in the inclusion of learners with special needs at early childhood education. Mainly teachers were be involved in answering questions from the questionnaires.

1.9 Operational definition of terms

1.9.1. Inclusion

In education, inclusion according to IDEA (2004) is regarded as an education approach of children who have special educational 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 students with disabilities and upon respect for their social, civil, and

educational rights. Therefore, inclusion in the context of this study is whereby a child with special educational needs is found in the regular class and his or her unique educational needs are catered for. An inclusive class will be viewed as a class which has learners with different disabilities yet under the care of one regular teacher.

1.9.2. Early Childhood Education

Early Childhood Education according to Beach and Reinghart (2009) refers to the formal teaching of young learners outside the family or in a setting outside the home. On the same note, Morrison (2007) says that Early Childhood Education refers to the impartation of knowledge and skills to children who are from age zero up to eight years. Conclusively, Early Childhood Education can be defined as a program that caters for the learning and the development of children physically, emotionally, cognitively, and intellectually from conception to about eight years of age

1.9.3. Special Needs Education

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. 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. Therefore, Special Needs Education can be defined as a special type of education designed to suit the curriculum needs of learners with different disabilities such as visual or hearing impairment, mental disability, giftedness, physical disabilities and other disabilities. Special

educational needs in this study will be viewed as a unique type of education and methods of teaching designed and offered to a learner with a disability.

1.10. Summary

In this chapter, the researcher highlighted the background of the teacher attitudes towards managing inclusive classes in Early Childhood Education level. The researcher also highlighted the statement of the problem, the purpose of the study, objectives of the study and finally, the research questions. The chapter also focused on the significance of the study, the limitations of the study, the delimitations of the study as well as the operational definition of terms. Chapter two, which is the following chapter, will dwell on the review of related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

This study is influenced by the fact that special needs learners and regular teachers face many challenges in regular classes. Consultation of different literature published on the teacher attitudes towards managing inclusive classes will be done. This is going to assist the researcher to fully understand the problem since the different authorities come out with different perspectives on the same issue. The researcher will be enlightened and gain more knowledge into the study and find out new possible solutions that may assist eradicate the problem affecting the teacher attitudes towards managing inclusive classes. Sub topics will be used as a guideline by the researcher in literature review which are; the importance of inclusion, the factors contributing to teacher attitudes towards managing inclusive classes and the effects of teacher attitudes towards inclusion.

2.1. Importance of inclusion

It is of great importance to include all children regardless of disability in educational programs that will enable assistance to learners in a regular class to embrace and accept other learners and that every individual has unique abilities. Inclusion instills a sense of worth, boosts self-esteem or confidence and it magnifies those dormant ability skills that may not be recognized in learners. This is also supported by Patton (2011) who states that inclusion fosters cooperation, acceptance and empathy among learners. Teachers are there to respond to learners' diverse needs, set appropriate and suitable learning challenges that assist in assessment of these learners' special needs.

Current laws that govern inclusion practices worldwide have put more focus special needs education practices. For example, the Convention on the Rights of Persons with a Disability (2006) states that it is the right of every person with a disability to fully take part in an inclusive, quality education on an equal basis with people who are not labelled as disabled. Inclusive education involves all children, families and adults' rights to fully take part in environments where diversity is taken to be the case, welcomed and viewed as a benefit rather than a challenge. (Purdue, Gordon-Burns, Gunn, Madden and Surtees 2009). Inclusion puts more emphasis in the learners with disabilities' participation as complete members of their families, communities, and the society (Diamond and Hong, 2010).

Learners with disabilities who are confined to regular classrooms are given a chance to take part in the higher levels of academic performance and to come up with rare positive results. (Finke, McNaughton and Drager, 2009). Increase in awareness of disability promotes a sense of equality and teamwork and support for the learners with special needs. Social skills are also developed as the able bodied learners work together with those with special needs which in turn, assist them in personal development. Higher levels of interaction are encouraged in inclusive settings rather than segregated settings (Theodorou and Nind, 2010). Research by Finke et al (2009) posits that special needs education implemented in a genuine manner grants learners to form relationships they may not have encountered in their lives. It is therefore of paramount importance that teachers in inclusion consider a wide range of learning modalities that include auditory, visual and kinesthetic to mention a few in designing curriculum content for the learners with learning disabilities. Through diversifying teaching strategies and adaptations, learners with special needs will benefit vastly in education. This implies that the curriculum content should be at the level of the learners with various special needs.

The updated curriculum indicates that learners should acquire life skills and so does inclusion in the sense that it prepares the individuals for adult life as they will be equipped with the requisite skills for survival. Besides academic support, inclusion advocates for learners with special needs to be involved in various sporting activities. This cultivates an enriched learning environment as the learners will not feel isolated or discriminated.

2.2. Factors contributing to teacher attitudes towards managing inclusive classes.

2.2.1. Socio-cultural beliefs

Africa has so many countries and Zimbabwe is one of them. Research has shown that most Africans still belong to the era of superstition and extermination where disability was regarded as a curse. Abosi (2007) concurs that the will to do away with anything that has to with evil has an effect on the attitudes of teachers towards associating with learners with disabilities the reason being that disability is associated with witchcraft and evil. The above statement is evident that the negative attitudes towards people with disabilities are just beliefs that generate from lack understanding disabilities properly and how they affect functioning. The most consistent feature in the treatment of persons with disabilities in most societies is the fact that they are categorized as deviants rather than inmates by the society, (Abosi, 2002).

Some teachers still believe that disability is caused by witchcraft or it is a curse, that is, they still believe in myths and are in the era of superstition and extermination. Al-Khatteeb (2004) observed that in some Zimbabwean communities, a child with any disability is a symbol of a curse betiding the family he or she belongs to. Such a child would be regarded as a "shame" to the whole family and as a result they are rejected by their own families or the community at large. They tend to believe that learners with disabilities should not be mixed with those learners

without disabilities, therefore, there are many particular circumstances that have determined the living conditions of learners with disabilities, not to mention the attitudes of people towards them. Abosi (2002) asserts that history shows that lack of knowledge, negligence, superstitious notions and fear are social factors that have fuelled isolation of people living with disabilities.

According to Desta (2005), in Africa people with disabilities are viewed as incapacitated and hopeless. The knowledge and values shared by the African society together with their beliefs have not made matters easier. In the study conducted by Abosi and Ozoji (1985), they discovered that Africans in general, impute causes of disabilities to witchery and supernatural forces.

2.2.2. Class Size

The number of learners in a class has an impact on teacher attitudes towards managing inclusive classes. According to Agran, Alper, and Wehmeyer (2002), large number of learners in the class is viewed as an obstruction to the successful execution of inclusive education. When classes are larger, additional demands and pressure exert on the teacher, while reinforcing vexation that all students may not receive proper time or aid. Nowadays, in Zimbabwe regular class teachers also suffer from over enrolment. According to the Director's Circular Number 12 of 2005, teacher pupil ratio of Early Childhood Education classrooms should be one as to twenty (1:20). However this is not being implemented. Most schools are enrolling 40 to 50 learners in one classroom. Early Childhood learners are generally a handful therefore if ever there is any with a disability the work becomes even more difficult. The more the children in the classroom, the more the labour and even more in an inclusive class. As a result the educators develop more negative attitudes in managing inclusive classes in an Early Childhood Education level.

The practitioners teach a lot of learners daily and this does not permit them extra time for assistance of learners with disabilities. Consistence in terms of size of the class has allowed most educators to be more supportive of inclusion (Cornoldi, Terreni, Scruggs and Mastropieri, 1998). Thus, if the class is small, the teacher gets the opportunity to attend to every learner with unique needs hence the generation of positive attitudes towards inclusion. This is also supported by Agbenyega and Deku (2011) who concur that experience in managing inclusive classes that are smaller and manageable affect implementation of inclusion positively. However, small class-sizes in Zimbabwe are different from small class sizes that are found in developed countries.

