

**A study of attitudes of educators in a special needs school:
Towards the implementation of inclusive education.**

By

MARIAAN AUDIE

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Supervisor: Dr. Z Naidoo

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DECLARATION

The Registrar (Academic)
UNIVERSITY OF DURBAN-WESTVILLE

Dear Sir

I MARIAAN AUDIE
REG. NO: 200200096
DEGREE: Masters of Education (Educational Psychology)

Hereby declare that the dissertation entitled:
A study of attitudes of educators in a special needs school: Towards the implementation of inclusive education, is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other University.

Mariaan Audie

Mariaan Audie
(Researcher)

January 2003

ABSTRACT

This study focused on the attitudes of educators in a special needs school towards the implementation of inclusive education since educators' attitudes are essential in the success of the implementation of inclusive education. The purpose of this study was to investigate the attitudes of educators in one specific school towards the implementation of inclusive education and to further explore selected factors that have influenced these attitudes.

Education in South Africa is in the process of major transformation, and the successful implementation of this policy may be threatened if educators in special needs schools have a negative attitude towards the policy, as the role of the special needs educator will change to a more collaborative one to support and empower colleagues. In South Africa learners with disabilities are placed in special schools depending on their level of disability. This study indicated that approximately 97% of educators, in this study, indicated that all educators are not qualified to educate learners with special needs.

A combination of the medical, social and psychological models were used to underpin the research. Inclusive education is moving away from the medical model to a human right - social model.

A survey research was used that consisted of a questionnaire that was specifically designed for this study. The data was analysed, qualitatively and quantitatively. The result of this study indicated that educators in this school have predominantly negative attitudes towards the implementation of inclusive education, although a lot of positive feelings did emerge.

This study recommends that inclusive education be implemented in consultation with educators who are directly involved in the process.

The findings of this study may be used with some caution, since the research is only covering the attitudes of educators of one special needs school and therefore a general relation of attitudes cannot be made.

DEDICATION

I dedicate this research to my parents:
Martin Francis Hamer and Beatrice Hamer

for their continued financial and moral support during my studies.

&

My family:

My husband Marius and my two children Nico and Leticia for all their sacrifices and moral support that they gave me.

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CHAPTER ONE

Orientation of study

1.1 Introduction

Although inclusive education has a long history internationally, in South Africa it is still a new idea that perhaps needs to be implemented with caution and where possible in collaboration with educators. Florian (1998) indicated that special education has its origins in the failure of mainstream education to accommodate learners with special needs. The possible anxiety and uncertainty held by educators towards the practicality of inclusive education is understandable. Prior to 1994 special education had provided for a small percentage of learners with disabilities within racially based special schools which did not meet all the needs of the learner population as indicated in the (Department of Education 2001). It was clear that there was a definite need for change in the South African education system.

1.2 Purpose and critical questions

With regards to inclusive education in South Africa there is still a lot of confusion and uncertainty around how the educator would be influenced by it in the classroom and what exactly inclusive education means. Considering that educators' attitudes may differ, this study could be helpful in investigating the attitudes of educators in a special needs school towards the implementation of inclusive education and to further explore selected factors that have influenced these attitudes.

To address the above the following critical questions were designed:

- What are the attitudes of educators in a special needs school towards the implementation of inclusive education?
- What are the factors that have influenced these attitudes?

1.3 Discussion of contexts and associated problems

Education plays an important role in every human being's life and equal access to education would be the ideal. Presently there are two education options for learners, either special schools or mainstreaming (Chambers, 2001). Educators' attitudes play an essential role in the successful implementation of inclusive education since attitudes provide an emotional basis of one's interpersonal relations and identification with others (Rao & Rao, 1996). Wessels (1996) concurs that educators' attitudes towards learners play a major role in the success of learning events in the classrooms. The ideal solution would be an environment where a positive atmosphere is present and everyone can manage the work and be accepted by everyone, including the educator (Du Toit, 1997).

Soon after South Africa's democracy, South Africa initiated the process of adopting a policy of inclusion as part of the government's effort to reform education (Wessels, 1996). A series of government policies were needed to guide the process of inclusive education. The following two documents: "Draft Conceptual and Operational Guidelines for the implementation of inclusive education", (October 2002) and "Education White Paper 6: Special Needs Education: Building an inclusive education and training system", (July 2001) play an important role in outlining the process.

