MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

TEACHERS' PERCEPTIONS OF INCLUSIVE POLICY IN EDUCATION IN PRIVATE SCHOOLS IN FRANCISTOWN, BOTSWANA.

A DISSERTATION SUBMITTED

BY

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE BACHELOR OF EDUCATION DEGREE IN EDUCATIONAL MANAGEMENT AND LEADERSHIP SUBMITTED TO THE MIDLANDS STATE UNIVERSITY FACULTY OF EDUCATION

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Declaration

I, Tarisai Kawonde, declare that this study, **'Teachers' perceptions of inclusive policy in education in private schools in Francistown, Botswana'** is my original work and has not been previously submitted to any university. All sources used have been indicated and acknowledged by means of references.

Signature_____

Date _____

This dissertation entitled **'Teachers' perceptions of inclusive policy in education in private schools in Francistown, Botswana'** by Tarisai Kawonde R15030X, meets regulations governing the award of a Bachelor of Education in Management and Leadership at Midlands State University, and is approved by its contribution to knowledge and literal presentation.

Supervisor _____

Date _____

Dedication

I dedicate this project to my wife Enia Kawonde who has always been by side in class and for being my study partner. I also dedicate this project to my two lovely children Tanenyasha and Nokutenda who endured a lot as I was working hard to make this study a success. I also dedicate this project to my late mother Lydia Kawonde for believing in me and encouraging me when pressure seemed unbearable.

Acknowledgements

Abstract

This is a qualitative study on Botswana private school teachers' perceptions of the inclusion concept in the educational system. In this study, a case study was used as a strategy to conduct the practical aspects of this study. A study was the mixed method research design. Interviews and questionnaires were research tools that were used to collect data for this study. The sample comprised of 2 administrators and twenty teachers. A questionnaire on inclusion concept was developed on a five likert scale and administered to a stratified purposive sample of 20teachers in one private school in Francistown. All teachers responded to the questionnaire and their responses were coded, analysed using graphs and tables. The main findings for this study in general revealed that teachers in private schools have negative perceptions towards the concept of inclusion in the educational system. The findings of this study have significant implications to the school administrators, teachers and other stakeholders who are directly and indirectly involved in implementing inclusive education in Botswana.

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CHAPTER 1

1.1 Introduction

When we discuss the education of pupils with disabilities in Botswana, what comes into mind is the public school system, but there is a large and powerful private school network where families who can afford would rather pay for private regular schools for their children with or without disabilities. In Botswana when it comes to private regular schools, there is not much evidence about numbers and the rate of inclusion of students with disabilities. The research aims to investigate the teachers' perceptions of inclusive education policy at private schools in Francistown, Botswana. This chapter therefore outlines the background of the study. The statement of the problem that was created for this research is outlined followed by guiding major research question. The significance of the study, delimitations and limitations of the study are provided. The chapter also deals with the definition of key terms used in the study.

1.2 Background of the study

Educating learners with disabilities began about 40 years ago in Botswana. Teaching students with disability in regular classroom is called educational inclusion and this approach has become one of Botswana's top priorities during the last two decades. Both private and public educational institutions have committed themselves to inclusive education. The formation of an educated and informed Nation is a major policy declaration in Botswana Vision 2016 (Botswana Government, 1997). The Government of Botswana developed inclusive policy of children with special needs into regular schools since 2011. Very few private schools have implemented this policy at full length. It is important to find out how teachers in private schools in Botswana respond to diversity in classes and the preparedness of these teachers during teacher education programmes on the concept of inclusive education. Teachers who are not properly trained on inclusive education are very likely to have negative attitude and

oppose the idea of having learners with special needs in their classrooms. The reason for this resistance is likely due to lack of prerequisite skills to tackle and manage learners with special needs. Studies conducted by Simmi, Ramma, and Ishaan, (2009) indicated that many regular teachers in Botswana feel fearful and unprepared to work with disabilities in regular classes and so display frustration and negative attitude towards inclusive education because they feel that it could lead to lower standards. A significant number of studies from a variety of countries have shown that teachers have concerns about working with students with disabilities. Thus understanding teachers' perception towards Inclusive Policy will help to fill a gap in our understanding of the teachers' attitude towards students with special needs and the level of confidence in teaching these children in inclusive settings in private schools. The study will also provide an understanding of the training needed by teachers and their desire to improve their skills in handling pupils with special needs in private schools.

1.3 Statement of the problem

It is important to prepare teachers for inclusion in all curricular plans. However, it is assumed that teachers in Botswana have attained knowledge and understanding about needs of different learners in areas of curriculum development and teaching techniques, but teachers' perception on the implementation of inclusive education policy on special needs learners still has a lot to desire. Many regular teachers in Botswana feel fearful to work with learners with disability in regular classes. The challenge is no longer on inclusion policy itself but on how to achieve and sustain quality special needs education through the teachers' perceptions or attitudes.

1.4 Main Research Question

How do teachers in private schools perceive the concept of inclusive education?

Sub-research questions

1.4.1 How do teachers in private school implement the inclusive education policy in relation to their school curriculum?

1.4.2 To what extent do professional qualifications and years of work experience influence teachers' attitudes towards inclusion in private schools?

1.4.3 To what extent does educational placement of students with various disabilities influence teachers' attitudes towards inclusion in the regular classes in private schools?

1.4.4 To what extent have teachers in private schools been trained in their schools to ensure that they feel competent and confident in their ability to teach pupils with special needs in inclusive settings?

1.4.5 How do resources influence teachers' attitudes towards the implementation of inclusive policy in private schools?

1.5 Significance of the study

The significance of this study is to help other researchers in evidence-based research and to improve policy and practice of teaching learners with learners with special needs in private schools. The research is significant to the school especially the school authorities since inclusive education is a new phenomenon and it will also assist other learners without special needs to accommodate and assist their peers with special needs. This study will also create awareness; assist in filling in literature on inclusive education locally, nationally and internationally. The study will also highlight how prepared are the teachers who should serve as community network ready with expertise and experience to accommodate all learners to fulfil this mandate. The pupil's ability under inclusive education is dependent on the expertise of the teacher who ensures that learner's needs are met and provides the direction through

which learning should be implemented, hence the need to find out teachers' perception on the concept of inclusive education in Botswana educational system. Additionally the study may be able to identify and collate the knowledge and competencies required by teacher trainees to enable them to have confidence and competence in teaching learners with special needs within inclusive framework.

1.6 Limitations of the study

This study shall be limited to inclusive education for learners with special needs at one private school in Francistown, Botswana. Time and financial constrains shall impact on the research study. The high cost of travel and purchase of stationary shall limit the study to only one private school in Francistown. The study will base on the assumption that the sample used reflects the entire population which might have some differences. There are limitations of this study that suggest direction for future investigations. First the sample used in my investigation included only one private school teachers. Future investigation need to expand across all private schools in Botswana.

1.7 Delimitations of study

This study will be conducted at one private school in Francistown, Botswana. The research study will focus on the teacher's perceptions on the policy of including learners with special needs in regular classrooms in private schools.

