

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

**ASSESSING THE CHALLENGES EXPERIENCED BY CAREGIVERS IN
IMPLEMENTING INCLUSIVE EDUCATION AT EARLY CHILDHOOD EDUCATION
(E.C.E) LEVEL AT LOTSHE PRIMARY SCHOOL IN BULAWAYO AFRICAN
TOWNSHIP (B.A.T) CLUSTER IN REIGATE DISTRICT, BULAWAYO
METROPROVINCE**

BY

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Dedication

To my son, Nkosiphile and daughter Siphesihle and their father Dumisani. You are my world. May God be praised now and always.

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I greatly acknowledge the support I got from my supervisor Dr E. Gudganga. You gave it all and this project is what is today because of your tireless character. I also acknowledge the Lotshe Primary Head for allowing me the permission to carry out this study at the school, as well as the Ministry of Primary and Secondary Education for granting me the permission to carry out the study. My special gratitude goes to the Lotshe Primary teachers and parents who participated in this study and gave it their best in the questionnaires and interviews. I acknowledge the patience and guidance I got from my family at a time when I had to spend sleepless nights and never afforded them the love, care and support they needed. To God be the Glory for He grants from His abundant reserves.

Abstract

The aim of this study was to assess the challenges faced by caregivers in implementing inclusive education at ECE level at Lotshe Primary School in B.A.T cluster, Reigate District. A qualitative approach and descriptive survey design were used in this study. The population consisted of ECE teachers and parents. The sample comprised ten teachers and five parents. Purposive sampling technique was used to select the participants. Questionnaires were used for teachers while interviews were used for parents. The study revealed teachers faced challenges in implementing inclusive education. These are lack of expertise/ knowledge, shortage of resources, inadequate infrastructure, teacher pupil ratio. The study recommended that teachers should engage in in-service training and attend to seminars and workshops. The study further recommended the infrastructure should be renovated to accommodate all learners.

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Chapter One

Background and Context

1.0 Introduction

This chapter presented a general overview of challenges experienced by caregivers in implementing inclusive education with particular reference to a schools in the Bulawayo African Township (B.A.T.) Cluster of Bulawayo Metro Province. The chapter outlined the background to the study, articulates the statement of the problem and the significance of the study. The assumptions and scope of the study are also presented together with research objectives, research questions as well as limitations, delimitations and definition of terms.

1.1 Background to the study

Society is composed of a diversity of people, each with their own unique traits and characteristics. These differences range from physical attributes, emotional, social and intellectual wellbeing. According to Murphy (2014), a school is a social unit composed of pupils with varied differences with some being able-bodied students while others have special-needs. There has been an increasing interest in inclusive education over the last two decades (Raynor, 2007), and during this period, researchers have done a considerable amount of research on children with disabilities and their successful functioning in the society. The generality of research findings on inclusive education have argued for and promoted the integration of these children in mainstream education, departing from the traditional norm of placing them in special schools (Abosi, 2008). According to Odom and Bailey (2001), the ECE caregiver, at the centre of curriculum implementation, has ensured the effective integration of children with disabilities in the mainstream education system, faced a multiplicity of challenges as a direct result of the inclusion of children with disabilities in mainstream education

At a global level, research has indicated that the existence of well-established special schools has over time created a 'two track' school system resulting in policy problems in harmonizing the two tracks together into a sustainable single-track system (Rayner,

2007). Against this background, there seems to be substantial evidence that a number of countries, particularly in the western world, that have successfully implemented inclusive education (Murphy, 2014). Alaszewski and Parker (2009) have demonstrated that several countries have had a dramatic shift to a single-track system where mainstream schools have been lauded as suitable placements for children with disabilities. For example, in Ireland different international policies such as the Salamanca Statement on Special Needs Education UNESCO (1994), the UN Convention on the Rights of the Child (UN) (1990) and the UN International Convention on the Rights of Persons with Disabilities (2006). Within a European context, the Council of Europe (CE) Political Declaration (2003) and Action Plan (2006) have influenced the introduction of inclusion at national level. These countries have realized the need to expand the scope of the mainstream schools to give them an enhanced responsibility of accommodating a greater diversity of children with varying abilities. Differing perceptions and beliefs, as well as research findings today influence inclusive education.

Different policies that promoted inclusive education even in the Southern Africa Development Cooperation (SADC) region and African at large have been embraced and inclusivity is welcomed and implemented in schools. The research suggested that before the missionaries came and enlightened the Africans on people living with disabilities, they were isolated and even killed (Etieyibo, 2016). However, the coming of missionaries brought light and understanding of disability though there are still myths and various beliefs on such people (Vierra, 2007). In Malawi for example formal education was introduced in 1875 due to the presence of missionaries and was offered mostly by mission schools (Kadzamira et.al ,2002). In his comment, one of the Catholic Brothers suggested the introduction of special needs education by the Roman Catholic Fathers of Immaculate Conception who introduced Mary-view School for the Deaf or hearing impairment and a training college for specialist teachers in special needs education at Montfort campus in 1968 - a holistic approach of the Church to address every area of the whole human being (Makoko & Chimutu ,2007). Two decades later, a new special needs education program on learners with learning difficulties was established by the Ministry of Education (Chavuta et.al, 2008). In 2006, the government developed a National Policy on the Equalization of Opportunities for Persons with Disabilities (NPEOPWD). This policy demanded for recognition of individuals with disabilities to be integrated into all government policy spheres, and equal participation of such people in all developmental activities (Malawi Government, 2006). However, there is no mentioning of education for learners with disabilities in this document. In 1996, the Ministry of Education began to build a more inclusive education system by introducing the Learning Difficulties

Programme whose aim was to train teachers to become specialist in special education and thereafter handle learners with disabilities in mainstream schools.

Zimbabwe has begun to follow global trends in joining the inclusive education movement. Education authorities in Zimbabwe has put a number of initiatives towards inclusive practices which include the universal right to education and Education for All policy. These policies are in line with the Constitution of Zimbabwe (2013) which provides for the universal right to education. The right is also enshrined in the convention on the rights of the child (1989), the rights of the person with disabilities (2008) and the Education Act of 1996 amended in 2006, which stipulates that all children within Zimbabwe will have a right to schooling. The Ministry of Education Sport, Art and Culture through the division of Psychological Services and Special needs came up with a number of guidelines on the provision of equal access to education for all learners including those with mild mental disabilities.

Zimbabwe has developed guidelines on inclusive Education so as to make it more effective (Chimhenga, 2016). Mahere (2011) explained that the Education Act of 1996 amended in 2006, stipulated that every child within Zimbabwe has the right to learn in public schools. The Policy of Education For All has been the major guiding principle in

Zimbabwe's' education system since independence (Chimoyo, 2011). This Policy of Education For All saw the learners with disabilities being integrated in the mainstream classes. Mainstream classes are often manned by trained teachers who might be lacking the special skills of handling learners with disabilities (Chimhenga, 2016).

The past three decades have witnessed an international debate, particularly in developing countries such as Zimbabwe, on inclusive education that is, the education of students with disabilities and non-disabled students in the same school and same class (Peresuh, 2010). The debate emanated from voices supporting and those criticizing inclusive education. The voices of those supporting inclusive education, such as (Stainback and Stainback, 2010) and (Peresuh, 2012), assert that inclusive education is the most effective means of combating discriminatory

attitudes, creating welcoming communities, building an inclusive society and achieving equal educational opportunities for all. Critics however have argued that inclusive schools will not adequately meet the needs of the disabled. They point out that disabled children will receive more attention and therapy in segregated schools rather than in inclusive schools.

Similarly, when the government of Zimbabwe (GOZ) through the Ministry of Education enacted laws that children with disabilities have to be educated with children with no disabilities and join regular schools, the teaching process in the country started to look at the effectiveness of inclusive education and question how inclusion would benefit children with disabilities. This was in view of the oft stated mixed attitudes of some of the Classroom practitioners regarding the same issue. This movement to include students with disabilities in regular education classrooms has gained support from researchers and parents not only in Zimbabwe but all over the world (Ismail, 2014). In Zimbabwe there has been a lot of debate in the media on its merits and demerits. The Ministry of Primary and Secondary Education through public and internal media has called for inclusive education as a way of attaining equality of educational opportunities. This has led to the idea of inclusive education, where children with disabilities are made to learn together with their peers in the mainstream classroom. Inclusive education has thus been implemented at primary, secondary and tertiary levels. Packington and Lucas (2011) surveyed the attitudes of teachers in teaching children with mild mental disabilities and concluded that there exists considerable residue of fear, hostility and aversion on inclusivity. Previous research studies have examined the attitudes of specific populations towards disability. Many of these studies involved attitudes of parents, learners and educational practitioners towards the implementation of inclusive education (Winter and O'raw, 2010). The attitudes of those studied were influenced by their experiences and interactions with persons with disabilities. Available literature does not appear to provide insight into current perceptions of mainstream teachers towards inclusive education (Bhatnagar & Das, 2014). Ismail (2014) asserts that for effective implementation of inclusive practices, the perceptions on learners, parents and practitioners need to be heard. It has become crucial to capacitate all stakeholders to broadly appreciate human rights with a specific focus on children with disabilities so as to limit incidents of discrimination. It is because of this that the

researcher sought to uncover the perceptions of mainstream teachers towards the inclusive education at Lotshe primary school in B.A.T cluster, Bulawayo.

While varying findings and perceptions emerge on the research platform with reference to the inclusion of children with special needs in the mainstream ECE curriculum, the caregiver could be facing a multiplicity of challenges, some of which could be making it difficult to implement inclusive education (Deluca ,2014). It is for this reason that this study looked at the challenges faced by caregivers in implementing inclusive education in the ECE programme, at B.A.T cluster of Bulawayo Metropolitan province.

1.2 Statement of the problem

Despite the existence of the early childhood education programme in Bulawayo, children with disabilities face challenges in accessing the education. While the Ministry of Primary and Secondary Education is encouraging schools to adopt inclusive education, ECE caregivers have challenges which affect how they deal with children at ECE level. Therefore, this study seeks to assess the challenges faced by caregivers in implementing inclusive education in Reigate District Primary Schools of Bulawayo Metropolitan Province.