Educators in a special needs school would be affected by the implementation of inclusive education, as they would be involved in schools that will become resource centres. These educators will be integrated within district support teams where they can provide support to all educators and learners in the system (Department of Education, 2002). At the moment, it is still theoretical and the practicality of the plan could influence educators' attitudes towards the policy and could bring about resistance to change required for the implementation of the plan.

The issue of change is significant as quoted by Eisner (1995, p.67) that "familiar is often more comfortable than the uncertainty of the unknown". This means that change will not just happen. This is supported by Meier's (1995) view that a person

can only change attitudes if they have a strong reason to change. Educators need to join in the initial changes, to make them a reality. Politicians and policymakers at all levels may institute new policies, but without the understanding, support, and input of educators, they could end up in a cull de sac situation. To support Meier's (1995) view, Booth (2000) indicated that national policies have to engage with the realities of life within local communities and ensure that strategies are in place to move local practices forward.

1.4 Rationale for the study

According to Christie (1998) voices of educators are often ignored when policies are devised, yet they should be heard more often, as they are the ones who must deal with the practicality of the implementation process. A study done by Heiberg (1998) indicated that educators are seen as the key figures in the process of inclusive education. Research done by Skuy, Christie, Fridjhon, and O'Carroll (1998) indicated that the response to their questionnaire showed concern about the educators' attitudes towards an inclusive policy in South Africa and unless intervention is able to change educators' attitudes the implementation of inclusive education could encounter serious problems.

Anecdotal evidence indicated that educators are still uncertain about what exactly is required of them and what the term "inclusive education "means. This can have an influence on the learner, as suggested by Du Toit (1997) that educators' expectations influence learners' achievements, behaviour, and self esteem.

This study is of value since educators' attitudes are very important to the successful implementation of inclusive education. All educators' views and experiences of the policy may contribute to better education. This data is important as previous studies have indicated that there is a gap in the studies reviewed, since very few deal with the views of educators in a special needs school. Therefore the attitudes of educators, who are presently involved with learners with learning problems, can give a clear indication regarding the practicability of the implementation of

inclusive education. Hence the findings of this research will be useful to several important stakeholders namely:

- **National, provincial and regional policy makers**

The designers of the practical implementation of the policy should consider the views of educators. If the educators' input is considered and they are not forced in a direction that is not feasible in the classroom, then this can only contribute to a positive atmosphere that will in turn contribute to successful learning. Educators' initial training would possibly need to be restructured to prepare them for the challenges that will be presented in the classroom situation. This training should be structured to equip them with the necessary skills to cope with the demands of inclusive education.

- **Management staff**

In-service training will allow management staff greater access to the information regarding the practical implementation of inclusive education and inform educators about support groups and strategies that are in place to assist them with this inclusive plan.

- **Governing body members**

Governing body members need to be informed about disabilities and they need to understand that a disability is not a disease or a condition that requires learners to be separated, but that these children can have normal lives, with the right support system.

- **Parents**

Parents need to know the rights of their children and that all children have a right to education, no matter what the nature of their disability.

1.5 Methodology

The methodology used was survey research for which a questionnaire was specially constructed and validated through a process of pilot testing. The focus was to investigate educators' attitudes in a special needs school since they are going to be influenced by the changes in policy. Data was analysed both quantitatively and qualitatively.

1.6 Limitations of the study

A limitation of this study is the relatively small sample size, which was restricted to one school. Having limitations in research does not necessarily mean that the value of the study is compromised. In this case it could be argued that such limitations could be advantageous. The reason for using one particular school is that this school is made up of educators who have experience in both mainstream schools as well as in special needs schools. These educators are also aware of the demands and difficulties of the practical implementation of the plan. Despite the fact that they are a small sample, their views would provide an in-depth and relevant reflection of attitudes towards the implementation of inclusive education.

1.7 Organisation of chapters

The following is a summary of the chapters that are covered in this research:

- Chapter One is an overall orientation to the research and gives an overview of the study.
- Chapter Two presents terminology and concepts related to inclusive education. The main concepts, terminology and implementation of inclusive education in South Africa and international literature is reviewed and discussed. The literature also captures the different factors that influence the educator's attitude towards the implementation of inclusive education.