2.2.3. Inadequate training in Special Needs Education

Previous researches have shown that in Zimbabwe inclusion was just adopted and policy implementers were expected to implement it. This challenged most educators since most were not trained to undertake special needs hence managing inclusive classes. Researchers observe that classroom practitioners may defy inclusive practices due to inadequate training (Heiman, 2001). Management of an inclusive class is not by choice but a situation that one finds him or herself in. This causes uneasiness to the teacher. Lack of training in relation to inclusive education results in lowered confidence in the teacher while planning for inclusive education programmes (Schumm and Vaughn, 1991).

Sze (2009) alludes that limited understanding by the teacher may put more anxiety and fear of the learners' individual differences. Moreover, attitudes that are negative towards special needs practices have been written about by many scholars who affirm that such attitudes are as a result of lack of the knowhow on handling and catering for learners with disabilities. As a result, it has been noted that lack of adequate knowledge towards different disabilities and how to handle

them causes educators to have different attitudes towards implementing inclusion. (Scruggs & Mastropieri, 1996) view educators' reluctance in including learners who have learning disabilities as a result of lack of knowledge in special needs education and the failure to handle their different needs together with failure to adhere to curriculum methods to bring about outcomes in learning.

Van Reusen, Shoho and Barker (2001) assert that inadequately trained teachers in the inclusion of learners with learning challenges may show attitudes that are negative towards the inclusion programmes while adequate training was consociated with attitudes that are positive towards the inclusion of learners with disabilities (Powers, 2002). Agbenyega and Deku (2011) concluded that teachers with training in special needs education themselves are confident enough to include students with disabilities in their classroom and appeared to hold more positive attitudes towards inclusive education in general. This shows that adequate training in Special Needs Education appears to increase understanding and improve the teachers' attitudes regarding inclusion.

2.2.4. Type, nature or severity of the disability

Studies have discovered that the disability's nature and type can affect teacher attitudes towards managing inclusive classes (Ryan, 2009). It was revealed that the nature and severity of the disabilities and the stress that would be exerted on the educators highly affected their views towards including 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 hard to control, require a lot of time and frustrating since they require individualized attention. Educators may view the child with a disability as a burden on them and in the

classroom who also disturbs the effectiveness they possess when teaching their peers who are typically developing.

Teachers prefer individuals with mild cases whom they can manage with the little they know. If the disability is severe it requires more expertise which most teachers lack. Behavioral disorders are not preferred by educators as they voice out such that they disrupt the learning process. The learners may display unpleasing behaviors which end up disturbing the progress of the lesson. Thus, many educators prefer learners with physical disabilities to mental disabilities.

2.2.5. Teachers' Age, Teaching Experience and Teachers' Professional Qualifications

The teacher's age, working experience and professional qualifications have a bearing on teacher attitudes towards managing an inclusive class. According to Kuyini and Desai (2007), there are numerous studies which have examined if there is any relationship between the age of the practitioner and the qualification they possess pertaining their attitudes towards inclusive practices. This means that the nature of teachers attitudes towards managing inclusive classes really depend on how old that particular teacher is, for how long he or she has been working in inclusion and if he or she trained in Special Needs Education. According to Makinen, (2013) teachers who have a longer period managing inclusive classes possess more positive attitudes towards inclusion compared to their less experienced colleagues. Agbenyega & Deku, (2011) are of the idea that older and more experienced teachers appear to foster positive attitudes than younger teachers. This means that the older the teacher and the longer the experience with learners with disabilities the more accepting one becomes in managing an inclusive class hence the positive attitudes. However, through observation, some older teachers still seem to have a

challenge in handling learners with special needs and this stems negative attitudes towards inclusion.

Professionally qualified practitioners who are experienced possess higher levels of accepting special needs education practices. (Knight, 1999). Further to this assertion, Whiting and Young (1995) are of the notion more experienced teachers are comfortable with inclusive practices. This is still in support of the fact that inclusion implementation is successively run by those with knowledge on how to. In agreement, Heiman (2001) concurs that a teacher's competence influences his or her attitude towards inclusive education.

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

Several studies indicate that support from the administrative staff have been cited as a substantial factor in determining attitudes of teachers towards inclusion. This may be so because the class teacher feels supported if the administrators of the institution creates a conducive learning environment for teaching and learning processes (Idol, 2006). Teachers believe that the support from the administrative staff is critically imperative in order for them to implement inclusion successively (Hammond and Ingalls, 2003).

It has been observed of late that school administrators are obsessed by expecting higher pass rates from class teachers at the end of the term or year overlooking the fact that not all learners are taught to excel, but some are taught so that they can survive in a society. At the end of the day, the class teacher will be frustrated by having learners who have learning challenges in the classroom as it diminishes the pass rate. As a result' difficulties in managing an inclusive class escalate from the fact that practitioners are forced to teach a lot of stuff to meet the requirements of the quality in the education system.

Learners with special educational needs require assistive devices in the process of learning such as hearing aids or braille. Most schools prioritize to supply textbooks and furniture for learners without any disabilities regarding the care of learners with disabilities as a mere waste of time and resources. For those learners with physical disabilities that require ramps and rails around the school the administrators show no zeal to provide with such. There are some classrooms which may require revamping so as to cater for challenged learners in any way possible. 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 vital in the development of positive teacher attitudes. Therefore, managing a class which lacks assistive devices is sometimes hard and frustrating hence generation of negative attitudes.

Generally, teachers need support from the administrative staff. This is also supported by Decula, Tramontano and Kett (2013) who concur 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. Anthony (2011), is in agreement with this notion by concurring that positive attitudes about the inclusion of students with disabilities into mainstream classes are often dependent on the provision of adequate support services from the head teachers. Thus, with support from superiors the classroom teacher may have a push to try and accommodate learners with special educational needs in the regular classroom without judging them.

Guzman (1994) is of the opinion that in order to implement inclusion successfully, principals should offer ongoing structured collegial support and professional development opportunities and provide specific skills and knowledge through in-service training to their staff. This is also another means of offering support to teachers managing inclusive classes.

2.3. Effects of teacher attitudes towards learners with disabilities

Attitudes that practitioners have play a vital role in the learning of pupils. In inclusive education, the attitudes of ECE teachers may affect their teaching. Salem (2013) is of the notion that the positive attitudes towards the inclusion of learners who have disabilities in the mainstream is one of the requirements of inclusive education. The practitioners' positive attitudes are not just important, the society's positive reaction towards inclusion is imperative in achieving the success that is desired which in turn is the aim of inclusive education. Salem (2013) also stressed that the teacher is the most influential person in the process of education. 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 procedure and as a result, implementation of inclusion becomes a success(Campbell, Gilmore and Cuskelly, 2003).This simply means that positive attitudes towards managing inclusive classes makes life easier for both the teacher and the child with disabilities.

Negative attitudes towards managing inclusive classes according to Gal, Shreur and Engel-Yeger (2012) can result in dwindling academic performance and escalate the separation of pupils with learning disabilities thereby disrupting the successive implementation of inclusive education. Thus, negative attitudes develop discrimination in learners towards learners with special educational needs as well as discrimination from the society at large. Self-fulfilling prophecy is another effect of negative attitudes where a child will view self as a failure and will never strive to work harder to achieve better results in life.

This study sought to fill the gap that no research has been conducted in the local community on teacher attitudes towards managing inclusive classes in Early Childhood Education level. Teacher attitudes researched on were focusing on junior schools, secondary schools and colleges. This study dwelt on Early Childhood Education Level.

2.4. Summary

This chapter reviewed related literature on teacher attitudes towards inclusion. The researcher reviewed literature on the importance of inclusion. It also focused on the factors contributing to teacher attitudes inclusion such as socio-cultural beliefs, class size, inadequate training in Special Needs Education, type and nature or severity of the disability, teachers age, teaching experience and professional qualification as well as lack of resources and support from the school administrative staff. Finally, the chapter looked at the effects of attitudes of teachers in implementation of inclusion.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter outlined the research methodology used in researching on teacher attitudes towards managing inclusive classes in Early Childhood Education level in Bulawayo Central 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 data collection. This chapter also focused on data collection procedures, ethical considerations, and the whole chapter's summary.