1.3 Objectives of the study

The objectives of this study are:

1.3.1 To investigate the challenges faced by caregivers in delivering inclusive education at ECE level; and

1.3.2 To establish how caregivers overcome the challenges of implementing inclusive education at ECE level.

1.4 Research Questions/ sub-problems

1.4.1 What challenges do caregivers face in delivering inclusive education at E.C.E level?

1.4.2 How are caregivers overcoming the challenges of implementing inclusive education at E.C.E level?

1.5 Significance of the study

This study stands to benefit ECE learners with special needs, caregivers, and other educators towards effective implementation of inclusive education at ECE level. ECE Caregivers of children with special needs will get to identify learners with special needs and how to assist them. It will also motivate and encourage them to seek out knowledge about the particular requirements for children with special needs, thus enabling them to be better and more professional caregivers who would not only be able to look after the needs of the children with special needs but also to be prepared to face any challenges head-on should they occur during the course of their duty. The study will help educators by showing areas where they can improve. This will result in better preparedness when teaching children with disabilities and in teaching in inclusive education settings. Other researchers will be able to consolidate their own research into this issue by referring to and using the findings made from this study.

This will further add to the knowledge gap that exists in this area of study.

1.6 Assumptions

The following will be the assumptions the researcher will have while carrying out the study;

1.6.1 Children have a limited concentration spans. It is usually challenging to teach as they do not achieve the goals set out by the educator for all learners.

1.6.2 Teachers, because of lack of knowledge and adequate training, restrict children with special needs from fully interacting with other able-bodied children. This

has the effect of limiting their potential and perpetuating stigma from their able-bodied counterparts.

1.7 Delimitations

This study was limited to one primary school in B.A.T cluster in Bulawayo Metropolitan Province. Teachers and parents or guardians were the focal sources of data. The study targeted issues of challenges faced by caregivers in implementing inclusive education at ECE level.

1.8 Limitations

The researcher may face some challenges when carrying out this study. The first of which is the fact that the researcher is a full time teacher working almost every working day from 7:30am to 4:00pm. As a result of this, the researcher will have less time to carry out the study.

Another problem was that of distance the researcher will have to travel between the schools under study.

As the research focused on people, human related problems such as resistance or suspicion and stereotyped or premeditated responses can be expected although the researcher will work cordially with all clients in order to get their trust and cooperation.

People have different understanding of this inclusivity thus the attitudes exposed might be either negative or positive depending on one's background. Also cultural fears and suspicions relating to disabilities related issues may result in respondents refusing to even cooperate with the researchers.

In addition to that, some of the respondents may fail to comprehend the purpose of the study and, hence, draw adverse insinuations on its very purpose.

Due to the stigma associated with such disabilities in African societies some respondents may not be willing to cooperate in discussing their particular circumstances.

1.9 Definition of key terms

Inclusion: Salvolaine et.al (2006) views inclusion as involving a learner with disability belonging to, and having full membership of a regular classroom in an ordinary school in a local community. According to Farrell (2011), full inclusion implies that all children are educated together in the same mainstream classrooms, following the same curriculum at the same point in time, and experiencing pedagogy essentially the same as other children.

Early childhood education: Early childhood education(ECE) may be defined as the period from birth to eight years old, and it is a remarkable period for cognitive development, which lays the foundation for subsequent learning, and development (United Nations Educational Scientific and Cultural Organization -UNESCO, 2006). The United Nations Commission on the Right of the Child- UNCRC (1987) recognizes Early Childhood Education and Care as a fundamental right of the child. This means that ECD is a set of concepts, principles, and facts that explain, describe and account for the processes involved in change from immature to mature status and functioning.

1.9 Summary

This chapter looked at the problem and its setting. The background to the study was given, the statement of the problem, sub-research questions, research objectives and significance of the study was articulated. Limitations and delimitations were also given in this chapter, and the chapter concluded with this summary. The next chapter looked at the reviewed literate.

Chapter Two

Review of Related Literature

2.0 Introduction

In this chapter, the researcher reviewed and critiqued the writings of scholars and other authorities in the field of inclusive education and other related areas. This study seeks to assess the challenges faced by caregivers in implementing inclusive education in Reigate District and this endeavour was aided by considering the works of authoritative sources and linked their findings with the objectives of this study.

According to Peresuh (2010), the real challenge that primary school teachers in Zimbabwe, specifically those in the Early Childhood Education (ECE) centres, face is that of translating the Inclusive Education policy into practice so that the quality of education for all learners can be improved. According to Farrell (2011), full inclusion implies that all children are educated together in the same mainstream classrooms, following the same curriculum at the same point in time, and experiencing pedagogy essentially the same as other children.

Several times these challenges are unidentified or unknown and cause children with special needs to become isolated, frustrated and less independent than their able-bodied counterparts. The study therefore seeks to establish challenges faced by caregivers in implementing inclusive education at ECE level at Lotshe Primary school in the BAT Cluster of Reigate district of the Bulawayo Metropolitan Province.

2.1 Implementation of inclusive education by caregivers

According to UNICEF (2009), inclusive education is a rights-based approach to education which appreciates diversity among learners and their unique educational needs. It is defined by (UNESCO, 2005) as "...a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education." A rights based approach needs to adhere to the principles of universality

and inalienability, indivisibility, interdependence and interrelatedness, equality and non-discrimination, participation and inclusion, empowerment as well as accountability and respect for the law (Djukanovic, 2012). Early childhood education encompasses such things as nursery school and preschool (Goodman, 2005). Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

It is clear to see from these statistics that there is a sizable population of people with disabilities in Zimbabwe and, also clear that there is need to increase the percentage of people of disabilities receiving formal education with adequate facilities in order that their special needs are catered for. Inclusive education promotes the inclusion of children with disabilities within formal mainstream school systems by putting all elements in place to ensure that they benefit from learning and realise their potential by learning with able-bodied children (Deluca, 2014).

2.2 Challenges faced by caregivers in delivering inclusive education

Many years ago people with special needs were isolated and had their special schools which are marginalised and expensive (UNICEF 2013). However, the Zimbabwe government has since mandated that learners with special needs should be enrolled in the so called “normal school”. All children are to be given equal opportunities and privileges in the mainstream since disability does not mean inability. Various challenges such as infrastructure, pupil-teacher-ratio, lack of expertise as well as attitude has contributed in less effective delivery of inclusive education.

Different attitudes are exposed by various stakeholders involved in the education sector such as the parents, school administration, teachers and the learners, that is both the so called normal and the ones with special needs (Aral, 2011; Batu 2010). Avramidis & Norwich (2002), emphasises the fact that the successful implementation of any inclusive policy is largely dependent on educators being positive about it. The philosophies regarding the education of children with learning difficulties and/ or disabilities have changed dramatically over the past two decades and several

countries have led in the effort to implement policies which foster the integration and, more recently, inclusion of these students into mainstream environments.

According to Cherry (2017), attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behaviour. Attitudes towards inclusive education vary depending on historical context and tradition. According to Munyi (2012), the Chagga people in East Africa, believed that physically handicapped members of the society were pacifiers of the evil spirits. Because of this, care was taken not to harm the physically handicapped. In Benin, constables were selected from those with obvious physical handicaps. In some communities, children born with disabilities were seen as protected by supernatural forces and so were believed to bring good luck (Wright 1960). Nabagwu (1977) observed that among the Ibo of Nigeria, treatment of persons with disabilities varied from pampering to total rejection.

Unfortunately, in other cultures, disability attracts negative perception. Munyi (2012), listed other cultures like the Ashanti of Ghana who whose traditional beliefs precluded men with physical defects, such as amputations from becoming chiefs. These negative perceptions and prejudices against people with disabilities where not only home grown, as, in some cases respectful attitudes towards persons with disabilities held by some traditional societies, gave way to more negative views and beliefs as a result of colonialism as well as the introduction of medical or charity models of disability by outside actors.

Consequences of attitudes towards disability determined whether people with disabilities became victims of stigma, discrimination and violence (United Nations, 2016). It is therefore, important that attitudes towards people with disabilities are improved, especially in a classroom environment as they could have negative consequences with respect to the student with disability's academic performance.

A study of teachers conducted in Zimbabwe by Majoko (2016) found that most participants held strong and positive attitudes towards inclusion primarily because of its perceived social, economic and political benefits. This is likely because, the participants' definitions of inclusion were entrenched in human rights and social justice principles. Other participants of Majoko's study based their support for equity and equality for children with disabilities on Christianity and African Traditional

Religious teachings including the equality of humans before the Creator and Ubuntu, which is respect for humanity. This is a good sign that, at least for teachers in this sample group, attitudes towards children with disabilities are positive.

2.2.1 Teacher's attitude

Much research has been done regarding mainstream teachers' attitudes towards inclusion and their relation to gender, experience and professional development, hence, the majority of ECE caregivers are females compared to males. Little research has been unearthed regarding mainstream teachers' perceptions towards inclusive education in relation to gender. However, a study conducted by Leyser and Tappendorf (2011) on teachers' attitudes towards inclusion did reveal that female teachers had significantly higher scores than males on what was referred to as the social growth factor, indicating a more positive attitude towards the social aspects of inclusion, knowledge and skills in teaching children with disabilities.

In his research Avramidis (2002) has indicated that inclusion implies a restructuring of mainstream schooling that every school can accommodate every child irrespective of disability. The researchers noted that teacher commitment often emerges at the end of the implementation cycle, after the teachers have gained mastery of the professional expertise needed to implement inclusive programmes (Avramidis & Norwich, 2002). If caregivers were given training even on basics of various special needs assisted them even to detect problems in young learners since some disabilities are not invisible. Teacher-pupil ratio is also of question since ECE caregivers are expected to cater for each learner's need. It becomes a challenge to cater for individual differences.

Children with disabilities are not well represented among those who are missing out on education. Research indicates that having a disability more than doubles the chance of never enrolling in school in some countries. Disability is often a more key factor in relation to exclusion from education than gender or geographical location (Mpofu, 2010).