- Chapter Three provides the theoretical framework, which frames the research. Different models of disabilities are also discussed.
- Chapter Four explains the procedures that were used to conduct this research and contains a detailed explanation of the methodology used. It includes aspects such as data collection, target population, instruments, validity, ethics and data analysis. The research instrument, a questionnaire, was specially constructed to investigate the two critical questions in depth.
- Chapter Five presents a thorough illustration of thirty-two questionnaires and gives an overview of what the attitudes of educators in a specific special needs school is towards the implementation of inclusive education and what factors influenced their attitudes towards this implementation. This chapter presents an analysis of the data obtained, and interpretations are rendered.
- Chapter Six consists of a summary, conclusion, recommendations and limitations of this study.

1.8 Summary

The reason for this study was that the process of implementation of an inclusive education policy in South Africa after 1994 has created new expectations and changes in education. For present and especially older educators the implementation of inclusive education is a twenty-year plan that may not involve them. For the younger generations there is still uncertainty about concepts and terminology.

This chapter gives information about relevant background regarding inclusive education and the purpose of the study. It also described briefly the main method of collecting data viz. a questionnaire that will be analysed qualitatively and quantitatively to provide a basis for recommendations. Inclusive education would have to be implemented with caution and with the co-operation of the educators who are going to deal with it. Chapter Two will focus on South African and

International literature that provides an overview of studies already done and studies that need to be done.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter focuses on research done on international and national levels towards the implementation of inclusive education. Research by Du Toit (1997) supports the view that educators' expectations influence learners' achievements, behaviour, and self-esteem. This is seen every day in the classroom situation. If educators' perceptions of learners with disabilities are negative, the inclusion of such learners in general education classrooms may not result in a beneficial experience for the learners. A study done by Florian (1998) of educators' attitudes towards integration indicated that they had serious reservations about supporting the widespread placement of learners with special needs in mainstream schools.

Acknowledging possible problems with the practicality of inclusive education, the purpose of this study was to investigate the attitudes of educators towards the implementation of inclusive education and the critical questions that framed the research were:

- What are the attitudes of educators in a special needs school towards the implementation of inclusive education?
- What are the factors that have influenced these attitudes?

2.2 Definition of terms

2.2.1 Inclusive education

The Draft Conceptual and Operational guidelines for the implementation of inclusive education (Department of education, 2002) clearly states that inclusive education is about recognising and respecting differences and

building on similarities. The main focus is on supporting all learners and educators so that a full range of learning can be met with overcoming barriers of learning in the system.

2.2.2 Mainstream

"Mainstream" is catering for all learners unless there is a reason for placing them in a school for specific learning disabilities (Chambers, 2001).

2.2.3 Learners with special educational needs (LSEN)

Another term that will be frequently used in this study is, "learners with special educational needs" (LSEN). This refers to learners who, because of physical, sensory, cognitive, developmental or other differences, need some form of specialised educational assistance and intervention if they are to be effectively educated (Gordon, 2000).

2.2.4 Learning disability

The term refers to a range of barriers experienced in receiving, processing, expressing or retrieving information, any of which may affect the person's ability to function effectively in one or more areas (Department of Education, 2002).

2.2.5 Attitude

The following definition is an apt description of attitude. Rosnow & Rosenthal (1996) term attitude as a "posture of the mind" and mentions that attitude is what causes a person to act in one way or another.

2.3 The rationale for inclusive education in South Africa

In South Africa, until recently, learners with disabilities were placed in racially segregated, disability specific special schools (Struthers, 1997). Inclusive education is a way of complying with the educational needs of learners with special educational requirements. This implies that all schools will eventually be able to accommodate all learners (Heiberg, 1998). In South Africa the transition process has been based on clear principles of the twenty-year plan of the implementation of Inclusive Education. This twenty-year framework for implementation are as follows:

"Immediate to short term steps (2001 – 2003)

- (a)** Implementing a national advocacy and education programme on inclusive education.

- (b)** Planning and implementing a targeted outreach programme beginning in government rural and urban development nodes, to mobilise disabled out of school children and / youth.

- (c)** Completing the audit of special schools and implementing a programme to improve efficiency and quality.

- (d)** Designating planning and implementing the conversion of 30 special schools to special schools / resource centres in 30 designated school districts.

(e) Designing, planning and implementing the conversion of thirty primary schools to full service schools in the same thirty districts as (d) above.

(f) Designating, planning and implementing the district support teams in the same 30 districts as (d) above.

(g) Within all other public education institutions, on a progressive basis, the general orientation and introduction of management, governing bodies and professional staff to the inclusion model.

(h) Within primary schooling on a progressive basis, the establishment of systems and procedures for the early identification and addressing of barriers to learning in the Foundation Phase (grades R-3).