1.8 Definition of key terms

1.8.1 Inclusion

Inclusion can be defined as a sense of belonging, feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best (Miller & Katz, 2002). According to Yell, (2012) inclusion means that all students will spend the majority of their time in general education environment. In other words inclusion in

education refers to a model where disabled and non-disabled learners learn together in the same classroom and learning environment.

1.8.2 Special Needs Education

Special Needs Education is education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning (Manzi, 2011).

1.8.3 Disability

Disability is a physical or mental condition which limits one's movements, senses as well as activities (Cant, 2001). In other words disability means unable or lack of ability to perform an activity in a manner that is considered normal in a human being.

1.9 Summary

The chapter outlined the background of the study. Guiding research questions were included to show the direction of the study. The significance of the study outlined the beneficiaries of the study. Delimitations and limitations were outlined as they had an effect on the outcome of the research. Literature review on learners with special needs in the regular classrooms and its significance will be discussed in the next chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter begins with attention given to conceptual and theoretical frameworks. The researcher will also discuss what different authors say on teachers' perceptions on inclusive education policy.

2.2 Conceptualising inclusive education

2.2.1 Global perspective

An international perspective on inclusion can be traced back to the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the UN Convention on the Rights of the Child (1989). These international strategies set the context to encourage more equitable forms of schooling.

The concept of inclusion in the schools is one of the biggest challenges in any educational systems all over the world. Inclusive education comes as a paradigm shift from the idea of placing learners with disabilities in permanent institutional care which was a form of isolation to a paradigm which focuses on ensuring opportunities for participation and sharing (Singh, 2010). Inclusive education outlined that all learners attend schools in their neighbourhood and should be provided with supportive services to enhance their learning. Dakar Frame work for Action, (2000) among its six goals stipulates that by 2015 all children of Primary School age should have more access to and complete free schooling of acceptable quality. UNESCO, (2004) emphasised the right of every individual to education regardless of colour, creed or any form of differences in physical appearance or nationality.

2.2.2 African Perspective

Every child deserves to receive a quality education. Education is a fundamental human right and a social good; however, the overwhelming majority of disabled in Africa are being deprived of access to it. Many African governments have signed the United Nation's convention on disability rights.

In order to fully understand the concept of inclusive education within the African context, there is need to reflect on perspectives of some countries in African context. For example, In Zimbabwe context, inclusive education involves the identification and minimization of barriers to student participation in traditional settings such as homes and the maximization of resources to support learning and participation (Mpofu, Kasayira, Mhaka, Chireshe & Maunganidze, 2007; Chimedza, 2007). In Lesotho the concept of inclusive education is culturally and morally inclined. According to Johnstone and Chapman, (2009) inclusive education in Lesotho is understood as a practice whereby students with physical, sensory or intellectual impairment that affect learning are educated in regular schools.

Ghana's concept of inclusive education is based on access and participation of all children with disabilities in regular schools (Agbenyaga, 2007). Ghanian perspective is not about where to educate learners with special needs but it is about attracting and retaining children under their two-tier system.

In summary, education in Africa passed through major transitions from systems that were based on poverty, race and disability to providing education for all. In order to eradicate barriers that may hinder full participation in education by learners with special needs it is important that each country provide inclusive education. It is for this reason that practice of inclusive education may not mean the same thing, hence its difference in its implementation.

2.2.3. Botswana's Perspective

As an inclusive society, Botswana like many other developing countries has followed the international shift towards inclusive education as a means of accommodating the full range of learners need in regular schools. Mukhopadhyay, (2009) asserts that Botswana developed its first policy on education in 1977 known as Education for Kgahisano to prepare learners with special needs for social integration by placing them in regular classes with their peers. The Government of Botswana developed inclusive policy of children with special needs into regular schools since 2011. The aim of adopting the policy was to divert from the principle of exclusion of the persons with disabilities through special schools that were in place several years after independence to inclusion into mainstream. Although inclusive education has been rapidly gaining acceptance in Botswana, academic circle, government texts and mass media, there is a lack of shared understanding of the implication of the concept neither the government, nor the academics have been able to engage critically with the meanings and relevance of the concept within the context of Botswana (Mukhopadhya). Empirical studies in this area have been scarce and the small amount of existing published literature largely consists of personal opinions. The limited research (Gaotlhobogwe, 2001; Masinega, 1999) that is available in Botswana has concentrated on the inclusion of learners with specific categories of disabilities.

Researchers (Brandon, 2006; Manrope, 2002) examined attitude of Botswana teachers towards inclusive education and found that teachers held non-favourable attitude, towards inclusive education. It is therefore important that a research is carried out to find out these teachers' perceptions.

2.3 Theoretical Framework

If adapted education is to be received by children it is obviously critical to understand the way they learn and develop. It is therefore important to use theorists in order to understand the complex world of inclusive classrooms.

2.3.1 Social Learning Theory

Albert Bandura developed the social learning theory which outlines that behavioural and cognitive happen through modelling, observing and imitating others. According to Miller, (2011) the main characteristic of the social learning theory are centrality of observational learning, a causal model that involves an environment-person-behaviour system, cognitive contribution, and self-efficiency and agency. In other words this theory suggests that both behaviour and academic modelling happen through instruction done verbally and modelling that is live and symbolic.

Inclusion classes make use of this theory in the sense that disabled peers can observe their non-disabled peers and teachers and imitate them. Social learning theory combined with Freudian learning principle focus on teaching children important real-life social behaviour (Miller, 2011). In other words academic and social skills are addressed within the classroom and it is through this learning community where disabled pupils are able to interact with their peers and create friendship. When included in main-stream classes learners with special needs have the chance to observe their peers working habits and they can imitate the habits and to reflect their own.

2.3.2 Observational Learning Theory

Children with special needs can learn academically within their learning community. Co-operative learning involves social interaction amongst the students, and it is key to educational thinkers such as Piaget, and Vygotsky, in (Slavin, 2009). In other words children

can be best teachers when teaching their peers. Hardings, (2009) says peer learning helps students to build effective listening and communication skills. Learners with special needs can provide educational knowledge to their peers by teaching them and learning from them as well, by doing so they will feel a sense of belonging.

2.3.3 Guided Learning Theory

Besides social learning and observation learning theories, the zone of proximal development has a bearing in inclusive setting. Vygotsky, (1978) states that the zone of proximal development outlines that students learn better when guided by an adult or when working with more capable peers. In other words adult guidance acts as a support structure when students with disability learn from their non-disabled peers. In inclusive education the teacher should guide interaction between disabled and abled peers during their discussion for better understanding of the concept being taught. According to McDuffie, Mastropieri and Scruggs, (2009) peer tutoring has be found to be effective for students with disabilities.

The three theories discussed above describe and help to explain how children with special needs can progress academically and increase social interaction when placed within an inclusive environment.

2.4 Teachers' perceptions on Inclusive Education Policy

Attitudes of regular classroom teachers towards educational inclusion are viewed as a pivotal point to include learners with disabilities in normal schools. Teachers' perceptions play an important role in coming up with successful inclusive programs in schools. Hammond and Ingalls, (2003) say teachers' perceptions are the key to the success of inclusive programs in schools, and it is very important to examine their perceptions or attitudes towards inclusion of students with disabilities into regular settings as their perceptions may influence their behaviour towards and acceptance of such students with disabilities.