3.1 Research design

According to Chiromo, (2006), research designs are termed as methods of research that will be used to carry out a study. The study was confined to three primary schools out of eighteen primary schools in Bulawayo Central District in Zimbabwe. The researcher used the descriptive survey. The main essence of conducting the research through a chosen design was to obtain desired information from Early Childhood Educators and Teachers in Charge. Best and Khan, (2003), say that a survey is a method of generating data from a relatively large number of cases at a particular time. Sidhu (2001) asserts that a descriptive survey is an investigation technique which concentrates in describing and interpreting the existing phenomena in the form of processes, conditions, trends, attitudes, effects, beliefs, practices and so on. Sidhu goes on to state that the main aim of the descriptive survey design is to find out the real facts that exist on the ground at a given point in time.

Aggarwal (2008) describes descriptive research as devoted to the generation of information about prevailing conditions for the purpose of description and interpretation. It is used to find information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. Descriptive survey is implicated with the relations that exist, beliefs or sentiments held, ongoing processes, effects that are evident, or trends that are developing (Best and Khan,2003). It is therefore a collection of data and description beyond the horizon through a qualitative paradigm.

The descriptive survey method is really efficient but often a researcher cannot obtain in-depth knowledge from a survey. The researcher used the descriptive survey because it is appropriate for making scholarly investigations into the behavior and attributes of a particular group of interest (Bradley and West, 1994). McMillan and Schumakcher (2001) posit that in a survey research the researcher chooses a sample of respondents and administers a questionnaire or conducts interviews to generate information on variables of interest. Researchers do have to trust respondents and hope that they will answer the questions honestly.

3.2 Population and sample

Tuckman (2000) describes a population or target group used in a questionnaire or interview study as that group about which the researcher is interested in gaining information and drawing conclusions. According to Muchengetwa (2005), population refers to the totality of items or things under consideration. This research involved Teachers in Charge in Bulawayo central district primary schools as well as early childhood practitioners in the same district. The sample of three primary schools were randomly selected from eighteen primary schools. The number of participants depended on the number of early childhood practitioners each school had.

3.3. Sample and sampling procedure

Nisbert and Entwistle (2000) view a sample as what is drawn from the population so that it has the same characteristics as the population. Results obtained from the sample will, within certain limits, be the same as results which would have been found from the whole population. Muchengetwa (2005) asserts 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 conducting out a research study.

The researcher gathered desired information from the sample since the use of a sample is cost effective. The use of a sample when conducting a research saves time because in most cases the population will be geographically scattered. The researcher focused on a fraction of a target population.

Random sampling was used by the researcher on sampling procedures. 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 (Creswell, 2008). Frankel and Wallen (2006) are of the same sentiments when they concur that simple random sampling is a way of selecting elements from the population such that each and every element has an equal independent chance of being selected. That is, for every pair of elements A and B, A's chance of being selected equals B's chance and the selection of A in no way affects B's probability of selection. The method involves selecting at random from a list of the population the required number of respondents for the sample.

The names of the population were jotted on small pieces of paper then all put into one container. The pieces of paper were mixed thoroughly before the desired number of participants were

selected one after the other without any replacement. The researcher decided to use the simple random selection method because it enabled equal participation of respondents who are geographically located within Bulawayo Central District

The sampling technique chosen was simple to use and considered a fair way of choosing a sample from a population since all members were given an equal opportunity of being selected. It is not time consuming neither is it labour intensive.

Simple random selection method may be regarded as one of the best but however, it has its own limitations. It needs a complete list of members of the population under study. This list may not be available or complete especially when focus is on large populations.

3.4. Data Collecting Instruments

According to Chiromo (2006), data collection instruments are instruments that are used to collect data from the chosen participants. The researcher collected data from the participants chosen using different data gathering instruments. The tools included interview guides and questionnaires. These are discussed below:

3.4.1. The interview

Interviewing is a predominant method of gathering data in a qualitative research. De Vas (2003) concurs that an interview is a conversation held face to face between the researcher and the participant as an aim of gathering research data. In an interview, there is an interview guide which has a set of questions that are asked participants and the answers given are analyzed and recorded. That is, instead of writing answers the respondent gives the information needed face to face through a conversation.

The researcher made use of semi-structured interview. It is open and this allows for new ideas to be brought up during the interview as a result of what the interviewee says. De Vas (2003) says that in a semi structured interview, the interviewer generally has a framework of themes to be examined. It is of great benefit for the interviewer to possess a guide or an outline so as to stick to the main purpose of the interview.

The researcher used the interview in this study because it seemed to be more effective in areas where motivation is shown through actions, feelings and attitudes. Responses that are more genuine and sincere can be obtained which is not likely to be attained through any other means. According to Hendricks (2006), interviews are a useful way of obtaining large amounts of data and the one being interviewed gives first-hand information about the problem being looked into. In most cases, rather than write.

However, the technique of using an interview as a tool of gathering data can be time consuming and difficult interview technique of gathering data can be time consuming and difficult to employ successfully employ. Best and Khan (2003) concur that, because of the objectivity, sensitivity and insight of the interviewer that are crucial, the procedure of using an interview is one that requires a level of expertness not likely to be possessed by researchers who are inexperienced. Chiromo (2009) states that interviews are quite costly and often difficult to arrange. In some instances the interviewer may be easily carried away in an interview that there might be asking of questions that do not bring about the required data hence biased findings.

3.4.2. The questionnaire

A questionnaire is a compilation of questions which the participants are asked in a bid to extract some specific information. It is an instrument for gathering data in which respondents are

expected to respond in written form through writ. According to Shastri (2008), a questionnaire is a research instrument which consists of a series of questions and for the purpose of gathering information from respondents. Furthermore, Chiromo (2006) defines a questionnaire as a form which contains a set of questions especially, one addressed to a statistical significant number of subjects as a way of generating information for a survey. Therefore a questionnaire can be viewed as a list of questions directed to respondents to answer in a bid to gather information on a certain issue.

Questionnaires are used because there is usually a high rate of responses. They cannot be used with respondents who cannot read and or write. At times the question may be misunderstood if not framed properly and as a result the researcher may get responses that were never asked for. Respondents may answer the questionnaires for the sake of completing it without providing correct information.

3.5. Ethical considerations

When researching, it is very imperative to take into cognizance ethical considerations so that the researcher does not interfere with research participants' feelings. According to Chiromo (2009) research ethics are principles of right and wrong that govern the researchers' operations during the research process. Shastri (2008) views ethics as a branch of philosophy relating to rightness or wrongness of certain actions and badness or goodness of the motives and ends of such actions. In this study the researcher will adhere to the following ethical considerations during data collection and presentation;

3.5.1. Informed Consent

Informed consent means that the research participants in the research study have to be informed fully about the procedures and risks that may be involved in research and then they must give their consent or agreement to participate.

3.5.2. Confidentiality

It is whereby participants are assured that information obtained will not be shared with anyone who is not directly involved in the study. Participants must feel free to disclose sensitive information and must also be updated about their data and what would be done with it.

3.5.3. Anonymity

It is an ethical consideration which requires that the names or identities of the participants in the study should not be disclosed (Tuckman, 2000). This means that the researcher should gather information from participants without attaching their names to the data collection forms, as suggested by Frankel and Wallen (2006). The researcher will use pseudonyms that are letters or numbers or colors to identify the research participants for example teacher 4 of school blue or teacher B of school 2.

3.6. Data Collection Procedure

The researcher will acquire from Midlands State University the letter with the research ethical policy to Bulawayo Metropolitan Province. The researcher will then have to access a letter of permission from the university to the Ministry of Primary and Secondary Education. The researcher will then make appointments with the school administrators to conduct research in their schools. After that visits will be made and relevant data will be collected.

3.7. Data Analysis Plan

Data collection will be attained during the study and presented in tables as well as in percentages and the descriptive analysis will be done. Chiromo (2006) is of the view that in analyzing data, there is a relationship between the description and the tables or figures and they should be clear. Therefore different data sources will be used in the study in order to show authenticity of the data collected.