Medium – term steps (2004 – 2008)

(i) Transforming further education and training and higher education institutions to recognise and address the diverse range of learning needs of learners, especially disabled learners.

(j) Expanding the targeted community outreach programme in (b) from the base of government's rural and urban development nodes to mobilise disabled out-of- school children and youth in line with available resources.

(k) Expanding the number of special schools/ resource centres, full-service schools and district support teams in (d), (e) and (f) in line with lessons learnt and available resources.

Long - term steps (2009 – 2021)

(l) Expanding provision to reach the target of 380 special schools/resource centres, 500 full - service schools and colleges and district support teams and the 280,000 out-of- school children and youth" (Department of Education, 2001).

Due to the fact that educators are very busy and practical people it is important to emphasize why such a movement was necessary and how it would influence educators' attitudes. According to UNESCO (2002) there is an educational legitimacy reason, which requires inclusive schools to educate all learners together. This would mean that educators have to develop ways of teaching that respond to individual differences that benefit all learners. Anecdotal evidence suggests that not all educators have the skills to educate a variety of learners with different disorders together in one classroom situation. This could lead to feelings of incompetence that may contribute to negative attitudes amongst educators: According to Wessels (1996) educators need to adapt to this policy of inclusion since it has major implications for educators in the mainstream school.

The policy on inclusive education as a philosophical underpinning indicates that inclusive schools should be able to change attitudes by educating all learners together to form a just and non-discriminatory society. Principles that guide this process were the 1995 White Paper on Education and Training and the 1996 South African Schools Act. The South African Schools Act (1996) states that learners with special educational needs should, where reasonably practical, be educated in mainstream classrooms with the support they require. This is not as yet being implemented as many schools still have strict admission criteria that may have been influenced by the attitudes of educators towards learners with specific needs. According to Jenkinson (1997) acknowledgement of right alone does not ensure that integration will be successful. Instead the positive attitude of educators towards integration will have a greater impact.

The positive attitude of educators towards integration is essential. Heiberg (1998) confirms that, although the new South African government views education as a basic human right, educators having a negative attitude towards it might threaten the success of the implementation of this policy.

2.4 The impact of the implementation of inclusive education in a special needs school

Anecdotal evidence indicates that many educators are not sure exactly what inclusive education means and how they are going to be affected by it. This uncertainty can have an influence on their attitudes towards inclusive education. The Education White Paper 6 (Department of Education, 2001) states that inclusion is more about recognising the differences among learners and therefore striving to support all learners and educators by focussing to overcome barriers in the system, which may prevent it from meeting the full range of learning needs. Mainstreaming is about changes that need to be made to get the special learner to be part of the normal classroom, with the extra support the learner would need. ✓

Another concern for policy makers would be how educators in a special needs school would be affected by all these changes. Again the procedures are thoroughly explained in the Draft Conceptual and Operational guidelines for the implementation of inclusive education (Department of Education, 2002). The future role of special schools as resource centres is critical to the transformation towards inclusive education because it would play a pivotal role in sharing a new way of thinking and catering for learners who require high levels of support. It will also assist to serve special needs educators to exchange knowledge with mainstream educators and equip them with the necessary skills to cope with the needs of these learners. *Theo*
~~_____~~

Research done by Campher (1997) also focused on the changing role of special needs educators with the focus on working in partnership with colleagues who have a more systematic understanding and response to issues and to supporting and empowering mainstream educators. This will lead to change in the present education system, which is being reformed, possibly resulting in attitude change among educators.

An important issue is that learners with special educational needs should be provided with specialised support, and until support services can be guaranteed to learners with special educational needs in mainstream settings, the status quo will ✓

remain. Gugushe (2000) adds that educators would not be able to accommodate all learners without support.

In South Africa, according to the Education White Paper 6 (2001) learners who require low-intensive support will receive this in ordinary schools and those requiring moderate support will receive this in a full-service school. Learners who require high intensive education may require more intensive and specialised forms of support to develop their full potential. Learners will continue to receive such support in special schools. A shift from categorising liability towards determining the level of intensity of support is required. Admissions would not be based on the category of the disability but on whether the learners require high levels of support. (Department of Education, 2002). Policy designers should be cautious about removing existing systems before upgraded alternatives are put in place (Christie, 1998).

Research conducted by Campher (1997) resonates Christie's concerns about remaining existing systems. Campher (1997) research concluded the necessity of educators' support systems, which is currently absent in South Africa. Presently learners are still placed in specific special schools for certain types of disabilities.