According to Van Reusen, Shoho and Baker, (2001) the success of inclusive programs may be at risk if regular classroom teachers hold negative perceptions towards the inclusion of students with disabilities. Recent studies by Barco, (2007); Ross-Hill, (2009) on inclusive education indicate that many teachers have less than positive attitude towards inclusion of students with disabilities in mainstream classrooms. Furthermore, several studies reported that regular classroom teachers, do not hold supportive attitudes towards educational inclusion (for example Reiter, Schanin and Tirosh, 1989) while others (for example Villa, 1996) stated that regular classroom teachers hold more favourable attitude. According to Florian (2012) many general classroom teachers in Scotland resist to include children with special needs in their classes believing that inclusion interferes with effective education of the other students.

Again studies like Dupoux, Wolman and Estrada, (2005) have demonstrated that there were similar perceptions between primary and secondary school teachers regarding inclusive education; some were positive, and some negative.

It has been found that teachers' attitudes are highly related to successful inclusive programs in education. Avarmaids, Bayliss and Burden, (2000) say teachers who hold positive and attitude towards creating an environment of inclusion for all learners in the classroom, irrespective of differences or disabilities, were found to have been more successful in implementing inclusive practices. This is echoed by Boyle, Scriven, Durning and Downes, (2011) in their review say a positive attitude towards inclusive education was even more important than school resourcing, as it was the teacher who had to implement the inclusive practices.

Teacher training is critical in the implementation of inclusive education. Pre-service has shown to greatly change teachers attitude towards disability and inclusion (Center & Ward,

1987).This is supported by Pearce, (2009) who noted that more positive attitudes were held by those who had been prepared in their pre-service teacher training to teach all children, compared with those that had been prepared and trained to teach a diverse classroom. In other words pre-service training for inclusive education has proved to be an effective method for improving attitudes towards inclusive education. A study carried out by Lambe and Bones, (2006) found that pre-service teachers' attitude towards the philosophy of education were quite positive with more than 80% participants indicating that they believe that all teachers should encounter children with special needs in their teaching. However, more than half of the participants felt they did not possess skills needed to teach in an inclusive setting and they also felt that they did not have enough experience to competently with students with special education needs. A study conducted by Loreman, Forlin and Sharma, (2007) into attitudes before and after training for inclusive education found that training was successful in improving attitudes. Thus, both continuous and initial professional development may be critical in influencing teachers' attitudes which could lead to successful implementation of inclusive education.

The impact of teacher experience on teachers' attitude towards students with disability can-not be underestimated though is not clear. Avramidis and Kalyva, (2007) and Pijl, and Hamstra, (2005) noted that teachers who are in their early years of their career had positive attitude compared to those with many years of experience. Pijl and Hamstra argued that teachers with much experience showed negative attitudes indicating that they have grown stale and become rigid to change in their profession. However, Avaramids, Bayliss and Burden, (2000) studied teachers' attitudes towards inclusion of learners with special needs in normal schools. The findings showed that teachers who had experience in working in schools that implemented inclusion practices were more willing to teach pupils with different learning difficulties. This was because of extensive hands-on experience acquired during handling

children with special needs by these experienced teachers (Avramidis & Kalyva, 2007). This study also revealed that teachers with university degrees had more favourable attitudes and were more proficient in dealing with the needs of learners with disabilities.

On the contrary, several studies have considered teachers' attitudinal changes towards inclusive education over years of experience (Leyser, Kapperman & Keller, 1994). General experienced teachers showed less positive attitude towards inclusion off learners with disabilities.

One other area of significance concern for teachers tasked to implement inclusive education that has been identified is professional competency. Forlin, (2010) says that it has been suggested that on-going professional training for existing teachers is necessary for improvement in attitude towards inclusive education to occur.

Regardless of teachers' commitment, positive attitude and having appropriate knowledge and skills necessary to meet the educational needs of diverse learners with disabilities in inclusive classes, some teachers were concerned how learners with disabilities in inclusive classes will adjust in terms of academic, social and behaviour. Some teachers felt that inclusion would bring little benefit to learners with disabilities and even questioned the advantages of inclusion (Heinman, 2002; Priestley and Rabiee, 2002).

Again Vaughn, (1996) also state that several aspects might result teachers to rise against inclusion, for example budget deficit, teachers' work load, difficulties in standardised evaluation and large numbers of pupils in class.

For effective inclusion to take off effectively there is need to reduce the sizes to manageable numbers to help the teacher to give the learners individual attention. Tafa, (2001) asserts that

large class size and the problem of covering the syllabus for examination purposes are some of the hindrance to quality education in Botswana.

Any curriculum which is rigid and inflexible and which does not cater for individual difference can be a hindrance to the implementation of inclusive education. Pottas, (2005) points out lack of relevant subject content, lack of appropriate materials, inflexible styles of teaching and concentration on academic outcomes can lead to negative attitudes that may lead to ineffective implementation of inclusive education.

The type of learners with disability can also have a bearing towards teachers' attitude on inclusion. A study carried out by Algazo and Gaad, (2004) in the United Arab Emirates found out that teachers' receptive to students with physical disabilities than students with disabilities such as visual impairment, hearing impairment or intellectual disability among others. Again in Qaraqish, (2008) study the results showed that teachers in Saudi Arabia portrayed positive attitude towards inclusion of learners with learning disabilities in mainstream classes. On the other hand the teachers showed negative attitude towards inclusion of learners with physical and behavioural difficulties in regular classrooms.

Interventional strategies are critical in the successful implementation of inclusive education. Research suggests that school teachers who hold more negative attitudes towards inclusion do not make efforts to learn and apply successful strategies that assist students with disabilities (Galovic, Brojcin & Glumbic, (2014). This is echoed by Thomas, (2013) who claims that inclusive education can only be successful if teachers show willingness and are able to implement the interventional strategies in their classrooms.

2.5 Summary of the chapter

The reviewed literature for this Chapter described how different authors views inclusive education internationally and in Botswana. The researcher also studied literature about some

of the teachers' perceptions on inclusive policy around the world. A theoretical framework which includes the theories of inclusion was also discussed. The next chapter would be on research methodology

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in carrying out the research. It will provide a clear description of the research methodology to be applied during the process of data gathering. Descriptive survey design will be used since it is commonly used by many researchers and has proved to be effective. Descriptive survey designs can accommodate both quantitative and qualitative data obtained from the research study. The chapter therefore will provide an account of how the qualitative investigation will be designed and how it will be conducted.

3.2 Research Design

When conducting a research, objectives and purposes of the research are highly influenced by the choice of a research design. The research design to be employed shall be a descriptive survey. Survey research designs are procedures in qualitative research in which investigators administer a survey to a sample or to the entire population of people to describe attitudes or opinions of the population. The design outlines the steps for conducting the study, including when, from whom, and under what conditions the data was obtained. In other words, design shows how the research was set up, and provides the most valid, accurate answers possible to research questions. Descriptive survey is probably the best method which is available to us in collecting data for the purpose of describing a population large enough to observe directly. The descriptive survey design allows the researcher access to collect data from the sample through the use of a questionnaire or interviews. The researcher will opt for descriptive survey research design because it is easy to use and data can be obtained from various instruments hence conclusions can be deduced from a sample used during the study.