3.8. Summary

The chapter focused on of the research methodology components which are, the research design which is a descriptive survey with target population, sampling techniques and procedures, data collection instruments which are interviews and questionnaires. The mentioned tools will be used to collect information on teacher attitudes towards managing inclusive classes in ECE level in Bulawayo Central District Primary Schools. Included in this chapter was the data collection procedure, data analysis plan as well as the ethical considerations to be observed in carrying out the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0. Introduction

This chapter presents data that was collected from the participants through questionnaires and interviews. The data was analysed, summarized and verified by comparing the responses of those who responded to questionnaires and interviews and presented in tables, graphs and pie charts. The major goal of this study was on teacher attitudes towards managing inclusive classes in Bulawayo Central District Schools. The findings of this study will be categorized into themes. These themes are; nature of teacher attitudes towards managing inclusive classes, factors that contribute to the attitudes, how the attitudes affect implementation of inclusive education and the strategies that can be employed to deal with the attitudes. Data collected from the respondents will be presented in tables followed by the analysis and then followed by the discussions of the findings relating to the literature review given in chapter two. The summary of the whole chapter will be given at last.

4.1. Demographic Data

The researcher compiled the demographic data for the participants. The demographic information was derived from Section A of the questionnaires. It comprised of age, qualifications and working experience for the participants. The age of the participants was important to the researcher and relevant to the study.

4.1.1. Ages of respondents

Table 4.1 shows the ages of the respondents.

N=38

Age of participants in years	Frequency	Percentage %
21-30	9	23.68%
31-40	12	31.58%
41-50	12	31.58%
Over 50	5	13.16%
Total	38	100%

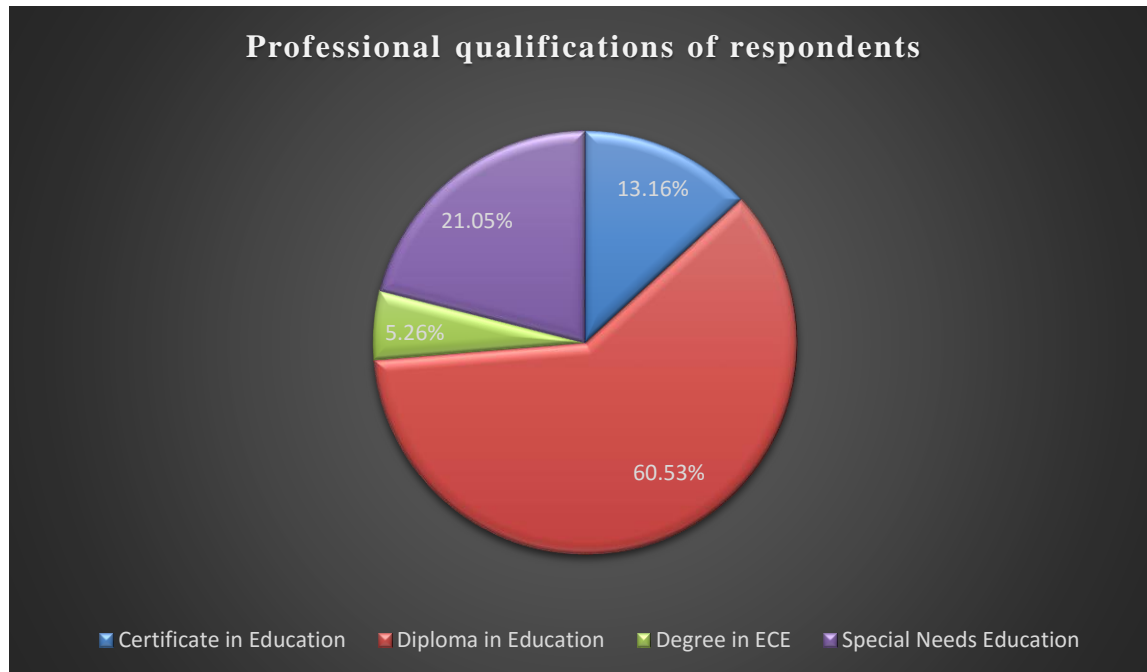
The table shows that out of 38 participants, nine participants were between the ages 21 and 30 years which constituted 23.68% of the population. The participants between 31 and 40 years were twelve which is 31.58% and those between 41 to 50 years were twelve also making up 31.58%.The remaining 13.16% was of those participants above 50 years of age. On data generated above, it shows that most of the participants were ranging between the ages of 31 and 50 years.

4.1.2. Professional qualifications of respondents.

The table below shows the data on qualifications of the respondents. The qualifications were certificate in education, diploma in education, degree in education and a qualification in special needs education. The researcher wanted information on qualifications of the respondents because this would be important during the study as to know how much knowledge they possess pertaining teaching and special needs education. This would have a bearing on results of the study when the study is completed.

Fig. 4.1 shows the professional qualifications of the respondents.

N=38



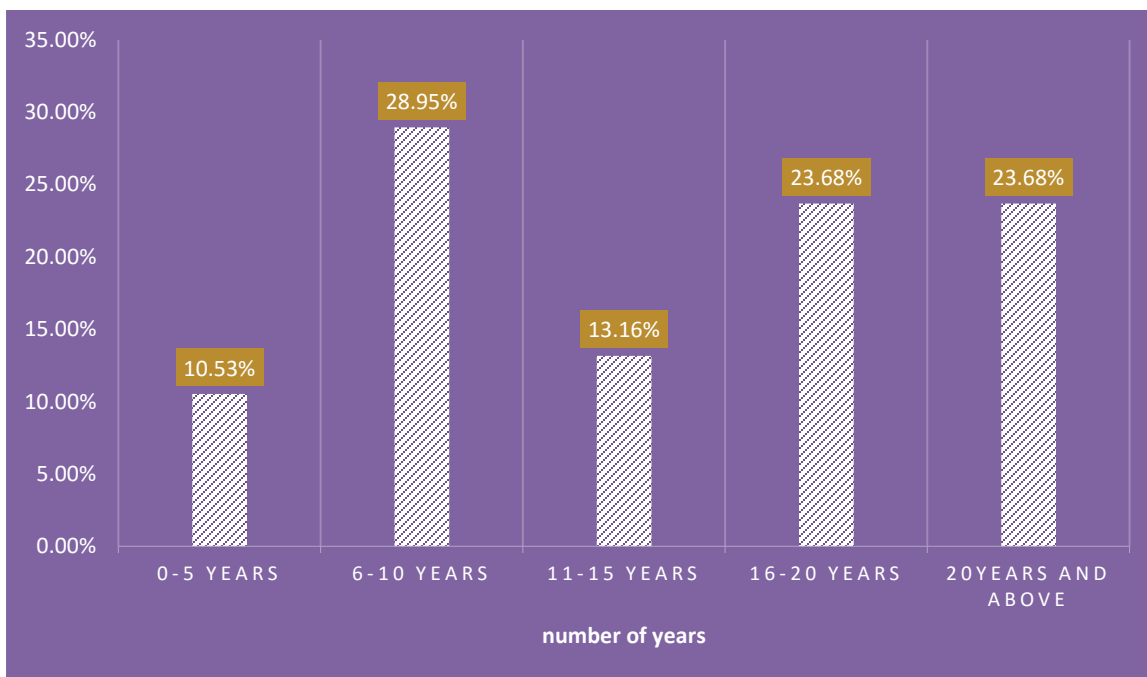
The pie chart above shows that holders of a certificate in education constitute to 13.16% of the total population. They all trained in infant education. Holders of the diploma in education are 60.53% of the total population and all majored in Early Childhood Education. In the population, holders of a degree in Early Childhood Education were 5.26%. The remaining 21.05% of the total respondents majored in special needs education. The information gathered above shows that all the respondents have the knowledge on ECE and the study also focuses on ECE level. It also shows that some of the participants majored in special needs education which is trained to cater for inclusion.

4.1.3. Teaching Experience

The graph below shows the working experience in the teaching experience of the respondents. This information shows how long one has been serving in the field. Experience goes with how one would handle an inclusive class. This information is vital as it will constitute to the results of the study in completion.