2.5 A review of national and international studies

Educational policy in South Africa seems to follow the international move towards inclusion of learners with special educational needs. Research indicates the importance of educators' attitude towards mainstreaming as one of the most important factors impacting on the success of the implementation of this philosophy (Christie, 1998). Researchers, Baker and Gottlieb (1980) indicated that educators' attitudes are pivotal in the successful implementation of inclusive education. Heiberg (1998) concurs that negative attitudes towards this policy will have disastrous results.

Problems regarding the practicality of the implementation of inclusive education are highlighted in a study done by Florian (1998) with emphasis on the fact that

educators' have serious reservations about supporting the widespread placement of learners with special needs in mainstream schools. The uncertainty about the practicality of such a policy could lead to attitude changes in educators.

Another study done by Jenkinson (1997) indicated that integration was more positive in England than in the United States. Jenkinson emphasised that professionals with more liberal social views have more positive attitudes, than those with predominantly conservative views who had contact with disabilities. Presently in South Africa educators in special needs schools are involved with learners with a specific category of disability. With the implementation of inclusive education, the educator will have to deal with a variety of disabilities and anecdotal evidence indicates that it could contribute to attitude change.

According to Christie (1998) educators' attitudes in government remedial schools were more negative. Her study indicated that while 47% felt that mainstreaming was desirable in theory, 72% felt that mainstreaming was not very practical. The majority of the respondents believed that it is very difficult for educators to meet the needs of learning disabled learners in mainstream. Her study indicated that unless interventions are able to change educators' attitudes towards the implementation of mainstreaming, they could encounter serious problems. Eighty one percent felt that it would be better teaching learning disabled learners in separate, specialised schools.

2.6 Identification of factors that may contribute to attitude changes in educators

2.6.1 Experience

Even though educators may have experience in teaching learners with learning disabilities, it does not automatically guarantee their favour towards inclusive education. Studies done by Giangreco, Dennis, Cloninger, Edelman and Schattman (1993) indicated that educators who were negative in the beginning were more positive after a year of

experience with a learner with a disability. The effect of the positive attitude was that these educators ensured greater involvement of learners in classroom activities.

2.6.2 Lack of confidence and skills

Ward and Center (1987) study with regular educators indicated that their attitude to integration reflected lack of confidence both in their own instructional skills and in the quality of support personnel available to them. They were positive about integrating only those children whose disabling characteristics were not likely to require extra instructional or management skills on the part of the educator.

The Draft Conceptual and Operational guidelines for the implementation of inclusive education, (Department of Education, 2002) indicated that fear and a lack of awareness about disabilities would be a barrier to the learning of the learners. These negative attitudes will spread to others and that could negatively influence the disabled learner.

2.6.3 Training / education

Research done by Christie (1998) which focused more on mainstreaming learners with special needs, indicated that not all the needs of the learners would then be met and that the current educators' training does not adequately prepare educators to educate learners with special educational needs.

Another study done by Wessels (1996) indicated that attitudes of educators are influenced by the educators' knowledge of learners and their skills in educating them. The study also supported the fact that educators are not adequately trained to meet the needs of learners with special educational needs, especially in the mainstream classroom.

Implementation of inclusive education has not always been accompanied by positive attitudes. For principals this implementation process is a major reorganisation of the school, especially when there are limited resources. The principals' attitudes are crucial in ensuring that learners with disabilities encounter a climate of acceptance and warmth within the school. Inclusion was accepted in principle as consistent with community values, but in practice concerns remained, e.g. extra burden placed on the class educators (Jenkinson, 1997).

2.6.4 Co-operation

The implementation of the policy intention of interaction between professionals was highlighted by the study of Hall (1998) indicating that special school personnel can become involved with the training and support of mainstream educators in dealing with learners with special educational needs and can serve as co-operative consultants in various educational situations. The function of special schools would be to contribute to the assessment of learning styles and academic skills.

Hall's (1998) study also indicated that although both mainstream and special needs educators had skills and knowledge, neither of them had the necessary co-operation skills to share their expertise. This could affect the implementation of the policy.

2.6.5 Nature of disability

A study done by Ward, Center and Bochner (1994) indicated that integration was strongly influenced by the nature of the disability. A study done by Bowman (1986) indicated that educators would rather accept learners with medical and physical conditions than learners with multiple handicaps. The study indicated that one quarter of the educators felt that learners with sensory impairment could be taught in mainstream

classrooms, while less than 10% held this view for learners with severe intellectual impairment and multiple handicaps.