Leyser and Tappendorf (2011) point out that coming from poor families and having a parent with a disability also increases the likelihood of a child being out of school, by 25% in the Philippines and 13% in Uganda. It has been observed that the quality of education for those attending school is unsatisfactory. For example, 'approximately

200 million children are currently in school but are learning very little because of inefficient and inadequate education; between 25% and 75% of children in poor countries cannot read a single word even after several years in school’.

As a consequence of these quality issues, children with disabilities who do access education often do not participate on equal terms with their non-disabled peers, or achieve to their full potential. This has enormous implications for their chances of finding decent work and playing an active role in their country’s social, political and economic life. The international community has committed itself to achieving universal basic education through the Millennium Development Goals and Education for All goals. Yet these frameworks pay insufficient attention to groups such as children with disabilities which is a major reason why they continue to miss out on quality education.

Leyser and Tappendorf (2011) say that education goals, targets and indicators in the Sustainable Development Goals must be based on human rights principles and focused on eliminating inequalities faced by persons with disabilities (this in turn requires gathering of disaggregated data). Moreover, the education aspects of the new framework need to incentivise states to build and strengthen inclusive systems of education. One vital step that can be taken to this end is to pay greater attention to recruiting, training and supporting teachers to respond to the diverse needs of learners.

2.2.2 Lack of expertise

A fundamental reason for poor quality education is the severe lack of well-trained teachers who are adequately supported and managed throughout their careers. In

Niger, for instance, ‘... there are just 1,059 trained teachers at lower secondary level for 1.4 million children’¹² – that’s 1,322 children for every trained teacher. Compared to a pupil to (trained) teacher ratio in the UK of approximately 21.1 in primary education and 16:1 in secondary education, and the shortage of trained teachers in developing countries like Niger becomes very obvious. The Global Campaign for Education (2015) argues that ‘... high quality education requires sufficient recruitment of teachers who are trained, supported, paid and managed as professionals’. An estimated 1.7 million more primary teaching positions need to be created in the period 2010–2015.¹⁵ Policy-makers also need to better understand teacher turn-

over and work to reduce it. However, improving recruitment levels and reducing attrition must not lead to countries employing less qualified teachers or lowering national standards.

Of 100 countries with data on primary education, 33 have less than 75% of teachers trained to the national standard.¹⁶ National standards for teacher training can vary considerably between countries, and are often inadequate. Teacher training for regular teachers also rarely prepared teachers for working in diverse classrooms, and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. This is a key reason why so many children with disabilities remained out of school, or excluded from the learning process within school. If we are to reignite progress towards quality basic education (early childhood, primary and lower secondary schooling) for all, then regular teachers need to be prepared to meet the learning and participation needs of children with disabilities.

The issue of inclusive education became more complicated when it is combined with early childhood education. Teachers should also be adequately trained in early childhood education in addition to being trained in educating children with disabilities. For younger learners, the daily challenges of coming to school, working in groups and learning to write are made easier if there is a connection with the teacher and a sense of safety and security through close personal relationships (Birch et al., 1997). Zeller (2011) also argued that when children feel more secure at school, they are more prepared to learn and more open to share how their lives are connected with the ideas and people they experience in the classroom. It is therefore important that teachers be trained in catering for these unique needs of children at the ECD stage and who also have disabilities, in order for inclusive education to succeed. It is vital for teachers to learn about inclusive education from the beginning of their training, so that focusing on quality and inclusive teaching and learning is seen as a natural part of every teacher's job. It is equally important that existing teachers participated in ongoing professional development that helped them to constantly reflect on their attitudes and practices and strived to improve the inclusiveness of their schools. Such professional development can include formal in-service training courses and ongoing learning opportunities, such as having access to relevant reading materials and being given the time for individual study, participating in action research initiatives and engaging in teacher discussion groups.

According to UNESCO (2012) it is not sufficient for teacher's/ trainee teachers only to be offered one-off or stand-alone courses on inclusive education. Such courses are often not compulsory and/or might not contribute to the trainee teacher's final grade, offering the trainee little incentive to take the course. Stand-alone courses also potentially send out messages that inclusive education is a special topic for a handful of specialist teachers, not an issue that is important for every teacher. Finally, standalone courses often perpetuate misunderstandings that inclusive education is a separate initiative/project as opposed to an approach for whole-school improvement. These last two points can be significant barriers to encouraging all teachers to take responsibility for all learners.

Chikwature and Ntini (2016), felt that the notion of incorporating inclusive education in teacher education is critical. Failure to implement at this level would mean failure to introduce this in the large system of education. UNESCO (2001) makes reference to the Cascade Models when training teachers. Teachers properly trained in inclusive education practice have the skills, knowledge and competence to be able to run an inclusive system in the general system of education (Chireshe, 2013). Another level of incorporating inclusive education in teacher education is enrolling amongst others teacher trainees referred to by Nziramasanga (1999) as vulnerable groups. These are teachers who, themselves, have disabilities. When teachers learnt in an environment of inclusive education practice, they will understand the philosophy in depth (UNESCO, 2001). For this incorporation to take place there would be need to assess structural barriers with a view of making modifications which existed in teachers' colleges and the system of education in general.

The principles which guide the notion of inclusive practice derive from a number of international agreements (Westwood, 2013). Zimbabwe is a signatory to these international agreements which have clearly pointed out that it is imperative to ensure that all learners must have access to education (Nziramasanga, 1999). These agreements and conventions have set the impetus and laid the foundation on which the philosophy of inclusive education is anchored (UNESCO, 2001). The fundamental principles advanced by these arguments and conventions capture the notion of inclusive education which asserts that all children, regardless of gender, ethnicity, religion, language, ability or disability and socio-economic status have a right to participate in all activities and programmes of school life (Westwood, 2013). It

is pertinent to make reference to some of these international agreements in which Zimbabwe is a signatory to. Article 26 of the Universal Declaration of Human Rights (1948) argues that education is a basic human right. Article 28 of the United National Convention of the Rights of the Child (1989) asserts that primary education should be free and compulsory.

2.2.3 Community's attitude

Ajuwon (2008) provides that there is need to develop positive attitudes toward disability. As a first important step, there is need to change the attitudes that prevent any sort of interaction with children, youth and adults who have disabilities. Public enlightenment work in schools must begin the process of educating the school and the general community in order to eradicate superstitions about causation of disabilities, and to modify the fears and myths about children with disabilities that create misunderstanding and inhibit normal interaction. Alahbabi (2009) assert that in the process of changing attitudes, it is recommended that successful and well-placed persons with disabilities in the society be used as agents of attitudinal change.

Beneke (2011 pp.355) asserts there is a need to “conduct a comprehensive, methodologically-sound research into effects of inclusion”. Researchers must determine empirically the educational and social-emotional impacts of inclusion on students with differing characteristics (Vaz et.al 2015). The part of the education policy that dealt with special needs education needs to identify students with all types of disabilities, and the degree of their disabilities ranges from mild through profound (Ajuwon, 2008). The exceptional population also included students in nomadic and other special programs, as well as students identified as gifted. We need to carry out quantitative and qualitative studies on the specific needs and interests of each group (Cresswell, 2007).

The government must determine the efficacy of inclusion on general education students and their teachers (Bahn, 2009). This is necessary as it allows people to undertake rigorous research into the needs of the large number of general education students, and to assess how inclusionary practices will impact the general classroom atmosphere. Such studies must also investigate the attitudes, knowledge and skills of preservice and in-service teachers, and the required knowledge and skills that made inclusion meaningful.

Ajuwon (2012) provides that there is need to create a culturally-responsive school environment is essential. As more and more students with differences enrol in ordinary classrooms, the need for pedagogical approaches that are culturally responsive cannot be overemphasized. Teachers must create a classroom culture where all students are accommodated regardless of their cultural or linguistic background.

Similar to training, teachers' perception towards teaching children with mild mental disabilities have been shown to correlate with the amount of teaching experience a teacher has. In some sense years of experience can be linked to training. Franken (2014) says, likes, beliefs and values, stereotypes are often relatively stable but they can change. This view is in sync with Eagle and Snellgrove (2011) who posit that perceptions once formed tend not to change, but can change in some conditions. Kagan and Sagal (2013) are of the opinion that perceptions change because the socialization process continues to change throughout life. Kagan and Sagal (2013) goes on to say that, when we take a job, we undergo a new kind of socialization. Each time we change jobs get promoted we undergo new influences. A teacher, for example, who has negative perceptions towards inclusive education thinks it is unmanageable and takes it that special needs children are un teachable, might change her perception if he gains experience and proper information and strategies (Barnes and Gaines 2015). In other words, a teacher who has negative perception towards children with mild mental disabilities because she views them as unteachable might change if s/he saw fruits of the tried strategies and knowledge on teaching them. A study conducted by Hastings and Oakford (2013) revealed that mainstream teachers with more teaching experience did in fact have more negative attitudes towards inclusion than those who had less teaching experience. While there is not a great deal of literature obtained by the researcher, the information indicated that mainstream teachers with more teaching experience had more negative attitudes about having students with special needs included in their classroom, the literature reviewed allows one to say that the findings might, to a certain extent be true.

2.2.4 Lack of infrastructure and materials

Children with disabilities required special consideration with respect to the procurement of equipment as well as with respect to design elements for the school

infrastructure such as buildings. Schools must have the appropriate facilities in order to adequately cater to the needs of children with disabilities.

The needs of children with disabilities vary depending on the type of disabilities that they have. The Department of Education in Victoria, Australia stated that an inclusive school is one that is, among other things, driven by a moral imperative to improve the learning outcomes of all students regardless of their capacities and backgrounds.

Ralabate (2011) postulated that design scholars advocated that schools must be designed according to universal design principles in order that they catered to the needs of, not only able-bodied children, but, especially, children with disabilities. Universal design has been proposed as a solution to the problem of lack of accessibility that people with disabilities faced. The Wyoming Institute for Disabilities, in a report written by Harris (2013) provides that, Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. An example of a universal designed element is a ramp into rooms to allow for wheel-chaired students to get in to and out of rooms without assistance (Steinfeld, 2009). Universal design entails that the infrastructure provided the same means of use for all users and that it is identical whenever possible and that the infrastructure avoided segregating or stigmatizing any users (Steinfeld and Shea, 2001). Lastly, the facilities must be designed in such a way that it is appealing to all users, whether able-bodied or with disabilities.