Fig 4.2 shows the teaching experience that the participants have.

N=38



The graph above shows that 10.53% of the respondents have teaching experience of between zero and five years. 28.95% of the total population have the experience ranging from six to ten years. Participants who have taught for eleven to fifteen years constitutes 13.16% of the total population. Between sixteen to twenty years are nine respondents which is 23.68% of the population and the remaining 23.68% of the population has teaching experience of over twenty years and these are nine participants. This information reflects that most participants have taught for sixteen years and above. The information above was mainly to find out more about the

respondents pertaining their age, professional qualifications and working experience and below is the information gathered through the use of questionnaires and interviews on themes and it will also be presented in tables and then analysed.

4.2 Research question 1: What is the nature of teacher attitudes towards managing inclusive classes?

The two tables below show the nature of attitudes the thirty- five classroom teachers have towards managing inclusive classes and those that the three T.I.Cs have as the administrators and this totals to thirty-eight participants. This information will show the number of participants who have positive attitudes and those with negative attitudes towards managing inclusive classes. This information is important to the researcher in that it will help by showing the nature of attitudes teachers have towards managing inclusive classes. This information is very useful to the researcher as it will contribute to the findings of the research study.

4.2.1. Nature of classroom practitioners

Table 4.2 shows the nature of attitudes the classroom practitioners have towards managing inclusive classes.

Nature of attitude	No. of teachers	Percentage %
Positive	19	54.29%
Negative	16	45.71%
Total	35	100%

According to the table above, the nature of attitudes that classroom practitioners have towards managing inclusive classes is not the same. Of the thirty-five classroom practitioners, nineteen

have positive attitudes and this constitutes 54.29 % of the total population of class teachers. Sixteen respondents have negative attitudes towards managing inclusive classes and this makes 45.71% of the total population. This information shows that not all teachers have positive attitudes neither do they have negative attitudes. The matter of attitudes varies from one teacher to another.

4.2.2. Nature of teachers in charge

Table 4.3 shows the nature of the Teachers in Charge’s attitudes towards managing inclusive classes.

Nature of attitude	No. of TICs
Positive	2
Negative	1
Total	3

The table above shows that of the three teachers in charge in the study, two have positive attitudes towards managing inclusive classes and one Teacher in Charge has a negative attitude. As a result of these tables, it shows that more teachers have positive attitudes towards managing inclusive classes and fewer have negative attitudes.

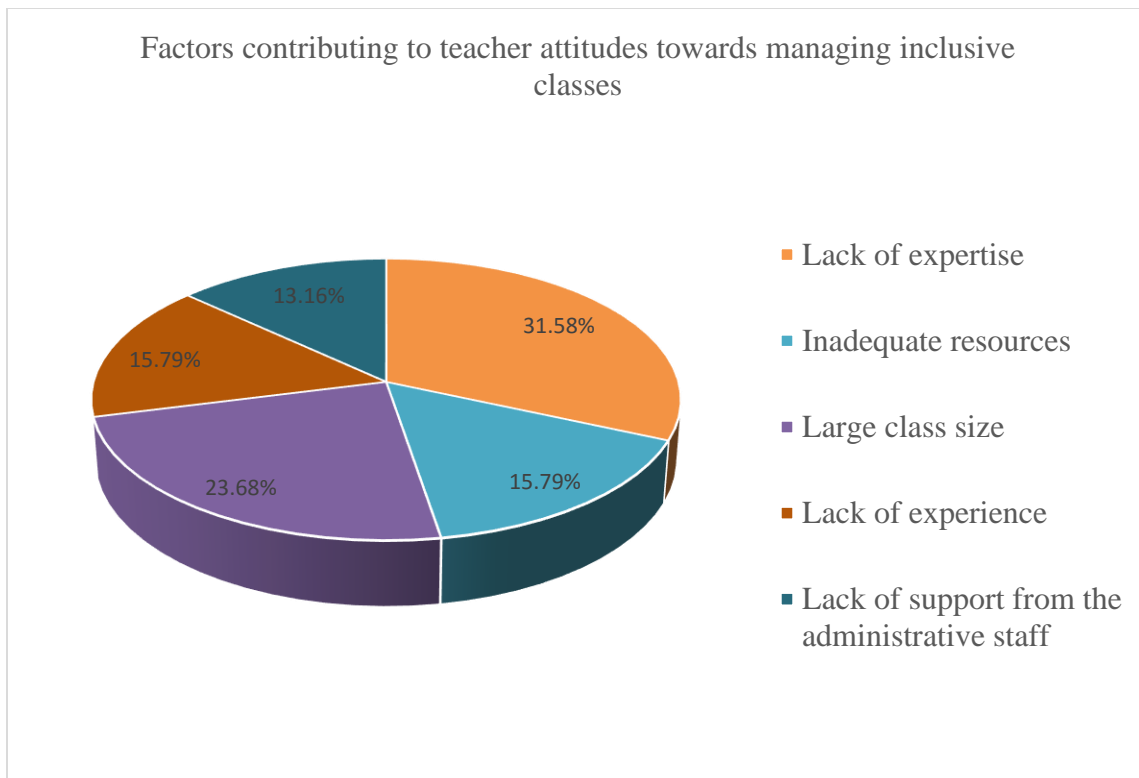
4.3. Research question 2: What contributes to teacher attitudes towards managing inclusive classes?

In the study, there were different factors that were highlighted as a cause for teacher attitudes towards managing inclusive classes in Bulawayo Central District Schools. Quite a number of factors were highlighted which are; lack of expertise, inadequate resources, large class size, lack

of experience and lack of support from the school administrators. It shows the number of respondents on each factor.

Fig 4.3 shows the factors that contribute to teacher attitudes towards managing inclusive classes.

N=38



The pie-chart above shows the factors contributing to teacher challenges towards managing inclusive classes according to the respondents. 31.58% of the participants view lack of expertise in SNE as the major factor that contributes to teachers' attitudes. 15.79% of the respondents are of the idea that teacher attitudes are a result of lack of adequate resources that help in inclusion. 23.65% of the participants say that the attitudes of teachers are fuelled by large class size. 15.79% say that teachers have attitudes towards managing inclusive classes because of lack of

experience on how to handle learners with learning disabilities. The remaining 13.16% view teacher attitudes as being caused by lack of support from the school administrators. This shows that people have different views on factors that contribute to teachers' attitudes towards managing inclusive classes in Bulawayo Central District.

4.4. Research question 3: How do teacher attitudes towards managing inclusive classes affect implementation of inclusive education?

The table below shows that respondents view teacher attitudes as affecting implementation of the inclusive education differently.

Table 4.4 shows how teacher attitudes towards managing inclusive classes affect the implementation of inclusive education.

N=38

Nature of attitude	No. of respondents	Percentages %
Positively	21	55.26%
Negatively	17	44.74%
Total	38	100%