Jenkinson (1997) indicated that research done in Australia on professional attitudes towards integration indicated that education has provided a range of information in this area. The outcome of this study indicated that attitudes towards integration were strongly influenced by the nature of the disabilities of the learner.

2.7 Summary

This chapter has examined educator's attitudes towards the implementation of inclusive education on international and national levels. The main theme that emerged from all these studies was that educators' attitudes would be of significance towards the success of inclusive education. These arguments provide a strong indication of the importance of the positive state of mind of the educators in ensuring the success of the implementation of inclusive education.

Findings also indicated that although educators would be primarily responsible for the success of inclusive education, they are not always prepared to meet the needs of learners with significant disabilities. Studies in general provided strong indication of the right of the disabled learner to learn together with other learners, although these rights, according Jenkinson (1997) might not ensure successful implementation of inclusive education.

Several studies have focussed on the changing role of the special needs educators, more especially the exchanging of knowledge between mainstream and special needs educators. This was emphasized by the comments of Campher (1997) who claimed that special needs educators who have a more systematic understanding and response to issues will support and empower mainstream educators. The attitudes of educators play an important role towards the success of inclusive education. The theoretical framework that dictates this research will be discussed in the next chapter.

CHAPTER THREE

Theoretical approach

3.1 Introduction

This chapter focuses on the philosophical shifts that bring changes to present models and theories, which can be explained through different discourses in inclusive education. Inclusive education is a shift from the current medical model to a social rights model (Department of Education, 2001). The understanding of the term "disability" will move away from a medical way of thinking to a social rights way of thinking (Department of Education, 2002). The danger of this move, according to Booth & Ainscow (1998) will be the denial of the reality of disability. This concern is confirmed by Abberley (1993) who stated that disabled learners are disadvantaged by the failure to recognise their "special" abnormal requirements. This information is significant, because it would affect how an educator thinks about the term disability, since how the educator experiences and defines the term disability is going to influence his/her interaction with these learners.

The attitudes of educators play an important role in the implementation of inclusive education and therefore it is important to discuss how the term "attitude" is constructed. Attitude consists of three components, namely affective, cognitive and overt, and each component will have a different impact on the way the educator is going to experience the changes that inclusive education will bring about (Roa & Roa, 1996).

3.2 Setting the focus

The theoretical approach will also focus on a biopsychology model that will deal with the biological, psychological and sociological aspects. Therefore this study focuses more on the social, medical and psychological models of disability as these models were used throughout this study. This chapter will include discussions on these different types of disability models and provide an overview of each of them.

As part of the social model the work of Mead, (1934) which is based on symbolic interactionism, explores the social interaction between learner and educator and attempts to establish in what ways these interactions will influence educators' attitudes.

The two discourses that would be applicable to this study are the medical discourse and the rights discourse. Briefly, the medical discourse focuses on impairment that is linked with the disability and the rights discourse focuses on equal opportunities (Fulcher, 1989). This model will be explained through a conceptual and an operational framework. The shift would be from disabilities' theories, assumptions, practices and models to a non-disable inclusive system of education.

Special education theories were located predominantly within the medical paradigm and there is a need to move towards an inclusive education model. There would be a shift from the medical explanations to understanding barriers to learning. This would bring a shift from categorisation of disability towards determining level of support needed (Department of Education, 2002). The rest of this chapter explains the different models that are of importance to this study. These models will have an impact on the educators' attitudes, when they have to deal with the practicality of the implementing of inclusive education.

3.3 Models of disability

3.3.1 Medical model

Eastman (1992) indicates that the medical model includes diagnosis, prognosis and programmes. This model focuses on individuals and specifies the disability as a permanent biological impediment and that learners would be diagnosed and labelled as such. Negative attitudes manifest themselves in the labelling of learners hence they are placed in specialised learning contexts merely because they are labelled as such (Department of Education, 2002).

This model focuses on disability as a form of biological determinism that focuses on a physical, behavioural, cognitive and sensory tragedy. These learners are separated from other learners, because of diagnoses and learners are expected to accept their fate prescribed by professionals. The right to education and inclusive education is determined solely by professionals (Gilson & Depoy, 2000).

According to O'Gorman (2003, p.9) "a further implication of the medical model is in viewing the learner as not being able to cope with the system." The impact of the implementation of inclusive education on the attitudes of the educators would mean that they need to change their attitudes to adapt to a more social rights model as has been laid down in the Education White Paper 6 (Department of Education, 2001).

