

Teachers' Views on the Accommodation of Students' Cultural Diversity in Curriculum Instructional Materials in Use in Primary Schools in Chegutu District Zimbabwe

Francis Muchenje¹ and Prem J. H. Heeralal²

¹*University of Zimbabwe, Faculty of Education, P.O. Box MP 167 Mount Pleasant, Zimbabwe
E-mail: muchenjefrancis@gmail.com*

²*University of South Africa, Department of Psychology Education, P.O. Box 392 UNISA 0003
South Africa
E-mail: Heerapj@unisa.ac.za*

KEYWORDS Ethnic Group. Learners. Multicultural Education. Multicultural Topics. Sub-culture. Textbooks. Diversity

ABSTRACT The study sought to explore teachers' views on the accommodation of cultural diversity in curriculum instructional materials that are in current use in primary schools. This study was carried out in five selected schools in Chegutu district Zimbabwe. Qualitative research was used as the research method with phenomenology being adopted as the research design. Twenty teachers (10 male and 10 female) made up the sample which was selected through purposive sampling technique. Unstructured in-depth interviews and focus group discussions were used to gather data for the study. The study found out that textbooks and curriculum instructional materials that are in use accommodate the nation's cultural diversity. The study recommends that all primary school textbooks through the various subjects should make a deliberate effort to accommodate cultural diversity found in the classroom in its entirety.