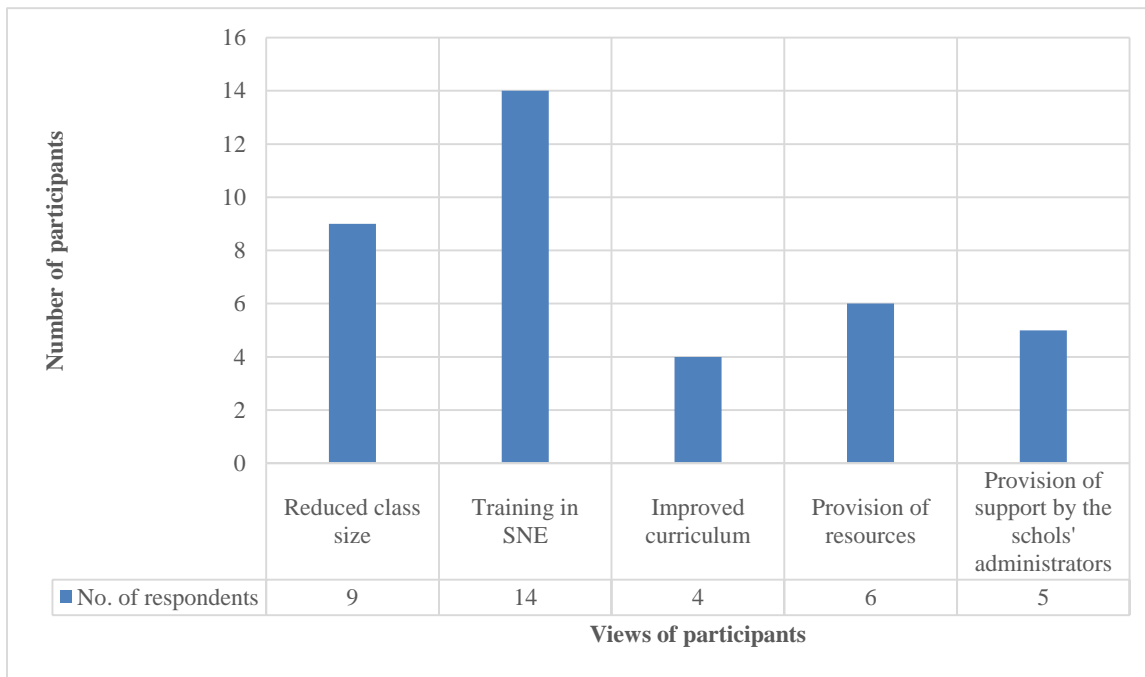
According to the above table, 55.26% of the total participants are of the idea that teacher attitude positively affect the implementation of inclusive education. 44.74% state that teacher attitudes affect implement negatively. This shows that for implementation to be a success or failure, it depends with the attitudes of the implementers.

4.5. Strategies to deal with the teacher attitudes towards managing inclusive classes.

The table below shows different views from participants on how to deal with teacher attitudes towards managing inclusive classes. These views are of great importance to the researcher because they contribute to the completion of the study and will enable the researcher to draw up recommendations of the study.

Fig 4.4 shows strategies that can be used to deal with teacher attitudes towards managing inclusive classes.

N=38



The table shows that different respondents have varied views on how to deal with attitudes towards managing inclusive classes. Nine of the respondents vouch for the reduction of class size as a measure to deal with teacher attitudes towards managing inclusive classes. Fourteen are of the idea that all teachers should be trained in SNE. Four state that improved curriculum would be used as a measure to deal with teacher attitudes towards managing inclusive classes. According

to the table, six require provision of adequate resources as a measure that would assist in dealing with teacher attitudes towards managing an inclusive class and the remaining five view provision of support by the administration as the strategy that can be used to deal with teacher attitudes towards managing inclusive.

4.7. Discussion

4.7.1. Theme 1: Nature of teacher attitudes towards managing inclusive classes.

The results of the findings of this study indicated that the positive attitudes are slightly more than the negative attitudes teachers have towards managing inclusive classes. This was generated through questionnaires issued and interviews carried out. Findings indicated that some of those participants who had long teaching experience and those with qualifications in Special Needs Education had positive attitudes the reason being that the more you handle the learners with special needs the more experience you gain and this prompts positive attitudes. Those with qualifications were also of the view that there is nothing to worry about in managing inclusive classes since they have the expertise and this contributes to positivity too. The experience resulted in teachers developing confidence and competence in using various strategies in teaching to meet their individual needs. Findings also showed that the positive attitudes towards managing inclusive classes makes work easier for them. This is in line with Agbenyega & Deku, (2011) in the literature review who are of the idea that more experienced teachers appear to foster positive attitudes than younger teachers.

The findings also had some participants who have negative attitudes towards managing inclusive classes. Most teachers had the misconception that inclusion disrupts the smooth flow of daily lessons and this diminishes overall performance of their learners in their classrooms. For

example, one respondent said that in her class there is a young learner on a wheelchair and every time this learner wants to ease herself the teacher stops teaching and takes the learner for toileting. This is considered as an extra burden.

The respondents believed that attending to learners with disabilities wastes time for the so called normal ones. The fact that in Zimbabwe learners learn to be examined academically also makes the teachers have negative attitudes as they would not achieve their goals as success of one would be measured by the number of learners who would have passed come end of the term or year. Respondents who were not in favour of inclusion in this study worried more on overall class performance.

4.7.2. Theme 2: Factors contributing to the attitudes

In this study, quite a number of factors contributing to the attitudes of teachers towards managing inclusive classes were highlighted by the respondents. The factors will be listed and explained below;

4.7.2.1. Lack of expertise

On data collected some respondents echoed lack of expertise as a major contribution to attitudes towards managing inclusive classes. This showed that negative attitudes of teachers towards managing inclusive classes come as a result of lack of training on Special Needs Education on teachers and the knowhow on handling learners with disabilities. Special Needs Education was to be implemented in schools regardless of training in Special Needs Education. Teachers encounter challenges on meeting needs of different learners and how to handle them. They fail to figure out what a particular child may require in order to learn and adapt. In this regard one teacher commented that if one is not trained in Special Needs Education, it is difficult to really

know the challenge of the learner especially those who have mild disabilities. This is in line with Van Reusen et al (2001) in literature review who concur that teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion, while increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Powers, 2002).

4.7.2.2. Inadequate resources

The data generated reflected that another cause of teacher attitudes towards managing inclusive classes is lack of adequate resources. The participants stated that inclusive education came as a directive and was to be done regardless of the availability of any Special Needs Education resources or not. Resources they talked about included assistive devices such as braille, hearing aids, rails and rumps. One respondent was quoted as saying;

How can I teach a child who needs an assistive device and does not have. In my case I have a hearing impaired learner and he struggles to hear. I have to repeat myself several times and this becomes boring to the other learners and it wastes my time too. Am sure if this learner had hearing aids it could be much easier for both of us.

Findings in this study really show that lack of adequate resources affect implementation of inclusion hence the generation of negative teacher attitudes towards managing inclusive classes and provision of adequate resources generate negative attitudes. This is in line with Ogelman and Secer (2012) in literature review who assert that restructuring of the physical environment and the provision of adequate and appropriate equipment and materials are vital in the development of positive teacher attitudes.

4.7.2.3. Large class size

In this study, some respondents concluded that large class size prompts attitudes towards managing inclusive classes. Currently in Zimbabwe teacher to pupil ratio is high. In the schools where this research was conducted, all the classes from ECD A to Grade 2 had over forty learners. This is rather an overload on teachers. Policy directs each ECE class to class to have 20 learners. One respondent was quoted as saying,

Surely, how can I cater for individual differences of learners with disabilities when I have over forty learners in my class? As it is ECE learners are a handful and twenty is just enough. Come to think of 40 and on top of that having some with special needs... oh, that is nearly impossible.

These findings are supported by Agbenyega and Deku (2011) in literature review who concur that experience in managing inclusive classes that are smaller and manageable affect implementation of inclusion positively experience working with students with disabilities and small class-sizes have positive effects on attitudes towards inclusion. This alone really shows that for the success of inclusion, class size should be manageable.

4.7.2.4. Lack of experience

Data generated through questionnaires and interviews reflected that lack of experience in handling learners with special needs is yet another factor that contributes to teacher attitudes. Some respondents claimed that having more years in teaching an inclusive class makes one gain experience on how to handle the learners. In this regard, one respondent said that;

Learners with special needs need a person who is used to catering for them. I don't think anyone with experience with them would have a problem. It's only a matter of how long one has dealt with them

These findings are in line with Whiting and Young (1995) in the literature review who state that more experienced teachers are comfortable with inclusive practices.

4.7.2.5. Lack of support from the administrators

Results gathered in this study showed that some of the respondents put the blame on lack of support from the administrative staff as the contributor to teachers' attitudes towards managing inclusive classes. The administration comprises of the school head, deputy and TIC. In this research, the TICs on behalf of the administrative staff were also interviewed. One of them was quoted saying,

We have never organized workshops on SNE. These teachers are trained and the knowledge they have is enough for them. They should work hard and cater for these learners. We did not vouch for inclusion but policy is policy.