3.3 Population

The population will consist of teachers from one private school situated in Francistown district in Botswana. Due to financial constraints and other logical problems, it will be not possible to study all private schools in the region. Researchers always try to find means of obtaining individuals who can represent the target population. The researcher therefore will use one case study within the large target population to respond to interviews and questionnaires hoping the findings would reveal some general patterns that might occur in the entire target population. The school use English as medium of communication and is made up of the primary and the secondary departments. It is a multi-national school and the majority of staff members are expatriates.

3.4 Sampling

For this this study the researcher will use purposive sampling. Purposive sampling will be used since the researcher is interested in obtaining individuals who understand the phenomena being investigated and can provide needed information. Small cards written yes or no will be produced so that participates can pick at random, so as to give equal opportunity to the chosen population. Francistown will be chosen due to its proximity to the researcher's place of residence. Stratified purposive sampling will be used to make sure there is proportional representation. The sample will include ten females, ten male teachers and one female and one male administrator.

3.5 Instrumentation

The researcher will use questionnaires and interviews as instruments for gathering data because they are user friendly. The majority of researchers globally make use of these instruments when carrying out descriptive surveys.

3.6 Interview

An interview is a two way method which permits an exchange of ideas and information. It also involves the collection of information through direct verbal interaction between the interviewee and interviewer. An interview is a flexible tool for collecting data and enables multi-sensory to be used. The researcher will use interviews because they provide useful information when one cannot observe participants and they allow participants to describe detailed information. The researcher will use face to face interviews and this will enable the researcher to establish rapport with potential participants and therefore gain their cooperation. These interviews are expected to yield highest response rate in survey research. The interview will also allow researchers to clarify ambiguous answers and when appropriate, seek follow-up information. The researcher will record voice data of two administrators during interviews using a recorder.

3.7 Questionnaire

The researcher will use questionnaires. The researcher sorts to use questionnaires that have questions that address all the research questions of the study. The questions will seek to answer both main research and sub-research questions during the study.

In the construction of the questionnaire, simple language will be used. Participants will complete the questionnaire which will consists of section A and section B. Section A will consists of demographic characteristics including gender, professional status and teaching experience. In section B following each statement in the survey a four point choice response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree will be presented in a likert-type scale that permits the participants to select the degree of intensity that best describe the opinions about the statement. Both positive and negative wording of the questionnaire will be

used to avoid bias. Questionnaire allows anonymity and the respondents are free to express what he or she wants.

3.8 Data Collection Procedures

Teachers and administrators will participate in the exercise. Consent to administer the questionnaires and conduct interviews will be sought from the school authority through the board chairperson. Interviews and questionnaires will be administered to participants so as to reveal teachers' perceptions on Inclusive Education Policy. There will be fair and equal distribution of data collection instruments. Since the research is based on teachers and administrators of the school where the researcher work, the researcher will not avail documents of consent instead consent will done verbally. The participants will be above 18 years of age and this means that the research will be authentic. The researcher will make assurance to all respondents on issues of confidentiality and privacy during and after the research.

3.9 Validity and Reliability

 Validity is the extent to which a component of research such as instruments reflects or measure what is really intends to measure. Validity can be achieved by ensuring that every question in the instrument relates to the topic under investigation. In this study, to make sure that the questions give the same results if administered to the same group now and then, pre-testing of questionnaires will be conducted among   class teachers. The pre-testing of questionnaires and interviews will be important because the researcher will be able to refine and adjust some of the questions. Pre-testing of questionnaires and interview will also be carried out in order to ensure that the instruments used obtain the data required to meet the major aims of the study. This will be conducted to make sure that there is validity of instruments used and collection of empirical data. To test for reliability, the researcher will

administer the same questionnaires to participants who are similar to the sample before the data collection stage. This means that appropriate amendments will be carried out to ensure that questions asked are reliable to the study. The researcher will use two methods of data collection to cover for issues of validity and reliability of instruments used during the research study.

3.10 Ethical considerations

In any kind of research there are and technical accessibility considerations as well as ethical guidelines which have to be adhered to. These guidelines include ensuring confidentiality, informed consent, avoiding deception, ensuring anonymity and respecting privacy. Consent from the participants will be sort as a way to observe the principle of ethics in research. Approval and permission to carry out the study will be sort from school authorities and Board of governors since the school is a private school. Information gathered during the research will be kept private and confidential from the general public. Participants will be made aware of their right to withdraw when they feel like so.

3.11 Data Management

Data management is a process of planning, organizing and coordinating information or data. It has to do with organization of data from the start to the end of the research study. In this study the researcher will collect quantitative and qualitative data using interviews and questionnaires.

The researcher will edit his data and the process will involve looking closely at the completed research instruments. This will be carried out with a major objective of identifying and minimizing the errors and gaps of information collected from the participants. Of great importance will be the fact that questionnaires will use the likert scale that permits collection

of quantitative data in the study. After editing the data, the researcher will code the information to come up with data analysis plan and presentation.

3.12 Data analysis and presentation

Data analysis is a process of analysing data that would have been obtained during a study. The researcher will start by organising data collected through the use of interview schedules and responses and code the data quantitatively in the forms of tables, pie chart and bar graphs. The tables, pie chart and graphs will used to come up with discussions and conclusion pertaining teachers' perceptions on inclusive education policy. The quantitative data collected will be analysed through narratives, explanations and discussions.

3.13 Summary

This chapter looked at research design, population, sampling, the issues of validity and reliability, ethical considerations, instrumentation, data collection, data management and procedures to data analysis and presentation. The next chapter will look at data presentation, analysis and discussions of results.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents research findings on the sample studied using questionnaires and interviews. The results of the research and discussions are presented in order of questions, whilst the findings are structured around the main question and sub-questions identified in chapter one. A case study was set out to find out the teachers' perceptions on the Inclusive Education Policy at a private school in Francistown, Botswana. Data was collected through the use of questionnaires and interviews. Twenty questionnaires were distributed to teachers. Two interviews were carried out to complement data obtained from the questionnaire.

4.2 Return Rate

A total of twenty questionnaires were distributed to twenty teachers. Interviews were also conducted with two administrators of the school. All questionnaires were collected from the respondents who were assured of confidentiality of their view giving a one hundred per cent **(100%)** return rate. The questionnaire was divided into two parts, part A presented the respondent demographics and part B had statements on the concept inclusive education that revealed teachers' perceptions of Inclusive Education Policy.