The school building, for example, must be designed in such a way as to ensure full access for all learners and in particular for children and adolescents with disabilities. This not only included the classroom, but also the school canteen, school administration, head teacher's room/school office, staff room, library and the school garden as well. For all rooms aspects such as circulation space (for users of wheelchairs, walking aids, and walking sticks), seating and workplace design (furniture and fixtures, space requirements) along with the possibility to provide orientation have to be taken into account (Harris, 2013). It is cost effective when at the initial stage planners are guided by the seven principles that make designs universally usable – equitable use, flexibility in use, simple and intuitive use,

perceptible information, tolerance for error, low physical effort, and size and space for approach and use (Center for Universal Design, 1997).

With respect to other facilities, the school must have the necessary equipment to cater for the needs of children with varying abilities and disabilities (Ajuwon, 2008). Children with hearing impairment, for example, would need hearing aids. Children with walking disabilities would need wheel chairs and crutches at hand. Children who cannot see or who struggle to see, will need books with Braille or books with larger fonts and also to be placed nearer to the board in order that they can better see the instructions on the board.

Mutepfa (2007) propounded that in Zimbabwe, many schools, that are not special needs schools, are designed without universal design elements. This means that if they are to adequately cater to the needs of children with disabilities, they would have to be retrofitted with such things as ramps, sliding doors and lowered door handles (Wentz, 2011). Retrofitting these schools would therefore require major renovation work. This would take a long time and would, most likely, distract lessons. Not only that, renovation work of such a scale as to cover many schools in the country, would be costly and would require government funding.

The Schools Psychological Services (SPS) assisted in acquiring assistive devices for children with such needs and carry out assessment tests but due to poor funding towards special needs by the treasury the SPS also found it very difficult to provide schools with the necessary equipment. Adaptive devices are particularly useful for people with physical and motor impairments. Strait (2006) asserts that prostheses are particularly useful replacements for missing body parts and most of these prostheses are imported and this alone calls for heavy funding which is difficult to get in developing countries. The economy has been in the doldrums for a long time. Government's tax revenue base has shrunk as companies closed and people got laid off (Chifera, 2015). Much of the money that the government collected through taxes now goes to civilservants' salaries, the majority of who are public school teachers (Wildasin, 2009). Because of this, there is very little, if any, money left for the renovation of schools.

The government could engage multilateral organisations like the United Nations and the World Bank in order to raise money through grants (Brunari, 2007). This money

would be used to fund a renovation project that would retrofit universal design elements into schools. Not only that, the grant money could be used to purchase learning materials and equipment that would make the lives of children with disabilities in inclusive schools easier.

Lack of training and experience affected the teachers' confidence on their ability to teach children with mild mental disabilities in the general classroom. In fact, some mainstream teachers question their ability to teach pupils with special needs while at the same time teaching general students (Pernell, McIntyre and Bader (2011)). The fear of being able to educate the two groups of students at the same time may only be half the problem, as mainstream teachers will also be striving to teach their content area to their students, while also having the obligation to meet the other pressure and demands placed on them by society, the school and the nation. According to VanReusen, Soho, and Barker, (2010) students with mild mental disabilities frequently required individual instructional contact time, a need that cannot always be met in the mainstream classes due to large number of students present.

The main arena of inclusive education is in mainstream schools; hence the administrative support cannot be ignored or neglected. Vlachou (2013) points out that mainstream teacher's experience, conflicting constraints, expatriation, insecurity and general lack of encouragement from administrator's impacts on the perceptions of mainstream teachers towards inclusive education. Vlachou (2013) further points out that the lack of relevant infrastructure suitable for children with disabilities are a sign enough that administrators possess a limited interest towards inclusion. A study conducted by Zigmond, Levin, and Laurie (2010), consisted partially of a survey of attitudes of mainstream administrators in high schools indicated that even if the mainstream teachers had positive attitudes towards inclusion, they would ultimately prefer not to exhibit them due to lack of support from administrators. This preference to a certain extent is caused by large numbers of teacher pupil ratio and high academic results performance required at District, provincial and national level. Students with mild mental disabilities frequently required individual instructional contact time, a need that cannot always be met in mainstream classes. Chimedza and Peters (2010) point out that some mainstream administrators have negative perceptions towards inclusion. They believe that it is rather better to send a child with

mild mental disabilities to special schools, which is said to provide relevant infrastructure and curriculum. Mpofu (2010) also states that, administrators in mainstream schools feel that children with mental challenges need more attention and a lot of one to one contact due to their unpredictable and disruptive behaviour of which mainstream schools could not afford. On the other hand, Thorburn (2010) points out the need for children with mild mental disabilities to have proper role models which are none other than their peers. Children with disabilities according to Hunt and Marshal (2014) have the right to life, education and freedom of association hence the need for them to learn together with their peers.

In accordance with the Zimbabwean Education Act of 1985 as amended in 2002, students with special needs are not only being educated in mainstream schools but are being educated in general education classrooms besides their non-disabled peers. While inclusion may not be the best fit for every child with special needs, if well planned it can provide some gains, both developmentally and socially. This being said, there is need for administrators to consider each individual students' needs both academically and socially. For some students, according to Chimedza and Peters (2011) inclusion may not be the best fit, as more specific skills are necessary for the student to be successful later in life. Skills such as life skills (cooking, cleaning and shopping) cannot always be taught in the mainstream classes where academic excellence is held high by administrators and the Result Based Management tool used to assess teacher's performance ignored the presence of pupils with mild mental disabilities. The assessment tool is mainly concerned with the academic excellence and is the key tool that opens doors for promotion in Zimbabwe (Malinga 2011).

2.3 Overcoming the challenges of implementing inclusive education at ECE level.

There is no denial that caregivers faced a lot of challenges in implementing inclusive education. Zimbabwe is one of the very few countries on the African continent where more than 90 percent of schoolteachers are college diploma holders in education (UNICEF, 2006). However, the majority of these teachers lacked expertise as well as resources that are the most hindrances in effective implementation of inclusive education.

Research on Zimbabwean teachers' attitudes towards students with disabilities suggests a need for enhancement of the teacher training in inclusive education practices (Deluca, 2014). Zimbabwean colleges for example the United College of Education in Bulawayo offered both pre-service and in-service training of teachers on special needs programme. The Zimbabwe School Psychological Services and Special Education (SPS & SE) department has the primary responsibility for supporting schools in their inclusive education practices (Mpfu, Mutepfa, Chireshe, & Kasayira, 2007). It provided in-service training and support in the application of applied behaviour analysis and teaching of students with disabilities. The SPS & SE department also provided a wide range of counseling services (Mpfu & Nyanungo, 1998). This means that teachers can join the in-service training programmes. Also workshops at school, cluster or district level can be held to equip teachers on basics especially signing lessons.

Furthermore, in their pre-service programs, only general information is given; hence, they desire workshops, seminars, and additional courses so that they can gain more knowledge as well as on-the-job (i.e., in-classroom) experience (Crane-Mitchell & Hedge, 2007). In addition, they believed that inclusion would be more successful if they had appropriate on-the-job training. Providing teachers with one-time in-service training is not sufficient to equip them with the necessary skills to meet the needs of special needs children. In addition, a lack of monitoring to determine whether teachers are applying the knowledge they received from the in-service training, limited though it may be in our country, can inhibit the use of new techniques and strategies in classrooms (Bruns & Mogharberran, 2009; Crane-Mitchell & Hadge, 2007). The reality is that many teachers only gain knowledge and experience via trial and error after special needs children are placed in their classrooms (Clough & Nutbrown, 2004).

2.4 Summary

In this chapter, the researcher reviewed various sources of literature on the challenges faced by caregivers in implementing inclusive education at ECE level. The chapter further looked at the solutions to overcome those challenges. The next chapter gives the research methodology adopted by this study.

Chapter Three

Research Methodology

3.0 Introduction

This section presented the research design which will cover the target population, sample size, sample and sampling technique, research instruments, data collection procedure and data analysis.

3.1 Research design

Research design refers to the steps researchers follow to complete their study from start to finish. It includes asking research questions based on the theoretical orientation, selection of respondents, data collection and planning for the reporting of the results (Marvasti, 2004). Similarly, Kumar (2005 p.84) defines a research design as “a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems.” The plan is the complete scheme or program for the research (Saunders, Lewis and Thornhill, 2014). It involves plans for data collection, the instrument for gathering information, how information gathered would be processed and analysed to give meaning to a research finding. Kumar (2005) posits that the function of a research design is to conceptualize an operational plan to undertake the various procedures and tasks required to complete a study, and to ensure that these procedures are adequate to obtain valid, objective and accurate answers to the research questions. A research design can be quantitative or qualitative (Greener, 2008). Therefore, for this study a qualitative research enabled the researcher to describe the situation fully as patterns were drawn from the individual responses.

3.2 Research Approach

According to Saunders et. al (2014) quantitative researchers collect data in the form of numbers and use statistical means of data analysis. Similarly, Greener (2008) defines quantitative research as a category of research in which results are presented as numbers, typically in the form of descriptive and inferential statistics. Qualitative research on other hand is a category of research activity characterised by narrative analysis of information collected in the study (Greener, 2008).

Sekeran (2009) argue that qualitative research produces verbal summaries of research findings with no statistical summaries or analysis. Sekeran (2009) argue that the difference between quantitative and qualitative research design is that “data obtained in qualitative research is commonly obtained with the use of interviews and observations and can be used to describe individuals, groups and social movements.” Leedy and Ormond (2014) on the other hand argues that quantitative research design “allows the researcher to answer questions about the relationships between measured variables with the purpose of explaining, predicting and controlling certain phenomena.” Saunders et al. (2014) add that findings obtained from quantitative research are generalizable and the data is objective. Accordingly, this research project adopted the qualitative approach as it was seeking respondents’ views, opinions, ideas and views as well as the quantitative research approach as there was a need to determine the relationship between job satisfaction and incentives hence it adopted a hybrid approach.