The above statement shows that there is no support on teachers pertaining special needs education.

One classroom practitioner commented that;

If there would be support from our school leaders, inclusion would be successful.

These findings tally with the views of Decula, Tramontano and Kett (2013) in literature review who concur 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.

4.7.3. Theme 3: How the attitudes affect implementation of inclusive education.

Data gathered showed that positive attitudes really affect implementation of inclusive education positively. Positive attitudes aid continuity and success to inclusive education. All children will sail in the same boat and no child is left behind regardless of condition. The goal of inclusive education is to build self-esteem in learners and remove discrimination against learners with disabilities hence positive attitudes will make this goal achievable. In agreement with this, Campbell et al (2003) in literature review assert 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 procedure and as a result, implementation of inclusion becomes a success.

However, negative teacher attitudes affect implementation of inclusive education negatively. It triggers discrimination and this causes learners with special needs not to be catered for. This agrees with Gal et al (2012) cited in literature review as they posit that negative attitudes can result in dwindling academic performance and escalate the separation of pupils with learning disabilities thereby disrupting the successive implementation of inclusive education. As a result the objectives of SNE would not be achieved.

4.7.4. Theme 4: Strategies that can be used in dealing with teacher attitudes towards managing inclusive classes.

When respondents addressed the questionnaire on strategies, findings from most respondents was to urge curriculum designers to improve the curriculum to meet the needs of diverse children. On the class size the participants urged heads of schools and the administration not to over enroll. They would urge heads to enroll the number stipulated in the circular 105 of 2006 that each teacher should run a class of 20 learners. Cornoldi et al 1998 in the literature review agree with

this by stating that consistence in terms of size of the class has allowed most educators to be more supportive of inclusion.

On lack of expertise, the school administration would be urged to organize in service trainings and workshops on SNE, since some teachers did not go through SNE modules during training. This is in line with Guzman (1994) cited in literature review that in order to implement inclusion successfully, principals should offer ongoing structured collegial support and professional development opportunities and provide specific skills and knowledge through in-service training to their staff.

Respondents were of the idea that schools and the Ministry scout for donors who can fund the programme so that they can donate equipment or money to fund inclusive education practices. This is in agreement with what Ogelman and Secer (2012) posit in literature review that, restructuring of the physical environment and the provision of adequate and appropriate equipment and materials for learners with disabilities are vital in the development of positive teacher attitudes.

Finally the respondents would urge the administration staff to support the teachers and this would cause implementation of inclusive education a success as concurred in agreement by Anthony (2011) that positive attitudes about the inclusion of students with disabilities into mainstream classes are often dependent on the provision of adequate support services from the head teachers. On the same note, Hammond and Ingalls (2003) cited in literature review assert that teachers believe that the support from the administrative staff is critically imperative in order for them to implement inclusion successively. Heads were to be encouraged not to put pressure on teachers regarding the pass rates and all the same urged teachers not to relax.

4.8. Summary

This chapter focused on data presentation in form of tables, analysis, interpretation and discussion. The data was analysed in form of numbers and percentages, that is, quantitative data in the attempt to give meaningful tabulated data. The interpretation on data was done at the end reflecting to the literature review in chapter 2. The explanations accompanied the numerical data for easy understanding .The next chapter focuses on drawing up the summary of the study, conclusions and recommendations of the research study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

This chapter summarises the research study procedures that were followed from chapter one which highlighted the background of the study and chapter two which reviewed literature on the study. Chapter three focused on the research methodology and chapter four which focused on data presentation, analysis and discussion on teacher attitudes towards managing inclusive classes at ECE level in Bulawayo Central District schools. It also gives conclusions of the answers to the research questions raised in chapter one. The findings of the research, summary and the conclusions will also be explained. The recommendations that emanated from the research on teacher attitudes towards managing inclusive classes will be highlighted in this chapter.

5.1. Summary

The purpose of this study was to investigate the teacher attitudes towards managing inclusive classes at ECE level in Bulawayo Central District primary schools. Four research questions were formulated to guide the study. These questions sought to find out the nature of teacher attitudes towards managing inclusive classes, to establish what contributes to the teacher attitudes towards managing inclusive classes in ECE in Bulawayo Central District, to investigate how teacher attitudes affect the implementation of inclusive education and finally, to find out strategies that can be used to deal with teacher attitudes towards managing inclusive classes. The study employed a descriptive survey design which allowed the researcher to gather information from the participants. The research was confined to three out of eighteen primary schools in the

Bulawayo Central District Primary Schools. Thirty-five classroom practitioners were selected and three teachers in charge as part of the administrative staff were also selected totaling to thirty-eight participants. The main research instruments used were the questionnaires and interview guides. The review of literature helped the researcher to have an insight on teacher attitudes and factors that contribute to those attitudes towards managing inclusive classes. Data was collected and presented in tables, graphs and pie charts and was then analysed. With the established factors, findings revealed that inclusion is affected positively and negatively.

5.2. Review of main findings

The findings from the study revealed that there are teachers who have positive attitudes and there are also teachers who have negative attitudes towards managing inclusive classes in Bulawayo Central District primary schools. There are factors that contribute to teacher attitudes towards managing inclusive classes. Listed below are findings of the study;

5.2.1. Lack of expertise

Findings indicated that the negative teacher attitudes towards managing inclusive classes are as a result of most teachers lacking the knowhow on handling learners with special educational needs. Training in Special Needs Education is not compulsory in teacher training colleges yet nearly all classes in schools have learners with disabilities. Therefore, teachers feel burdened by manning inclusive classes as they struggle to handle learners with special needs.

5.2.2. Inadequate resources

It emerged from the findings that negative teacher attitudes towards managing inclusive classes are prompted by lack of adequate resources for learners with disabilities. Teachers were echoing that inclusivity came as a directive regardless of preparedness in infrastructure and availability of

assistive devices such as braille and hearing aids. These really fuel the negative attitudes towards managing inclusive classes.

5.2.3. Large class size

The findings from the study reflected that nowadays, it is very rare to find a class with less than forty learners in Early Childhood Education. Large class sizes are the order of the day and with this, teachers find it difficult to cater for the learners' individual differences. Larger class sizes makes managing inclusive classes nearly impossible.

5.2.4. Lack of experience

From this study, there emerged findings that one needs experience in order to deal with or to handle learners with special educational needs. Getting used to the system and becoming experienced would make the teacher develop a positive attitude towards managing inclusive classes.

5.2.5. Lack of support from the school administrative staff

It was concluded by the findings of this study that teachers lack support from the school administrative staff in matters concerning managing inclusive classes and this prompts negative attitudes. If the administrative staff were to be supportive, teachers were assured of successive implementation hence positive teacher attitudes.

Generally, the study was a success as it was able to relate to factors that contribute to teacher attitudes towards managing inclusive classes.

5.3. Conclusion

Based on the findings of the study, the researcher made the following conclusions; Lack of expertise in Special Needs Education, lack of resources, lack of experience in handling learners with disabilities and lack of support from the schools' administrative staff on matters concerning teaching learners with disabilities makes it a challenge for teachers as it increases pressure on them as they try to be psychologically and practically prepared to teach these learners with the so called 'normal' ones. Overloaded classes also makes it difficult for teachers with lack of skill and knowledge in inclusive education to manage inclusive classes as the learners possess unique differences.

5.4. Recommendations

In light of the findings of the study, the research would be incomplete without making recommendations. As schools are replicates of one another in the policy implementation as per the Ministry of Education directive, the following recommendations are made with the hope that they will help in improving teacher attitudes towards managing inclusive classes at ECE level;

- ❖ Thorough and compulsory training in Special Needs Education in all teacher training colleges so as to equip all teachers with the necessary skills on how to manage inclusive classes at Early Childhood Education Level.
- ❖ Curriculum should be revised so as to include content necessary to teach learners with disabilities more on survival skills rather than on demanding learners to know far-fetched knowledge which is not within their reality of life and would take them nowhere.
- ❖ Downsizing the number of learners per teacher to manageable levels of not more than 20 learners per class. This helps the teacher to execute individual educational planning actions to the diversity of learners and cater for individual differences.