4.3 Demographic Distribution

4.3.1 Gender of Respondents
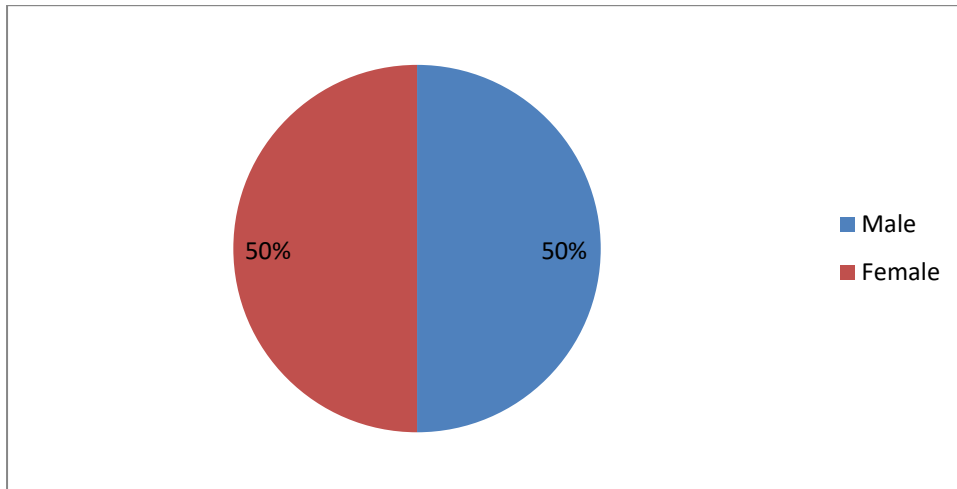
Source: Primary Data

Figure 4.1: Pie Chart showing gender distribution

(N=20 teachers participating in the questionnaire)

Figure 4.1 shows that in terms of gender, there was fair and equal representation of teachers during the survey.

4.3.2 Years of experience

Source: Primary Data

Figure 4.2: Bar graph illustrating years of work experience distribution of teachers by age.
(N=20 teachers participating in the questionnaire)

Figure 4.2 shows that the majority of participates are relatively new in the field, however there is also a significant number for those are above 40 years representing the experienced group that is vital in education.

4.3.3 Professional qualification of teachers
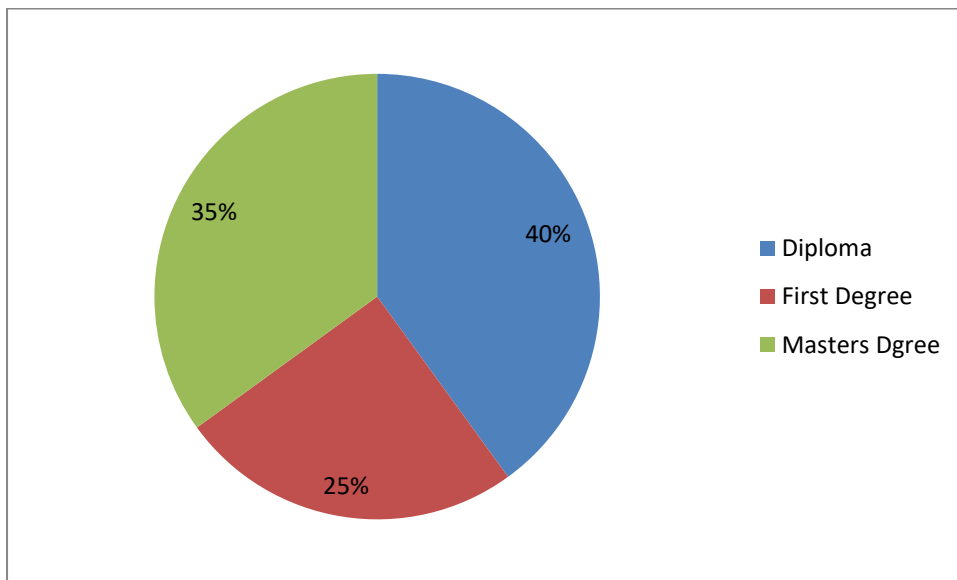
Source: Primary Data

Figure 4.3: Pie Chart showing the highest professional qualification of participates.

(N=20 teachers participating in the questionnaire)

The pie-chart illustrates that the majority of participates have diplomas in education while the lowest number had first degrees in education.

4.4 Sub-question Analysis

4.4.1. How do teachers in private schools implement inclusive education policy in relation to their school curriculum?

QS4. The school curriculum directs all teachers to involve all learners in academic activities and sporting activities.
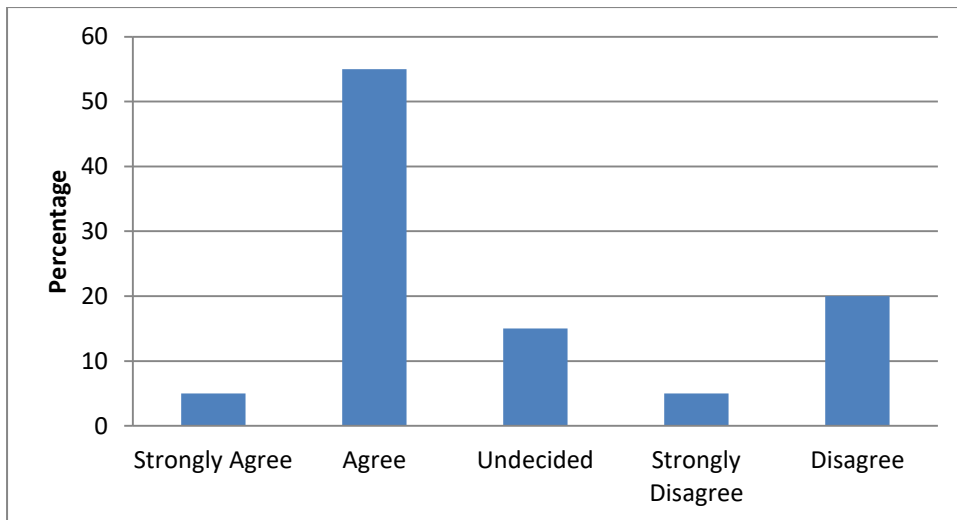
Source: Primary Data

Figure 4.4: Bar graph showing responses by participates to questionnaire statement four.

(N=20 teachers participating in the questionnaire)

The graph shows that most participates agreed to the statement that the school curriculum in private schools caters for all learners in both academic and sporting activities. One of the interviewees had this to say about how teachers how teachers implement inclusive education policy in relation to their school curriculum, *"Yes, like any other schools in Botswana, we have a policy from the Ministry of Education on Inclusive Education and we also have a policy within the school where we also have a policy within the school where we also encourage our teachers to include every child."* The responses from the teachers and from one of the interviewees agree with the fact that curriculum in private schools advocates for full involvement of all the learners in both academic and sporting activities regardless of their nature.

Discussion

From the participants' response on how teachers in private schools implement inclusive education in relation to their school curriculum most of them agreed to the fact that the policy was available in their school just like in public schools. Most of them also agreed that their school curriculum expects them to involve all types of learners in sporting and academic activities   regardless of their nature, though it is not being implemented to the fullest. This is supported by Pottas, (2005) who points out that concentration on academic outcomes can lead to negative attitudes that may lead to ineffective implementation of inclusive education.

4.4.2 Sub-question 2

To what extent do work experience and professional qualifications affect teachers' attitudes towards inclusion in private schools?

QS1. *My work experience has influenced me to view educational inclusive policy as a positive development in the school.*

	Frequency	%
Strongly agree	4	20
Agree	9	45
Undecided	1	5
Disagree	5	25
Strongly Disagree	1	5

 Source: Primary Data

Table 4.1: The table illustrating participants' responses to questionnaire statement one.

(N=20 teachers participating in the questionnaire)

The table shows that the majority of participates agreed to the statement that their work experience influenced them to view inclusive education as positive development in their school.