3.3 Population and sample

3.3.1 Population

Best and Kahn (1993) define a population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. It is a target of people that are under investigation and may be used as instruments of experimentation to achieve expected results from the research. A population can also be viewed as a specified group of human beings or non-human entities such as objects (Koul, 1999). In other words, a population is the entire set of organisms, units or characteristics of interest to the investigator. In this study, the population was the teachers in the Reigate district.

Sekeran (2009) concurs by viewing a questionnaire as “all elements, individuals, or units that meet the selection criteria for a group to be studied, and from which a representative sample is taken for detailed examination.”

Category	Population
Schools	1
Teachers	10
Parents	5

Teachers are just preschool teachers at schools in B.A.T cluster. Participating parents are from the same schools as they are the ones with children who are in inclusive classes.

3.4 Sampling design and procedures

Sampling denotes a fraction in a population which is selected for investigation in order to make inferences or claims about the population under investigation in B.A.T. district. According to Borg and Gall (2003), the general rule is to use the largest sample possible. Nesbary (2000), suggests the larger the sample size, the greater the probability the sample will reflect the general population. Patten (2004), states that obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. Patten (1999) identifies an unbiased sample as one in which every member of a population has an equal opportunity of being selected in the sample. Therefore, random sampling helps to ensure an unbiased sample population. Random sampling may however introduce sampling errors, and this therefore calls for efforts aimed at reducing sampling errors, and thus increasing precision. This can be done by increasing the sample size and also by using stratified random sampling. A stratified random sampling procedure will be used for selecting the participants in this study.

3.5 Instrument design

Instruments are the devices used by the researcher to collect data and to answer the research questions (Leedy and Ormond, 2014). They can be questionnaires, interviews, observations, desk research, or field research. In this study two research instruments used were questionnaires and interviews.

3.4.1 Questionnaire

A questionnaire is a method of obtaining specific information about a defined problem so that after analysis and interpretation results in a better appreciation of the problem. The questionnaire was given to school teachers at schools in the B.A.T. under Reigate district of Bulawayo.

Questionnaires were used as they are found to be more convenient than other research instruments as the respondents can complete one at their own time at a time and place that will be convenient for them. The respondents had freedom of private response to more personal questions as they were provided with enough time to complete. Secondly questionnaires were found to be more cost effective to administer than personal (face-to-face) interviews.

However the greatest disadvantage of a questionnaire is that the researcher did not have control over who fills in the questionnaire even though it may be addressed or delivered to the intended participant, a lazy participant might easily delegate somebody else to complete it on their behalf and this obviously has a negative effect on the reliability of the data gathered.

3.4. 2 Interviews

The other research instrument that will be used will be the face to face interview and this is meant to probe the research interviewees to communicate their opinions, views, feelings, ideas, beliefs and attitudes about the subject matter under discussion. According to Valenzuela & Shrivastava (2006), the interview can be conducted face-to-face, through the internet or over the telephone. Face to face interviews are particularly useful for getting the story behind a participant's experiences, and according to Valenzuela and Shrivastava (2006), the qualitative interview seeks to discover and describe the meanings of central themes in the life world of the respondents. Research interviews are conducted over days, weeks, months, or even years, but the final narrative does not need to be in chronological order.

According to Harris and Judd (2002), semi-structured interviews afford the researcher a number of advantages which include freedom, flexibility, capturing of verbal and non-verbal cues, flexibility, low cost and good time management.

Semistructured interviews offer the interviewer the freedom to make a choice on the type of environment and questions to ask. Interviewing allows the interviewer to clarify or paraphrase questions if the interviewee is confused. It makes it easier to explore highly complex or abstract topics. It is the role of the researcher to ask questions that elicit valid responses from respondents. Cohen, Manion and Morrison (2000) go on to say the interview is not simply concerned with collecting data about life, but it is part of life itself. For the interview to be effective the researcher ought to have the ability to listen, be non-judgmental, have good memory and ability to think on his/her feet.

Any interview increases the knowledge of both the interviewer and the interviewee. They can interchange their views and ideas. Sufficient information can be collected through the interview process as the interviewer can ask any question to the interviewee. Through an interview one can collection primary information as needed and misunderstandings and mistakes can be rectified easily as the interview progresses. Through planed interviews, detailed information can be collected which enables proper analysis of a problems and abstract factors like attitudes, feelings, opinion (Best & Kahn, 2014).

3.4.3 Validity and reliability of Questionnaires

Kombo and Tromp (2009) define validity as a measure of how well a test measures what it is supposed to measure. Validity and reliability are components of measurement and evaluation of research instruments. Validity measures the extent to which the task measures what it is intended to measure. An instrument of research is valid to the extent to which it provides truthful information in regard to specified class of behaviours or knowledge. Validity is the degree to which the instrument actually measures what it claims to measure. Types of validity include face validity, which measures how closely the test appears to measure what it is supposed to measure, construct validity, which refers to how well a particular test can be shown to measure a particular construct, predictive validity, which refers to how well predictions made by a test are confirmed by later behaviour of subjects and content validity, which defines precise terms e.g. the specific content, objectives and knowledge and how the knowledge will be sampled.

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study. It is the ability of a test to yield similar results when administered to the same or similar group of students after a time interval. The researcher carried out a pilot test to determine the reliability of the instrument. A series of questions were asked around a given ascertain the consistency of the responses.

3.4.4 Trustworthiness of interview findings

Trustworthiness, a concept adapted and promoted by Lincoln and Guba in 1985 and it involves four elements, which comprise the original trustworthiness framework: credibility, dependability, transferability, and confirmability. Authenticity, a fifth element added since the original discussion, is endorsed by some qualitative researchers as an equally important evaluative element (Polit & Beck, 2011). It looks at the truth and consistency of research findings as well as the neutrality and applicability of such findings. According to Gunawan (2015), trustworthiness involves the researcher employing practices that are visible and therefore auditable. A study is trustworthy if and only if the reader of the research report judges it so. For trustworthiness sake, Best and Kahn (2014) suggest that the researcher must spend considerable time in the field to thoroughly understand participant perspectives and to offset the researcher's own bias. How much time to spend depends on the nature of the study (Bullock, 2004). As Best and Kahn (2014) note, if prolonged engagement provides scope, persistent observation provides depth. The researcher will spend considerable time understanding the environment as well as the conditions in which the respondents provide their responses. For this research the researcher took time to understand the locality and the conditions prevailing at the college in terms of ICTs integration in the pre-service primary teacher education curriculum.

3.5 Challenges and ethical considerations

According to (Dawson, Andersen, & Hemphill, 2000), ethics is the branch of philosophy which deals with the dynamics of decision making concerning what is right and wrong. Major ethical issues in conducting research include getting participants consent, beneficence, respect for anonymity and confidentiality, respect

for privacy, protection of vulnerable groups of people. McNamara (1994) identifies five ethical concerns to be considered when conducting survey research. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. Each guideline will be addressed individually with explanations to help eliminate or control any ethical concerns. According to (Dawson, Andersen, & Hemphill, 2000), ethics is the branch of philosophy which deals with the dynamics of decision making concerning what is right and wrong. Major ethical issues in conducting research include getting participants consent, beneficence, respect for anonymity and confidentiality, respect for privacy, protection of vulnerable groups of people. Permission was sought from the Ministry of Primary and Secondary Education. All participants will be informed of the study and the findings of which will be used for academic purposes only.

First, researchers need to make sure that participation is completely voluntary. However, voluntary participation can sometimes conflict with the need to have a high response rate. Low return rates can introduce response bias (McNamara, 1994). In order to encourage a high response rate, Dillman (2000) suggests multiple contacts. Therefore, it is of great value to take this into considerations to come up with an effective research

McNamara's (1994) second ethical guideline is to avoid possible harm to respondents. This could include embarrassment or feeling uncomfortable about questions. This study did not include sensitive questions that could cause embarrassment or uncomfortable feelings. Harm could also arise in data analysis or in the survey results. Solutions to these harms will be discussed under confidentiality and report writing guidelines.

A third ethical guideline is to protect a respondent's identity. This can be accomplished by exercising anonymity and confidentiality. A survey is anonymous when a respondent cannot be identified on the basis of a response. A survey is confidential when a response can be identified with a subject, but the researcher promises not to disclose the individual's identity (McNamara, 1994). Participant

identification was kept confidential and was only used in determining who had not responded for follow-up purposes.

McNamara's (1994) fourth ethical guideline is to let all prospective respondents know the purpose of the survey and the organization that is sponsoring it. The purpose of the study was provided indicating actions that teachers took to overcome challenges they faced in implementation of inclusive education.

The fifth ethical guideline, as described by McNamara (1994), is to accurately report both the methods and the results of the surveys to professional colleagues in the educational community. Because advancements in academic fields come through honesty and openness, the researcher assumes the responsibility to report problems and weaknesses experienced as well as the positive results of the study.

3.6 Data collection Procedures

Chadwick (2008) defines a data collection procedure as a process of gathering and measuring information on targeted variables in an established systematic fashion, which enables one to answer relevant questions and also evaluate outcomes. School teachers and parents at the five schools will be administered with questionnaires.

3.7 Data analysis

Leedy and Ormond (2014:14) posit that data analysis is "a process of systematically searching and arranging the completed questionnaires, the interview transcripts, field notes and other materials accumulated to increase the understanding of them and to enable the researchers to present what has been discovered to others." On the same note Babbie and Mouton (2001) define data analysis as the breaking up of the data into manageable themes, patterns, trends and relationships. Indeed, data analysis involves organizing what the researcher has seen, heard and read so that they can make sense of what they have learned (Saunders et al, 2001). In qualitative research data collection and analysis are interactive processes that occur in overlapping cycles. In order to focus and shape the study as it proceeded, the

researcher will start analysing the data while collecting it data in order to avoid playing 'catch-up' (Silverman, 2000).

3.8 Summary

This chapter looked at the research design and methodology. The population, sample and sampling techniques were discussed with ample justification given for the instruments that were used. The researcher made use of the interview and questionnaires as the data collection instruments appropriate for the study. Qualitative data analysis was also discussed together with ethical considerations. The next chapter looks at the data presentation, analysis and discussion.