- ❖ The government together with the schools' administrative staff to apply for donations on special needs resources that assist learners with learning disabilities. The schools' administrative staff to organize workshops as a form of support for teachers on Special Needs Education so as to equip them with the appropriate knowledge and skills on handling diverse learners.

5.5. Suggestions for further research

The researcher does not claim the research to be exhaustive. Future research can be carried out in order to establish more or even more different factors that contribute to teacher attitudes towards managing inclusive classes and as well come up with better suggestions on how to deal with them.

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APPENDIX I: INFORMED CONSENT

MIDLANDS STATE UNIVERSITY P. O. BOX 9050 SENGA, GWERU ZIMBABWE

INFORMED CONSENT IN PARTICIPATION IN AN ACADEMIC PROJECT

TEACHER ATTITUDES TOWARDS MANAGING INCLUSIVE CLASSES IN EARLY CHILDHOOD EDUCATION LEVEL IN BULAWAYO CENTRAL DISTRICT SCHOOLS.

Dear respondent

You are invited to participate in an academic research study conducted by Muverengi Patience Rejoice, a student doing the programme of Bachelor of Early Childhood Education at Midlands State University in Gweru.

The purpose of this study is to investigate on Teacher Attitudes towards Managing Inclusive Classes in Early Childhood Education Level in Bulawayo Central Primary Schools. 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. You may however choose not to participate and you may also withdraw from the study at any time without any negative consequences. The results of the 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

Muverengi Patience Rejoice

APPENDIX II: INTERVIEW GUIDE FOR CLASSROOM PRACTITIONERS

1. What is your class size?
2. Do you have learners with learning disabilities in your class?
3. How many learners with learning disabilities do you have in your class, be it physical or mental?
4. How bad are those learning disabilities? Are they mild and manageable or severe?
5. How do you feel about them being in your class?
6. Do the normal learners accommodate the learners with learning disabilities in the class?
7. How do you manage the inclusive class?
8. What challenges do you face in teaching an inclusive class?
9. Do you notice any progress in your learners with learning disabilities after lessons?
10. What criteria do you use to assess their progress and if the concept has been grasped?
11. How do you cater for their individual differences?
12. Do you discuss with parents or guardians pertaining to their progress?
13. What challenges do you face in managing an inclusive class both during academic work and co-curricular activities?
14. Do you enjoy teaching a class with learners who have different learning disabilities?

15. What are your recommendations on including learners with different learning disabilities in the regular class?

16. Were you trained in inclusive education? If not, do you wish to train as a specialist?

17. Do you think the government made a good move by introducing inclusive education?

18. Do you think learners with learning disabilities benefit from learning with the so called normal learners? If so, how?

19. Do you think the normal learners benefit from learning with their peers with learning disabilities?

20. If you were to make a choice whether to take an inclusive class or not what would you choose? Why?

THANK YOU FOR YOUR COOPERATION.

APPENDIX III: INTERVIEW FOR TEACHERS IN CHARGE

1. How many Early Childhood Practitioners do you have in your school?
2. Do you have learners with disabilities in your ECE classes?
3. How are these learners' needs catered for?
4. Do you organize staff development meetings or workshops pertaining special needs education?
5. Do you assist your teachers in terms of Special Needs Education? If yes, how do you do it?
6. What's your opinion on inclusion? Was it a good move or not and why do you think so?
7. If you were to meet with policy makers, what would you recommend on inclusive education?

THANK YOU FOR YOUR COOPERATION.

APPENDIX IV: QUESTIONNAIRE FOR CLASSROOM PRACTITIONERS

Dear Participant

I am a Bachelor of education in Early Childhood Education student at Midlands State University by the name of Patience Rejoice Muverengi. Thank you for agreeing to take part in this study which will help in the effective development of all the Early Childhood Development learners regardless of their condition in education. The purpose of this research project for which this questionnaire is designed is to investigate on teacher attitudes towards managing inclusive classes in the Early Childhood classes in Bulawayo Central District Primary Schools. The results will be used for **academic purposes only**.

All answers you will provide on this questionnaire will be kept confidential.

Yours sincerely

Patience Rejoice Muverengi

Instructions

Section A is to be completed with a tick only and in section B you are kindly required to put a tick and then complete with an appropriate answer in the spaces provided.

SECTION A

1. Sex

Male

Female

2. Age

20 – 30 years

31 – 40 years

41 – 50 years

Above 50 years

3. Highest academic qualifications

Ordinary level

Advanced Level

4. Highest Professional Qualification

Certificate in Education

Diploma

Degree in Education

Special Needs Education

5. Working Experience

0 – 10 years

11 – 20 years

Over 20 years

SECTION B

1. What is your understanding of inclusive education?.....

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2. What can you define as an inclusive class?.....

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3. Do you have learners with learning disabilities? Yes

4. How many learners do you have?

5. How many are physically and how many are mentally challenged?.....

6. Do the learners with learning disabilities participate in class? Yes No

7. What challenges do you face in managing an inclusive class?.....

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8. How do you assist learners with learning disabilities to ensure that they benefit from learning with their normal peers?.....

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9. Do you give them same work in and out of the classroom despite their physical or mental differences and does it help them?.....

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10. Do you cater for their individual differences? How do you do it?.....
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11. Do learners with learning disabilities adapt to classroom interaction with peers?

Yes No

12. Which strategies do you use to help learners with learning disabilities to adapt in class?.....
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13. What are your perceptions towards inclusive education especially on teachers managing an inclusive class?.....
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14. How do you feel when teaching an inclusive class and what makes you feel that way?.....

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15. If you were to be given a choice would you continue managing an inclusive class? Why?.....

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16. What challenges do you face in teaching learners with learning disabilities?.....

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17. What are the teacher's attitudes towards managing inclusive classes in your opinion and why do you think they behave that

way?.....
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18. What are your recommendations on including learners with different learning disabilities in the regular

class?.....
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THANK YOU FOR YOUR COOPERATION

APPENDIX V: QUESTIONNAIRE FOR TEACHERS IN CHARGE

Dear Participant

I am a Bachelor of education in Early Childhood Education student at Midlands State University by the name of Patience Rejoice Muverengi. Thank you for agreeing to take part in this study which will help in the effective development of all the Early Childhood Development learners regardless of their condition in education. The purpose of this research project for which this questionnaire is designed is to investigate on teacher attitudes towards managing inclusive classes in the Early Childhood classes in Bulawayo Central District Primary Schools. The results will be used for **academic purposes only**.

All answers you will provide on this questionnaire will be kept confidential.

Yours sincerely

Patience Rejoice Muverengi

Instructions

Section A is to be completed with a tick only and in section B you are kindly required to put a tick and then complete with an appropriate answer in the spaces provided.

SECTION A

1. Sex

Male

Female

2. Age

20 – 30 years

31 – 40 years

41 – 50 years

Above 50 years

3. Highest academic qualifications

Ordinary level

Advanced Level

4. Highest Professional Qualification

Certificate in Education

Diploma

Degree in Education

Special Needs Education

5. Working Experience

0 – 10 years

11 – 20 years

Over 20 years

SECTION B

1. What is your understanding of inclusive education?.....
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2. What can you define as an inclusive class?.....
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3. Do you have learners with learning disabilities in your school?

Yes No

4. Do you incorporate them in your school activities?

Yes No

5. Do your teachers cater for individual differences when it comes to teaching and learning in an inclusive class? How do they do it?.....
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6. What is your opinion when it comes to inclusive education?.....

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7. Do you ever organize workshops in special needs education? If so, how often?.....

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8. What do you think are your teacher's attitudes towards managing an inclusive class?.....

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9. What do you think is the reason for those attitudes?.....

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10. Do you think inclusive education was a good move now that you have some of your teachers managing inclusive classes? Give reasons for your response.....

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11. If you were to be given a chance to meet with policy makers concerning inclusive education, what would you recommend?.....

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THANK YOU FOR YOUR COOPERATION