3.3.2 The Psychological model

Disabled learners are viewed as deviating from the norm. The testing and subsequent placement of learners in a special setting usually relied on a single test in a single testing situation that had significant influence in the life of a learner (Clark, Dyson & Millward, 1998). The criterion for learners in this school of research is that the learner needs to have at least a verbal I.Q. of not lower than 90%. The admission of a learner will be almost exclusively on the results of a single assessment to place learners in a special setting (Clark et al., 1998). This model focussed on the development of special class-education and remedial education (Gilson & Depoy, 2000). A concern was the practicality of intelligence testing and subsequent placement of students, as these tests were done on a one to one basis with no involvement by parents and little information sought from the educators (Clark et al., 1998).

Taking into consideration that educators are very busy individuals who want practical advice and information that is manageable and implementable in a classroom of thirty very different learners, providing

summary scores written in psychological language will not be the ideal (Sandy, 1986). Another concern is that these traditional assessments under the social model have a significant influence on a learner's life, and therefore a more comprehensive assessment would be ideal (Clark et al., 1998).

Thus the new approach towards admission is not based on category but on the level of support. It is a shift from standardised testing (mainly psychometric tests), to predominantly educator-produced diagnoses (Department of Education, 2002). The concern regarding this move will be whether the educator will be significantly trained and equipped with the necessary skills to make diagnoses and be able to implement a treatment plan. Another concern will be whether the educators require a conceptual understanding of learners with special needs to be able to identify the level of support required (Department of Education, 2002). Research done by Wessels (1996) indicated that not all educators are fully trained to accommodate this function and that this may lead to frustration and feelings of incompetence that may influence the attitude of the educator towards the learner. Again how the educator is going to experience these changes will be reflected by their attitudes towards the process of inclusive education. ✓

Attitudes are part of the psychological model and therefore the components of attitude will be described in detail. Firstly these components are going to be described to give a better understanding on how attitudes can be influenced by different models and theories.

- **Affective (Emotions)**

Emotions consist of feelings, and in this study, feelings would reflect the way these educators view the process of inclusive education. Their feelings would express an emotional expression of favourable or unfavourable responses towards the implementation of inclusive education. The outcome of unfavourable or favourable responses would

be influenced by the way these educators see these different models of disability.

- **Cognitive (Beliefs)**

Beliefs are the way we see and experience situations in our lives. With inclusive education these beliefs may be influenced by certain factors such as experience, information, qualifications and the nature of the disability of a learner. Different educators would therefore view the implementation of inclusive education differently for they may have different belief systems towards this policy.

- **Overt (Behaviour)**

The way an educator would feel about and experience a certain situation could be reflected in the way the educator is going to react. If the educator is negative towards the introduction of learners with disabilities into the classroom, a negative behaviour response might be triggered. The theory of Symbolic Interaction supports the above statements by emphasising the importance of interaction between learner and educator and how it may contribute towards changes in attitude.

Educators' attitudes are important, because the state of mind of educators is of utmost importance to education. Fear and insufficient background information concerning learners with disabilities might result in negativism towards a particular learner (Department of Education, 2002). ✓

3.3.3 Social model

Inclusive education is a shift from a medical to a social rights model. This model will be discussed in depth as it will be used throughout this study.

The Inclusive education approach draws on the social model in understanding educational difficulties. Learners who have impairments may experience difficulties and if these learners are going to be in an environment where they cannot cope, they are going to experience frustration and failure. The ideal in inclusive education would be to reduce all types of barriers to learning and develop ordinary schools, which are capable of meeting the varying needs of all learners (UNESCO, 2002).

The types of barriers that may have an influence on the attitudes of the educators are the following:

- **Extrinsic and external barriers**

The following are factors that may influence educators' attitudes towards the practicality of inclusive education. Absence of elevators; superior attitudes; prejudiced attitudes; poverty; lack of income; segregated education; poor prospects; badly designed buildings and isolated families (Department of Education, 2001).

- **Intrinsic and internal barriers**

Intrinsic barriers refer to hearing problems, visual problems, physical problems, development disorders, intellectual ability, health problems and special learning difficulties (Department of Education, 2001).