Chapter Four

Findings, Analysis and Discussion

4.0 Introduction

The focus of this research was on the challenges faced by caregivers in implementing inclusive education at ECE level. Data were collected through questionnaires and interviews. ECE caregivers were given questionnaires, parents or guardians of ECE learners provided data through interviews. Participants were coded as follows:

Ten ECE teachers (T01-T10) and five ECE parents/guardians (PG01 – PG05), were used to gather data. This chapter looked at findings, analysis and discussion. It unfolds with a presentation and analysis of the biographic data of participants and looked at the questions that were asked in the questionnaires and interviews.

4.1 Findings from research Question 1 which says, “What challenges do caregivers face in delivering inclusive education at E.C.E level?”

4.1.1 Findings from the Questionnaires Biographic data for participants

This subsection presents the biographic data for participants who were involved in the study on assessing challenges the challenges faced by caregivers in implementing inclusive education at ECE level. Participants’ gender, age and professional qualifications were considered.

Ten ECE teachers that responded to the questionnaires were females. This is an indicator of a female dominated teaching environment with one hundred percent being females compared to man with zero percent.

Table 4.1 Age range of ECE teachers

	25 years and below	26 - 30 years	31-35 years	36-40 years	41-45 years	46-50 years	51 years and above
ECE teachers	0	0	5	2	1	2	0
Overall %age	0%	0%	50%	20%	10%	20%	0%

Table 4.1 shows the age range for the ECE teachers. It shows that the ECE teachers have age ranges between 31-35 years, 36-40 years, 41-45 years and 46-50 years respectively. The age ranges are biased as fifty percent of the age range is within the 31- 35 years range though there is a balance in the two age ranges with twenty percent in the 36 – 40 years and 46 – 50 years’ age ranges while age range between 41 – 45 has only ten percent of the total participants. The least percentage is 25 years and below, 26 – 30 years, and 51 years and above age range and zero percent. It can then be deduced that majority of ECE teachers are between their early thirties and midforties contributing eighty percent. This can also suggest that below the age thirty people have a wider choice of other professions which can be restricted at the age of thirty, hence, there is no representation of this age.

It can be observed that the majority (70%) of ECE caregivers have at least a qualification of Diploma in Education which is represented by seventy percent qualification, while thirty percent (30%) have Bachelor’s qualification.

Generally, the school does not have the adequate infrastructure to support the implementation of inclusive education. There are no proper ablution block(s), preparation room(s) and learners are not provided with food though the government once provided maize which is since finished. Also there is one ablution block for all ECE learners and this block does not even have age appropriate basins for ECE learners. The participants in this case whom are teachers seemed to be ignorant as

they were not aware of what a preparation room is and its importance for learners with special education needs. While there are children with special education needs, the school has not done enough to show sensitivity to inclusive nature of ECE classes.

Learners with varying educational needs learning together and this calls for adaptation by schools in a variety of ways.

Out of ten teacher participants all said they have children with various special educational needs. From the findings it can be noted that seventy percent of ECE caregivers have learners with learning disabilities whilst the other thirty percent are children with some mental challenges.

The participants were asked to state the challenges they face in reference to experiences on various areas that is ECE Teachers, ECE classrooms, ECE ablution blocks, indoor and outdoor centres, methodologies as well as instructional media.

The findings send a clear picture that teachers in this school have various challenges can be drawn. Teachers complained of ignorance as T01 expressed "*ECE teachers lack knowledge on special needs education*". This implies that most teachers lack knowledge or expertise on how to teach learners with special education needs.

Additional T05 and T06 concurred by saying that "*ECE teachers are ignorant on how to teach learners with special education needs*". It shows that delivering lessons in a mixed class is compromised. T07 echoed; "*we lack knowledge on special education needs and due to this they fail to deliver inclusive education effectively*".

The other challenge other than ignorance that ECE teachers complained of is the teacher pupil ratio. The class numbers are too large hence ECE learners need special care and attention as much those with special education needs T02 had to say that,

"*teacher pupil ratio is too large*" in agreement T03 and T04 strongly expressed their concern and commented "*it is challenging to fully attend to learners with disabilities due to the number of learners in the classroom*". This means that when the numbers are too large they can be hardly controllable worse of in a class where the learners are of a mixed ability. Teacher pupil ratio is a cause of concern as far as implements of inclusive education is concerned.

Classroom seemed not to be user friendly especially for learners who are physical challenged. All the teachers complained of the classrooms set up. They said the classrooms are squashed such that the movement of learners is not easy. T01 showed much concern for physically challenged as she articulated; *“there are no ramps for wheelchair users to move around easily”*. In actual fact the infrastructure is not to the standard that in cooperates learners with special education needs.

Teachers agreed that the indoor play centre is also a challenge since the classrooms are crowded therefore indoor play centre cannot be manned. T08 supported this notion by saying *“there is no enough space for the children to explore the environment and to play with toys”*. Other teachers complained of lack of appropriate play materials especially those with special education needs to manipulate. From the findings the indoor play centres are not there and the material found within the play centre is not conducive for learners with challenges.

On methodologies and instructional media teachers expressed different feelings. They agreed that using various methodologies for learners with diverse needs its noble however using them at the same time is a challenge to them. The findings from T06 and T07 who said that *“I try to use different methodologies to suit learners wellbeing but due to big numbers I resort to those that suit majority”*. T03 said that *“effort is put to accommodate all learners’ despite of their challenges.”*

Instructional media is another aspect that is giving teachers headaches. Providing each and every learner with his or her media is time consuming since the ECE learners because of their nature each need his or her media. T04 said that ‘effort is put to make media that can be used by all learners’. More so T09 said *“I am trying to provide media for all learners”*. Additionally, T08 said *“as a school we do not have braille and the infrastructure is not user friendly for learners with special education needs.”*

Teachers are indeed facing a lot of challenges that compromise their working efforts as inclusive education requires a lot of special attention. Here are some of the efforts and possible solutions to the challenges encountered by ECE teachers.

4.2 Findings from research Question 2 which says “How are caregivers overcoming the challenges of implementing inclusive education at E.C.E level?”

From the findings it seems the participants can overcome their lack of knowledge or ignorance by going for in-service training, attending seminars and workshops as T05 said *“teachers can be staff developed on how to teach learners with special needs”*. This concurred with what T01 and T04 who supported the notion that, *“the school provide staff development and workshops on how to teach children with special needs”*. On the same note T03 said that, *“the learners who need assistance sit closer to the teacher in order to get immediate assistance”*. In addition, T02 asserted that, *“giving individual attention to those who need much assistance”*. This implies that teachers take into consideration learners needs and give them the attention they deserve. Other teachers like T06 suggested, *“assistant teachers should be hired”* which is in agreement with what T01 said that *“the teachers and parents proposed for assistant teachers”*. Since the government had frozen hiring of qualified teachers therefore the schools must resort to hiring assistant teachers. On this note qualified teachers cannot agree to be assistant to another qualified teacher therefore a need for assistant teachers who have a basic knowledge on ECE classes like paraprofessionals.

On the issue of classrooms, teachers are in agreement that there is a need to improve the condition of classes so as to accommodate all learners with their diverse need. However, the teachers had various aspects on how this problem can be rectified. T03 said that *“the learners with challenges sit close to the main entrance to enable them to move in and out of the classroom”*. This means that since the classrooms are crowded these learners will have easy access to the main door. From the findings T05 said that *“ramps should be built for easy movement of learners on wheelchair”*. This is a sign that the school buildings are not user friendly to physically challenged learners. Whereas T02 feels that it will be more effective to have learners with challenges sit nearer to her and she commented, *“Make sure that the challenged the child is near to the teacher for easier assistance”*. Another teacher T01 said that *“the school is preparing to build temporary structures for ECD”* this implies that the construction of classes is on the pipeline and this will rectify the problem of overcrowding.

For the ablution block(s) teachers suggested that more blocks should be built. Teacher

T06 even said that, *“as infant teachers we have organised a fundraising activity inform of modelling where all infant and ECD children participated and certain fee was charged so as to improve our toilets”*. T08 said that, *“the school is in the process of building more ablution blocks”*. T04 said that *“it’s better to improve the ablution block that is the so that it catered for physically challenged learners”*. In agreement T05 said that *“toilets to be built in such a way that physically disabled learners can use them”*.

As for indoor play centre and outdoor play centres there is parental involvement taking place. It seemed that parents provided play material for learners to use indoors. T04 said *“we ask parents to provide play materials for children to use”*, whilst T01 said *“parents are willing to provide toys and materials for ECD learner”*. The other T05 said that *“we try to create space for learners to play indoors and having learners taking turns helps a lot to get them exposed to indoor play centre”*. T04 said, *“the parents should be involved and assist to construct culture hut, sand pit and swings”*. T06 said that *“the school should mount more outdoor equipment for learners to use. T02 said ‘the teacher assists the challenged child’*.

Diversity of learners should be considered this is what teachers had to say on the methodologies and instructional media used. T03 suggested that *“methods that accommodate all learners are used and T05 said throat methods should apply to all learners in the class”*. Also T05 expressed the following sentiments; *“teacher should prepare media that caters for all learners”*. She went onto say that *“teacher should be able to use braille in cases of visual impaired learners”*. The findings show that there is some support from the different personnel. *“The school administration is in a process of building temporary structures for learners”* that’s according to T05. T01 said that *“the school staff develop them on how to teach learners with special needs”*. This implies that the school administration is trying to support teachers overcome the challenges. Parents are also supportive as the teachers agreed that some of the materials used is provided by parents.

4.1.1 Findings from interviews

The biographic data of parents and or guardians was collected that is gender, age range, attained education, the sex of the child and their relationship to the child.

From the findings on gender, was that five of the interviewed participants were female. The findings portrayed that the parents or guardians of the children were in their early thirties to mid-forties only one parent/guardian aged above fifty-one years. One of the parent/guardians that participated had attained their level of education up to secondary level. Two out of five parents had attained education to primary and one a diploma holder. Four of the parents were self-employed yet only one is a Government Employee. Two learners were boys whilst the other three were girls. Four of the parents /guardians that participated were mothers and one grandmother to the learners.