QS2. *Professional qualifications have influenced me to have a positive attitude towards inclusive educational policy in the school.*

	Frequency	%
Strongly agree	7	35
Agree	7	35
Undecided	1	5
Disagree	2	10
Strongly Disagree	3	15

Source: Primary Data

Table 4.2: The table showing responses of participants to questionnaire statement two.

(N=20 teachers participating in the questionnaire)

The table illustrates that most of the participants agreed to the statement that professional qualifications influenced them to have a positive attitude towards inclusive policy in their school.

Table 4.1 and 4.2 show that the majority of respondents agreed that years of experience and professional qualifications affect their attitudes towards inclusion in their schools. Most of them indicated that these two aspects had positive effects. This was echoed by the two interviewees who alluded to the fact that work experience and professional qualifications influence teachers' attitudes towards the implementation of inclusive education. They say that teachers who have been recently trained and those are currently studying seem to understand

the concept of inclusion much better compared to those trained a long time ago hence their attitude towards the policy is more positive. One of the interviewees had this to say, "*Ah, this phenomenon of Inclusive Education is relatively new, umm those who trained long time ago, I am sure they are not aware of this, but teachers who are training now or those who are doing their degrees or furthering their education in anyway in education, they know this new phenomenon so its easy to work with those who are studying but those who have studied long ago. its, its, its an area that they are not aware of.*" The other interviewee had the following to say, " *Yes, ah we have qualified teachers here and as regards inclusive education what I I can say is that, ee the current crop of teachers we have, some of them, have an idea of what inclusive education involve while may have learnt in the previous years where inclusion was not mentioned, was not even part of their syllabuses at training so it becomes a bit of a challenge, in as far as they are to implement inclusive education, but to certain extent ahh my understanding from what I see, those who are from tertiaries currently because that's the phenomenon that is there of including all teachers in whatever capacity, but in this case the ahh experience as well as professional qualifications will go along with those, that have I mean I mean done their courses of late because they have brushed themselves against these new policies and the like just like the government has taken up here in Botswana to have inclusive education implemented.*"

Discussion

From the participants' response in the questionnaire to find out the extent to which years of experience and professional qualification affect teachers' attitude towards inclusion in private schools, the majority of them agreed that the two aspects had positive effect. This was alluded by the two interviewees who explained that those who have recently trained and who are currently studying were in a better position to implement inclusive education policy compared to those who trained long ago hence they tend to have a positive attitude. This is

supported by Avramidis and Kalyva, (2007) and Pijl, (2011) who noted that teachers who were in their early years of their career had positive attitude compared to those with many years of experience. Pijl also argue that teachers with much experience showed negative attitude indicating that they have grown stale and become rigid to change in their profession. This study also revealed that teachers with university degrees had more favourable attitude and were more proficient in dealing with the needs of learners with disabilities.

4.4.3 Sub-question 3

To what extent does educational placement for students with various disabilities influence teachers' attitudes towards inclusion in the regular classrooms in private schools?

QS5. I prefer placement of learners with mild to moderate disabilities to learners with severe disabilities in mainstream classes.

	Frequency	%
Strongly agree	5	25
Agree	10	50
Undecided	3	15
Disagree	1	5
Strongly Disagree	1	5

Source: Primary Data

Table 4.3: Table showing responses of participates to questionnaire statement five.

(N=20 teachers participating in the questionnaire)

The table shows that most participates preferred learners with mild to moderate disabilities to learners with severe disabilities in their mainstream classes. This is in agreement with the two

interviewees who said most teachers were not prepared to handle severe cases in inclusive education because there were not highly trained to handle these kinds of cases. One of the interviewee had this to say about how educational placement of students with various disabilities influence teachers' attitude towards inclusion in regular classrooms in private school, "*As the vice principal it is one of my area to place children in classroom, but what I have observed is teachers, they don't really like it, but have no choice, because they complain that those children, they take, they need special attention, but if you give them a child like that, they will take it because its work, but it is not a very, something they really, really like.*" The other interviewee had the following to say also, *"as I have alluded to, our teachers they are capable they are actually qualified teachers, but now the challenge comes in if we are to bring cases which are severe, because we don't normally recruit those and therefore it compromises on their skills and their performance suppose we were to get those kind of students because they are not highly equipped, they are not highly trained so as to handle those kind of cases."*

Discussion

From the participants' response on the sub-research question to find out the extent to which educational placement of students with various disabilities influence teachers' attitude towards inclusion in regular classrooms in private schools most of them indicated that they were comfortable in teaching learners with mild to moderate disabilities compared to learners with severe disabilities. The two interviewees who are administrators also indicated that they do not usually enrol learners with severe disabilities. This is supported by Algazo and Gaad, (2004) who carried out a study in the United Arab Emirates which found out those teachers were more receptive to students with physical disabilities than students with disabilities such as visual impairment, hearing impairment or intellectual disabilities among others.

4.4.4 Sub-question 4

To what extent have teachers in private schools been trained in their schools to ensure that they feel competent and confident in their ability to teach pupils with special needs in inclusive settings?

QS7. I have gone through enough training in the school to ensure that I feel confident and competent in my ability to teach learners in inclusive settings.

	Frequency	%
Strongly agree	2	10
Agree	6	30
Undecided	2	10
Disagree	6	30
Strongly Disagree	4	20

Source: Primary Data

Table 4.4: The table illustrating participants' view of questionnaire statement seven.

(N=20 teachers participating in the questionnaire)

The table shows that the majority of participates disagree to the statement that they have been trained on how to teach in inclusive settings within the school. The two interviewees also alluded to the fact that teachers in their school have not been trained enough to ensure that they feel competent in their ability to teach pupils with special needs in inclusive settings. One of the interviewees had the following to say *"like I mentioned before don't really take children with severe disability like the blind or the deaf so we have not really trained teachers in that area, but we have just encouraged them to help the children that they have in their classes, who have learning difficulties but inclusive education itself we have not done*

much on it." The other interviewee had the following to say *"ah well generally we have encouraged our teacher to read widely eee along those lines but because again we do not have these students in our set up it makes a bit difficult as to say what exactly, to what extend have they done the or they can handle those kind of cases so as it stands we are just dependent on those skills that they have, say in remedial help and things alike not particular those who are severe cases. We have workshops but I don't recall us actually having to do with inclusive education, it was just staff development in certain areas influenced by the kind of students we have, that we recruit, ahh we enrol."*

Discussion

From the participants' response to find out how far teachers in private schools have been trained to teach pupils with special needs in inclusive setting, the highest number indicated that they were not trained enough within the school to handle all learners in inclusive setting. A study conducted on student teachers' perception about inclusive classroom teaching in Northern Ireland by Lambe and Bones, (2006) found out that more than half of the participants felt they did not possess skills needed to teach in inclusive settings to competently deal with students with special education needs.

4.4.5 Sub-question 5

How do resources influence teachers' attitude towards implementing Inclusive Education Policy?