Most of the parents fairly provided for their children. The findings however show that all the parents accompany their children to and from school. This implies that parents are concerned with the children's security and safety. PG01 said that "*my child has a special educational need that is mental disability*". The other four participants said their children do not have any challenges.

PG01 expressed her sentiments; "*at first my child faced a lot of challenges because other teacher and other parent and children showed a negative attitude towards her*". On the hand the findings show that parents have got mixed feelings on the issue of inclusive education PG02 said that; "*our children cannot learn with challenged children especially those who are mentally challenged as they show a lot of tantrums which has a negative effect to other learners*". Additionally, PG03 supported the notion; "*mentally challenged or challenged children are too emotionally such that they can harm other children due to anger*".

The participants seem to be satisfied with the teachers teaching their children except for participant PG01 who feels that the child is unfairly treated commented; "*my granddaughter does not get enough attention from the teacher as she sometimes messes herself up*". Parents showed a lot of concern about classrooms and this is what they had to say about the classrooms. PG04 expressed that, "*the classroom is overcrowded such that children hardly play*". Adding to that PG05 said that "*I do not think there is effective learning when three classes are sharing a room*".

For indoor play centre and outdoor play centre the findings shows that parents provide some of the materials used by children. PG05 had to say *“we provide play materials for our children as a school requirement”*. PG03 expressed her sentiments; *“the requirements are that we provide play materials however, some parents do not cooperate hence use material provided by other parents”*. PG01 expressed unhappiness about methodologies used in the findings this is what she said *“the teacher gives the same work to my child and use the same methods to teach all the learners though having different abilities”*. PG04 said that *“at home my child imitates the things that challenged children do maybe thus what she does even at school”*. PG03 said that *“since the challenged children are too emotional her child sometimes refused to come to school”*.

From the findings, the parent reported the matter to the school however she was told that it's a Ministry requirement and the school cannot turn down children with special education needs when they come for enrolment. PG02 supports the idea of inclusive learning or education even though her child is not facing any challenges this is her expression; *“I do not have any problems of my child learning with challenged learners, it will help her to understand then embrace and value every person in spite of their wellbeing”*.

From the above sentiments, it emerged that the respondents have different opinions on inclusive education. The attitudes of parents or guardians was exposed from the responses they gave; it is clear that most people still have a negative attitude towards people with challenges or disabilities. An awareness campaign should be held to educate the communities on disability.

4.3 Discussion on findings

This subsection discusses the findings of the study on challenges faced by caregivers in implementing inclusive education. The discussion will unfold looking at the challenges faced by caregivers in implementing inclusive education and how these challenges were overcome.

4.3.1 Discussion of Research Question 1 which says; “What challenges do caregivers face in delivering inclusive education at E.C.E level?”

The findings of the study revealed that there are number of factors that hinders effective implementation of inclusive education at ECE level. Infrastructure is a major

challenge as most schools cannot afford to renovate its buildings or even build new blocks, however the schools are trying its best to renovate its buildings so as to cater for learners with disabilities. T05 expressed that “there are no ramps for easy movement by wheelchair users”. This is in agreement with Wentz (2011) who assert that if they are to adequately cater to the needs of children with disabilities, they would have to be retrofitted with such things as ramps, sliding doors and lowered door handles. This means that there is a need of improvement of classroom to cater for learner’s individual needs. On the other hand, the participants complained about the ablution block that is only one compared to many learners of which this means that there is no appropriate ratio of one basin to 12 learners. T06 said, “the basins are not child sized” meaning that the basins are bigger than the stipulated size by the Statutory Instrument 106 of 2005 which recommends that in centre with enrolments in excess of 72 children, flush closets or squat hole shall be provided in ratio of one for every 12 learners. This is also experienced by learners both in the outdoor and indoor play areas where each child should cover stipulated square centimetres for both indoor play and outdoor play areas. This is in line with Statutory Instrument 106 of 2005 stipulating that ECD children should be given adequate indoor play space of approximately 2.25m^2 for each child, and of such playing space at least 1.75m^2 for each child, or a total of 42m^2 whichever is lesser, shall be in the form of clear space. Outdoor playing space of 5.5m^2 per child and part of it is shaded. Children really need space for free movement and reduction of communicable diseases.

Attitude is another factor that makes it difficult to have a successful implementation of inclusive education. The findings show that parents have different sentiments on the is notion. The participants expressed their concern blaming the inclusive education such that their children are even refusing to come to school because they feel the mentally challenged are violent and abuse their children. PG03 argued that “her child is sometimes refusing to come to school in fear of the mentally challenged and she reported the matter to the school where she inclusivity is a bad idea even after the explanation by the school authority. Ajuwon (2008) provides that there is need to develop positive attitudes toward disability. Parents or the community at large needs to be made notified and awareness campaigns will develop a positive attitude then they will be able to embrace inclusivity.

Teacher training is also essential so that they won’t find it hard to deliver lessons in an inclusive class. Teachers complained that they lack expertise or knowledge in

teaching learners with challenges. Teachers properly trained in inclusive education practice have the skills, knowledge and competence to be able to run an inclusive system in the general system of education (Chireshe, 2013). From the findings it can be deduced that the teacher pupil ratio is a cause of concern. Due to this reason teacher find it difficult to meet the diverse needs of all learners. Statutory Instrument 106 of 2005 stipulate that there shall be one teacher to a minimum enrolment of 20 children. Concerning class size and teacher to pupil ratio, Moyo et al (2012) concur that smaller classes allow the teacher to have more time for quality interactions with each child in the classroom and it is these interactions that promote the intellectual and social growth of every child. However, Walston and West, (2004) found out that some researchers have suggested that there is no causal link between class size and educational effectiveness. Other factors such as teacher qualifications (conceptual, human and technical skills), availability of resources, appropriate infrastructure, the nature of the curriculum, quality school-family relationship, government involvement and support have to be considered if quality service delivery is to be achieved.

4.3.2 Discussion of Research Question 2 which says “How are caregivers overcoming the challenges of implementing inclusive education at E.C.E level?”

The findings show that the teachers are involved in programmes organised by the school and the cluster such as staff development and workshops respectively. Some were also willing to undergo in-service training so as to gain knowledge on delivering lessons in an inclusive environment Pre-service and in-service teacher education also has a critical role to play in addressing the negative constructions surrounding disability, building positive attitudes and commitment towards the education of children with disabilities, and in training teachers on effective teaching and learning approaches that meet children’s needs and support their inclusion, and on transforming educational environments for all (Booth et al, 2003).

From the findings, it can be suggested the teachers tried to use different methodologies and instructional media that caters for individual differences though having a large group of learners. T01 employed various methods that cater for all

learners. This what said, “different methodologies that cater for individual differences of learners”, additionally T05 said that parents are very supportive as they provide play materials for ECE learners. This concurs with Bricker (1995) who propounds, successful inclusion is closely related to the ability to adapt the instructional environment and methods to the needs of students, use effective instructional methods and strategies to teach children appropriate behaviours, and provide equal learning opportunities for all children.

4.4 Summary

The chapter presented data that was collected through using questionnaires and interviews. The data was presented in the form of tables and a graph accompanied by descriptive analysis. Major findings were highlighted and there were later discussed in comparison to previous research studies. The next chapter will present a summary of the study, conclusions and the recommendations for further research.

Chapter Five

Summary, Conclusions and Recommendations

5.0 Introduction

This chapter focuses on the summary and conclusions drawn from the findings, as well as recommendations of the study based on the assessment of challenges experienced by caregivers in implementing inclusive education at ECE level in Bulawayo African Township (B.A.T) cluster in Reigate District of Bulawayo Metropolitan Province.

5.1 Summary

The study on assessment of the challenges experienced by caregivers in implementing inclusive education at ECE level in Bulawayo African Township (B.A.T) cluster in Reigate District of Bulawayo Metropolitan Province was carried out in five chapters as follows:

Chapter one give the background to the study, statement of the problem, purpose of the study, research questions, objectives of the study, significance of the study, delimitations of the study and definition of terms. The operational environment prompting the researcher to carry out this study was spelt out in the background and the boundaries of this study were given in the delimitations. The chapter concluded with a summary.

Chapter two reviewed literature related to this study. The chapter was guided by statements derived from the research questions. It therefore reviewed literature on challenges caregivers face in delivering inclusive education at ECE level as well as literature on how caregivers overcome these challenges in the implementation of inclusive education at ECE level.

Chapter three looked at the research design, research approach, methodology, population and sample and sampling procedures. Data collection instruments and procedures were also covered and the two instruments used for this study; the questionnaire and the interview were discussed in detail. The chapter also reflected

on the ethical considerations and data analysis tools that were used. The chapter concluded with a summary.

Chapter four presented the data obtained from interviews and questionnaires. These findings were then discussed. It emerged from the study that there is an array of challenges faced by caregivers in the implementation of inclusive education at ECE level in the BAT cluster of Bulawayo Metropolitan Province.

5.2 Conclusions

From the biographic data obtained it emerged that at in the BAT cluster of Bulawayo Metropolitan Province all ECD caregivers are female and their age ranges from thirtyone years to fifty years, having at least a Diploma in Education as the minimum qualification. The discussion was based on the challenges faced by caregivers in implementing inclusive education at ECE level, and also on how the caregivers overcome these challenges.

5.2.1 Challenges faced by caregivers in delivering inclusive education

It emerged that caregivers lack the requisite knowledge on how to handle a variety of learner-needs in an inclusive environment. Caregivers however believe going for in-service training workshops and further studies on inclusive education will go a long way in curbing this challenge. While some caregivers believe in human resource development, others revealed attitudinal challenges as they were not prepared to shift from the norm towards including learners with various challenges. It also emerged that the teacher-pupil ratio is too high for proper inclusive education to be implemented. They suggested the building up of outdoor-play centres that would accommodate a variety of needs such that caregivers can make use of these for a variety of purposes. The physical environment was also viewed as a deterrent to effective inclusive education as there are no special facilities for specific need children, for example, ramps and toilet facilities for learners on wheel chairs. The study also established that the diverse nature of needs was a challenge given that some learners come with hearing impairments, others, visual, other learning difficulties and others physical challenges.

5.2.2 How caregivers are overcoming challenges of implementing inclusive education at ECE level.

The study revealed that caregivers are involved in programmes organised by the school such as workshops and staff development sessions towards effectively overcoming challenges experienced in the implementation of inclusive education at ECE level. The hiring of paraprofessionals as a way of improving inclusive education was noted as another possible solution.

5.3 Recommendations

Based on the findings and conclusions of this study, the researcher makes the following recommendations:

- There is need for Ministry directed efforts towards ensuring caregivers understand the various needs of children in an inclusive learning environment and how to handle them.
- Schools should take a leading role in ensuring infrastructure supports the effective implementation of inclusive education at ECE level.
- Teacher pupil ratio needs to be reviewed downwards in an inclusive learning environment
- Parents need to be educated on how to handle children with various needs so that they support the efforts of the school in ensuring effective inclusive education implementation at ECE level.
- Learners should be well supported through content and infrastructure modifications to ensure they effectively handle others and learn together in inclusive learning environments.

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FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

16 August 2018

TO WHOM IT MAY CONCERN

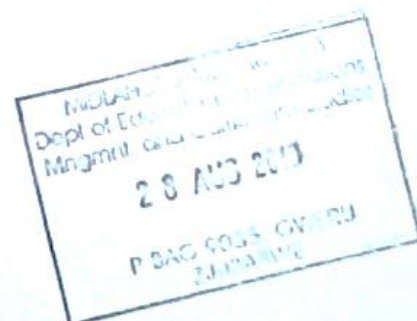
The bearer..... is a
B.Ed/MED/PGDE student at this University. She / He has to undertake research and
thereafter present a Research Project in partial fulfilment of the degree programme.

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

Your co-operation and assistance is greatly appreciated.

Thank you

.....
Dr. C. Manyumwa
(Chairperson – Educational Foundations Management and Curriculum Studies)



Appendix B: Request for permission letter

1807 3rd Street

Makokoba

BULAWAYO

14 September 2018

The Director

Ministry of Primary and Secondary Education

Bulawayo Metropolitan Province

P.O. Box 555

BULAWAYO

RE: REQUEST TO CARRY OUT A RESEARCH STUDY ON ASSESSING CHALLENGES FACED BY CAREGIVERS IN IMPLEMENTING INCLUSIVE EDUCATION AT LOTSHE PRIMARY SCHOOL IN B.A.T CLUSTER IN BULAWAYO METROPOLITAN PROVINCE.

The above matter refers.

I am Sijabulisiwe Ndlovu, a Bachelor of Education in Early Childhood Education. Science Education Degree student at the Midlands State University. As part of my studies I am carrying out a research project on the assessment of challenges faced by ECE caregivers in implementing Inclusive Education. I kindly request for permission to carry out my research at Lotshe Primary School in Bulawayo Metropolitan Province. The study will use questionnaires to collect data from ECE caregivers. Data gathered from this study shall be used for research purposes only.

Your cooperation and advice on this matter will be greatly appreciated.

Yours faithfully

Sjabulisiwe Ndlovu

Student Number: R174014V

APPENDIX

C: MINISTRY

APPROVAL

LETTER

*all communications should be addressed to
"The Provincial Education Director"
Telephone: 09-69511
Telegraphic: "SCHOLASTIC"
Telex: 50531 MPSEM ZW
Fax: 09-77027*



**Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe**


11 October 2018

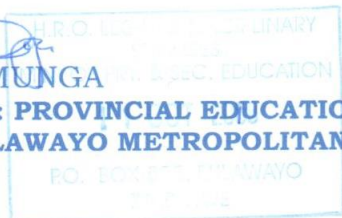
Sijabulisiwe Ndlovu
MIDLANDS STATE UNIVERSITY

**RE: PERMISSION TO CARRY OUT A RESEARCH ON: ASSESSING
CHALLENGES FACED BY ECE CARE GIVERS IN IMPLEMENTING
INCLUSIVE EDUCATION AT ECE AT LOTSHE PRIMARY SCHOOL: A
CASE STUDY OF LOTSHE PRIMARY SCHOOL: BULAWAYO
METROPOLITAN PROVINCE**

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Metropolitan Province, permission is hereby granted. However, you should liaise with the Head of the Institution/School for clearance before carrying out your research.

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


N MUNGA
**For: PROVINCIAL EDUCATION DIRECTOR
BULAWAYO METROPOLITAN PROVINCE**



Appendix D: Questionnaire for ECE Teachers

I am a student teacher at Midlands State University, currently studying for a Bachelor of Education ECE. I am doing a research project on the challenges faced by caregivers in delivering inclusive education at ECE Level. I kindly request that you assist by completing the questions below, which will contribute towards the completion of this project and the subsequent improvement of ECE education in Zimbabwe. Responses to this questionnaire will be strictly used for academic purposes and be sincere and open as much as is possible. Please do not write your name on this questionnaire.

Teacher number: _____ Code: _____

Section A: Biographic Data (tick applicable)

1. Gender: Female Male

2. Age Range:

- 25 years and below
- 26 – 30 years
- 31 – 35 years
- 36 – 40 years
- 41 - 45 years
- 46 - 50 years
- 51 and above years

3. ECE Professional Qualifications: Certificate
 Diploma
 Bachelor's
 Master's
 Others specify: _____

Section B: Implementation of ECE

4. Indicate by ticking in the appropriate box the ECE resources that you provide for the children in your class

		Quantity					
		0	1	2	3	4	5+
A	ECE Teacher(s)						
B	ECE classroom(s)						
C	Preparation Room(s)						
D	Ablution Block(s)						
E	Sand Pit						
F	Swings						
G	Seesaw						
H	Food						
I	Indoor Play material						
J	Outdoor Play material						

5. Do you have any children with special education needs in your class? Yes ___ No ___

Section C: Challenges faced

6. If yes in Q5 above what kind of disabilities do children have? Tick applicable
 a) Visual

- b) Hearing
- c) Mental
- d) Physical
- e) Learning
- f) Others specify _____

7. With reference to each of the following areas, indicate the challenges you face on the spaces provided:

a) ECE Teachers: _____

b) ECE Classrooms: _____

c) ECE Ablution blocks: _____

d) Indoor Play Centre: _____

e) Outdoor Play Centre(s): _____

f) Methodologies: _____

g) Instructional Media: _____

Section D: How ECE teachers overcome challenges faced

8. With reference to each of the following areas, indicate how you attempt to overcome the challenges faced:

a) ECE Teachers: _____

b) ECE Classrooms: _____

c) ECE Ablution blocks: _____

d) Indoor Play Centre: _____

e) Outdoor Play Centre(s): _____

f) Methodologies: _____

g) Instructional Media: _____

9. What support mechanisms do you get from each of the following personnel towards overcoming the challenges you face in the implementation of ECE in an inclusive setting?

a) School Administration _____

b) Parents: _____

c) The cluster: _____

d) Ministry of Primary and Secondary Education: _____

e) Private Child support Organisations: _____

f) Other stakeholders: _____

Thank you

Appendix E: Interview Guide for parents/guardians of ECE Children

Parent number: _____ Code: _____

Section A: Biographic Data of parent/guardian

10. Gender: Female Male

11. Age Range:

25 years and below	<input type="checkbox"/>
26 – 30 years	<input type="checkbox"/>
31 – 35 years	<input type="checkbox"/>
36 – 40 years	<input type="checkbox"/>
41 - 45 years	<input type="checkbox"/>
46 - 50 years	<input type="checkbox"/>
51 and above years	<input type="checkbox"/>

12. Education level attained:

Primary	<input type="radio"/>
Secondary	<input type="radio"/>
College	<input type="radio"/>
University	<input type="radio"/>

Others specify: _____

13. Employment status:

Government Employee	<input type="radio"/>
Private Company Employee	<input type="radio"/>
Self Employed	<input type="radio"/>

Section B: Details of child

14. Gender of Child: Girl Boy

15. Relation to child: Mother Father
 Sister Brother
 Aunt Uncle
 Grandchild Others Specify _____

16. Rate the provisions your child gets at home using the scale below:

0 = none 1 = minimal 2 = inadequate 3 = fairly provided 4 = well provided
 5 = Exceptional

		Quantity of provisions for child					
		0	1	2	3	4	5
A	Food						
B	Clothing						
C	Uniforms						
D	Transport to school						
E	Taking child to school and back						
F	Food provisions at school						
G	Assistance with their schooling						
H	Pocket money						

17. Does your child have any special education need? Yes _____ No _____
 If yes what special education need does your child have? _____

Does the stated need have a bearing on the learning of your child in an inclusive learning environment? _____

18. What is your opinion on the child learning in an inclusive setting? _____

Section C: Challenges faced

19. What is in your opinion are the challenges experienced by your child with reference to the learning environment offered to your child at school?

a) ECE Teachers: _____

b) Classrooms: _____

c) Learning resources: _____

d) ECE Ablution blocks: _____

e) Indoor Play Centre: _____

f) Outdoor Play Centre(s): _____

g) Methodologies: _____

h) Instructional Media: _____

i) What learning challenges does your child face at school which you feel are a direct result of having an inclusive learning environment? _____

j) Have you communicated any difficulties faced by your child to the school or the teachers? _____

k) If Yes how has the school or teachers responded? _____

What learning difficulties does your child face which you would want the teachers and school administration to know about? _____

Section D: How ECE parents overcome challenges faced

20. With reference to each of the following areas, indicate how you have attempted to overcome the challenges faced:

h) ECE Teachers: _____

i) ECE Classrooms: _____

j) ECE Ablution blocks: _____

k) Indoor Play Centre: _____

l) Outdoor Play Centre(s): _____

m) Methodologies: _____

n) Instructional Media: _____

21. What support mechanisms do you get from each of the following towards overcoming the challenges you face in the implementation of ECE?

g) School Administration _____

h) Teachers: _____

i) Fellow parents: _____

j) Government: _____

k) Private Child support Organisations: _____

l) Other stakeholders: _____

22. In your opinion, how best should the challenges identified be overcome? _____

Thank you