QS9. Most class teachers perceive inclusive education as a difficult concept to implement due to lack of proper infrastructure.
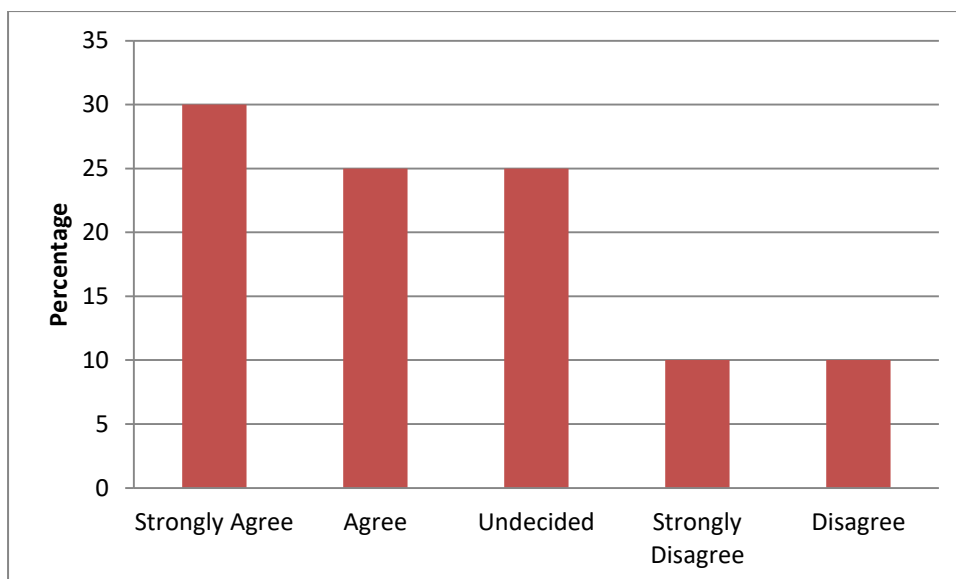
Source: Primary Data

Figure 4.5: The graph shows teachers' response of questionnaire statement nine. (N=20 teachers participating in the questionnaire)

The graph shows that most respondents view inclusive education as a difficult concept to implement due to lack of proper infrastructure. This is echoed by the two interviewees who pointed out that their schools do not have resources to cater for learners with serious learning disabilities. One of the interviewee had the following to say *"yes, ahh when we are looking at resources I am looking at the facilities that are there in the classroom, that could be acquired in order to assist in the teaching ahh like I said earlier since we do not have those kinds of students, ahh of course our our resources are not to that extent as to assist teachers to be able to teach all severe cases, there is to a certain extent resources that are meant to teach ahh those mild cases where children can be assisted in terms of remedial in terms of extra work, but not for eee those other serious cases of disabilities that we may consider as part of inclusive education, so we may not have, right now we don't have rumps for example for those who are using wheel chairs. There is no where were they can be made to move through easily, we don't have those kind of infrastructure. Yes I would say that to certain*

extent. Negatively I must say because it would be an unfair thing if I were to involve them all of a sudden before we have had even workshops and you know it's a whole lot of things that are involved but it does affect them negatively. The other interviewee had this to say *" I think if teachers have enough resources their attitude will be positive, but at our school the resources that we have ahh mainly cater for remedial lessons, we don't have resources for ,for for, for learners with serious learning disabilities like the braille, we don't have such, but I think if teachers have enough resources to deal with any learners be they children with learning difficulties or those without learning difficulties I think having resources contribute to positive results, attitude towards work."*

Discussion

From the participants responses to find out how resources influence teachers' attitudes towards implementing inclusive policy, most of them indicated that lack of adequate infrastructure and materials made it difficult for them to implement the policy in their schools. This is supported by Pottas, (2005) who points out that lack of appropriate materials can lead to negative attitude that may lead to ineffective implementation of inclusive education.

4.5 Conclusion

This chapter has presented data in form of pie charts, frequency tables and discussions were on the findings were done. The first part looked at demographic data which included gender, professional qualifications and teaching experience. This chapter also posed the sub research questions and analysed them into frequency tables and graphs that analysed teachers' perceptions towards inclusive policy in private schools. The next chapter will give a summary of the study and offer some recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The focus of this study was on the teachers' perceptions on inclusive education policy in private schools in Francistown, Botswana. This chapter offers a summary of the chapters, conclusions and recommendations to illuminate further studies on teachers' perceptions on inclusive education in private schools in Botswana.

5.2 Summary

This study investigated teachers' perceptions on inclusive education policy in private schools found in Francistown, Botswana. To guide the study, the following sub-questions were examined:

- ❖ How do teachers in private school implement the inclusive education policy in relation to their school curriculum?

- ❖ To what extent do professional qualifications and years of work experience influence teachers' attitudes towards inclusion in private schools?

- ❖ To what extent does educational placement of students with various disabilities influence teachers' attitudes towards inclusion in the regular classes in private school?

- ❖ To what extent have teachers in private schools been trained in their schools to ensure that they feel competent and confident in their ability to teach pupils with special needs in inclusive settings?

- ❖ How do resources influence teachers' attitudes towards the implementation of inclusive policy in education?

This study will help other researchers in evidence-based research and to improve policy and practice of teaching learners with learners with special needs in private schools in Botswana. The research will be significant to private schools especially the school authorities since inclusive education is a new phenomenon and it will also assist other learners without special needs to accommodate and assist their peers with special needs. This study will also create awareness; assist in filling in literature on inclusive education locally, nationally and internationally. The study will also highlight how prepared are the teachers in private schools who should serve as community network ready with expertise and experience to accommodate all learners to fulfil this mandate. The pupil's ability under inclusive education is dependent on the expertise of the teacher who ensures that learner's needs are met and provides the direction through which learning should be implemented, hence the need to find out teachers' perception on the concept of inclusive education in Botswana educational system. Additionally the study will be able to identify and collate the knowledge and competencies required by teacher trainees to enable them to have confidence and competence in teaching learners with special needs within inclusive framework

A review of related literature proved that countless scholars attest to lack of training, lack of resources and materials, rigid curriculum, degree of disability, work experience and qualifications as factors affecting teachers' views towards the implementation of inclusive policy. Numerous researches conducted highlighted that these factors have a bearing on how teachers view the inclusive policy in education. Through this case study, a couple of research findings done by others were validated. Findings of this study shall help in adding literature to the board of knowledge. Furthermore, they shall act as a spring board for further studies in Botswana and world over.

The research was conducted in Botswana in the city of Francistown. The research design used was a case study. Though external validity was threatened, it was befitting to use it since the purpose of this study was to have an in depth understanding of the phenomenon rather than generalisations. One private school was used as the population of the study. Sampled twenty teachers and two administrators from the three schools were used in this study. Stratified sampling was used in order to ensure that there was appropriate number of male and female teachers involved. Purposive sampling from sex groups was done to come up with a final sample. Two research instruments were used:

➢ Questionnaire

➢ Interviews

Questionnaires were used to get information because they were cheaper, easier to produce and administer. However, the researcher had to follow a few respondents to get the questionnaires back. In spite of that, the process of administering them was smooth. The attempting of all questions was 100%.

Questions on the interview guide were open ended. Two administrators participated in the interview. The interviews for administrators took much of the researcher's time though richer data were obtained from the interview.

Permission to carry out the study was sought from responsible authorities. Consent to conducted the study was sought from the participants. Data were obtained, presented, analysed and discussed. Data were stored in removable disk for safe keeping and backup in the event of data loss due to various reasons. Pie charts and frequency tables were used to present data that were obtained.

During the course of this study, a couple of constraints were encountered. Time was a major constrain that impacted heavily on this study. The researcher is an expatriate in Botswana and works at a private school where job security is guaranteed as a result of one's production.

To surmount the above challenges, the researcher had to work over night to ensure that this research is completed. Weekends and public holidays were golden opportunity moments that were fully utilised. Money that the researcher had accumulated through savings helped in easing financial constrains that the researcher faced in printing questionnaires and movements using a car.

Data collected were analysed and presented. The gender, professional qualifications and years of teaching experience were analysed into pie charts and graphs. Frequency tables and graphs on how participants responded to questions were drawn for every question. The views of teachers on how they perceive inclusive education policy were also analysed. A deep analysis and interpretation of the participant's views showing how teachers in private schools perceive inclusive education was presented.

5.3 Conclusions

Although some progress has been made in terms of implementation of inclusive education policy in private schools, this study has confirmed that Botswana in general and Francistown in particular still has a lot to do in terms of achieving full implementation of inclusive policy. The findings indicated that most of the teachers in private schools in Botswana do not have the expertise to deal with disabilities in a teaching –learning situation mainstream school class. It also emerged in the study that teachers in the mainstream private schools are not adequately trained to deal with children with disabilities and this has a serious negative impact in the implementation of inclusive education for children with disabilities. The present study further revealed that there was lack of resources in implementation of inclusive education for children with disability in private schools of Botswana and this has a negative

effect on how teachers perceive inclusive policy in education. The unavailability of trained, lack of resources and facilities contributed to negative attitude towards the way teachers view inclusive education policy and this hampers the practical implementation of inclusive education for learners with disabilities in private schools of Botswana. The non-existence of mandatory policy and legislation on inclusive education provision for children with disabilities negatively impacted on the way teachers view the policy. The study also examined the impact of teacher' qualifications and years of experience and it was revealed that most teachers in private schools believed that years of experience and professional qualifications affected them positively on the way they perceive inclusive education policy. Further, the relationship between teachers' attitudes towards inclusion and their views about educational placement for learners with disabilities was investigated and the results revealed that teachers' attitudes became least positive with severe cases compared to mild to moderate cases.

5.4 Recommendations

This study sought to find teachers perceptions towards inclusive policy in private schools in Francistown. In light of the findings and conclusions given in 5.3 following recommendations were made:

- Teachers in private schools need more instructional planning and collaboration time to meet the needs of all learners in inclusive classes.

- Teachers in private schools should change their mind set towards learners with disabilities and accept them by maximizing their strength and potential rather than seeing them as problems that need to be coped with.

- There is need for staff training and continuing professional development in private schools to sufficiently prepare all professionals involved in inclusive programme.

- There should be an increasing effort in promoting inclusive education in private schools in Botswana.

- There is an urgent need to equip teachers in private schools to work in diverse settings.

- The inclusion model has become the current education classroom standard. Consequently all teachers have a need to be trained and prepared for the inclusion of special needs students in the general education population.

5.5 Suggestions for further research

This study only concentrated on teacher's perceptions in private schools in Francistown. Future studies should emphasis the issue of conducting quantitative research to validate the current qualitative study. Also future studies should cover public schools in Botswana.

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APPENDICES

Appendix 1:QUESTIONARE FOR TEACHERS

My name is Tarisai   Kawonde; I am a first degree student at Midlands State University (Zimbabwe). I am carrying out a research in partial fulfilment of the requirements for the Bachelor of Education in Educational Management and Leadership. The research is to find out the teachers' perceptions on Inclusive Education Policy at your school in Francistown, Botswana. I have identified you as a key person who can provide information required for this study, you can kindly assist me by giving honest responses to questions on this questionnaire. Responses are anonymous and be assured that all information provided shall be treated in confidence and will be used for the purposes of this research. May you kindly attempt all the questions though you are not obliged to do so? Your time and effort spent answering these questions will be greatly appreciated.

Please note: participation in this study is voluntary

Thank you.

PART A

PARTICIPANTS' PERSONAL DETAILS

Please indicate your answer by ticking in the relevant box

   A) **Gender**

[   ] **Male**   [   ] **Female**

   B) **Years of teaching experience**

[   ] **1 to 10 years**   [   ]   **11 - 20 years**

 [   ] **21 - 30 years**   [   ] **31 - 40 years**

 [   ] **41 years and above**

   C) **Highest professional qualification**

[   ] **Doctorate Level**   [   ] **Masters Level**

[   ]   **First degree**   [   ] **Diploma Level**

PART B

QUESTIONNAIRE FOR TEACHERS

Below are a number of statements regarding the concept of inclusive education. Please read each one and tick to indicate your answer. The codes have the following meanings:

1. Strongly Disagree

2. Disagree

3. Undecided

4. Agree

5. Strongly Agree

Statements on the concept inclusive education	1	2	3	4	5
1. My work experience has influenced me to view educational inclusive policy as a positive development in the school.					
2. Professional qualifications have influenced me to have a positive attitude towards inclusive educational policy in the school.					
3. Inclusion of students with special needs creates additional work for the teachers.					
4. The school curriculum directs all teachers to involve all learners in academic activities and sporting activities.					
5. I prefer placement of learners with mild to moderate disabilities to learners with severe disabilities in mainstream classes.					
6. Implementation of inclusive education policy causes more problems at your my school.					
7. I have gone through enough training in the school to ensure that I feel confident and competent in my ability to teach learners in inclusive settings.					
8. In my view Inclusion is a positive concept in the school curriculum.					
9. Most class teachers perceive inclusive education as difficult concept to implement due to lack of proper infrastructure.					

Appendix 2: Interview guide for administrators

Time: 5-10 minutes

Study Title: A study of the teachers' perceptions on Inclusive Education Policy in private schools in Francistown, Botswana.

1. Do you have a policy on Inclusive Education?

2. As an administrator, how do you view your teachers' attitude towards implementation of inclusive education policy?

3. In your view, to what extent do work experience and professional qualifications influence your teachers' view towards inclusive education policy at your school?

4. How do you perceive your teachers' attitudes towards placement of learners with various disabilities into regular classrooms?

5. How have you supported your teachers in implementing inclusive policy to ensure that they feel competent and confident in their ability to teach in inclusive settings?

6. In your own view, how do resources influence teachers' attitudes towards inclusive policy in private schools?

Appendix 3: Request letter

Plot number 19483

Selepa

Francistown

30 June 2017

The Chairperson

Mophato Private School

Box 605

Francistown

Dear Sir

REF: APPLICATION FOR PERMISSION TO CARRY OUT AN ACADEMIC RESEARCH STUDY

I am a Bachelor of Education in Educational Management and leadership student with the Midlands State University in Zimbabwe and I am carrying out a research on teachers' perceptions on inclusive education in Francistown. I will be using teachers and administrators to get information that shall be analysed to make the study meaningful. The information obtained shall be treated in confidence and the purpose of this study is purely academic. The findings of this study shall be shared with the management.

Your cooperation will be greatly appreciated.

Yours faithfully

Tarisai Kawonde