A social model looks for features outside the learner (Clark et al., 1998). According to Walmsley (2001) it sees disability as created by social barriers, rather than individual impairment. The problem is a disabling world and especially negative attitudes towards learners with disabilities. Therefore disabilities can be seen as a human condition that is socially constructed, and focuses on the interaction amongst individuals. Clark et al., (1998) argued that social constructionist view dismisses the individualist notion of disability and attributes the causes to environmental factors, instead including the teaching approaches used and the attitudes of those interacting with the learner. This social model is of significance as it was used throughout this study. It is very important to focus on the sociological analysis of inclusive education, since the process of an implementation programme would be influenced by social behaviour and indeed social interaction between educator and learner (Hayes, 1994).

The presence of an educator does not guarantee that mind, self and society are the same thing. Only when learners learn does an educator exist sociologically (Young, 1996). The educators' state of mind will predict how the educator will interact with the learner with disabilities and this can resolve into positive or negative responses. Social roles predict how we interact with one another and what kind of behaviour would come from it (Hayes, 1994). Taking into consideration that one acts because of the meaning ascribed to the behaviour of the other, a situation of frustration and irritation can develop in the classroom that might influence the educators' state of mind (Ashworth, 1979).

The attitude of the educator cannot be isolated and needs to be incorporated into the social model, since the educator and the learner are together in the school environment when they are engaging each other. How the educator is going to experience these learners with disabilities and how these educators are going to define the term "disabilities" is going to influence their way of interaction with these learners. This means that their attitudes can be either negative or positive towards this process of inclusive education, since disability changes how we think about it (Morris & Blatt,

1986). Therefore it was necessary to include the term "disability" as the implementation of inclusive education will be influenced by the attitudes of educators' experience to the term "disability".

3.4 Summary

This chapter formed a theoretical presentation to indicate the fundamentals this study is based on. Therefore the importance of the definition of the term, "disability" is emphasised, because it is likely to predict the attitude of the educator. Interaction between the educator and the learner and determining the effectiveness of the implementation of inclusive education is based on the positive attitudes of the educators towards learners with disabilities. This chapter has made it clear that social interaction is essential for learning to take place and a positive attitude would contribute greatly towards it.

According to UNESCO (2002) the inclusive education approach draws on the social model in understanding educational difficulties, for learners who have impairments may well also experience other difficulties. Therefore inclusive education must reduce all types of barriers to learning and develop ordinary schools, which are capable of meeting the needs of all learners. To include learners with disabilities in schools with the necessary support would prepare these learners for the future. The following chapter focuses on the methodologies and describes the procedures that were used in the research.

CHAPTER FOUR

Methodology

4.1 Introduction

The purpose of this chapter is to explain the procedures in this research. The purpose of the study, was to investigate attitudes of educators in a special needs school towards the implementation of inclusive education and to further explore selected factors that have influenced these attitudes. Both quantitative and qualitative methods of collecting data were included to provide a clear understanding about educators' attitudes towards this policy. To obtain this data a qualitative research approach was included in a descriptive way to describe a single special school in depth. To determine the attitude of educators in the absence of a validated instrument, a questionnaire was designed specifically for this study.

4.2 Data collection

The data was collected by means of a survey questionnaire. The questionnaire comprised of three parts, which included biographical data, scaled responses (closed questions) and open-ended questions. Survey questionnaire was chosen since it was the most appropriate form of data collecting at the research site. According to McMillan and Schumacher (1993) surveys are frequently used in educational research to describe attitudes. As a consequence of time and due to workloads of educators the survey questionnaire was chosen above other research tools as it seemed most appropriate.

The site that was selected, is a long-term remedial school situated on the Bluff that caters for learners with learning disabilities, Kenmont School, which is a specialised multi-racial remedial school for learners who have been professionally diagnosed as having specific learning disabilities, largely because of some neurological dysfunction. In the late 1970's the Murray Commission recommended to the Education Authorities that they establish separate schools for learners with

specific learning disabilities. Prior to this, learners with specific learning disabilities were catered for in schools for the Cerebral Palsy. Kenmont School started off as a satellite school campus of the Brown's school (for cerebral palsied learners) and gained its independence on 1 January 1981, with Mr. Potgieter as its first principal. This school started with thirty-three learners and five educators that has grown over the years. Presently the school consists of twenty-six educators, one health professional; three administration staff and one support staff who is remunerated by the state. The governing body which consists of nine educators; two health professionals; two administration staff and eight support staff members remunerates the rest of the staff. The total learner population is four hundred and sixteen learners with a gender split of two hundred and ninety four boys and one hundred and twenty two girls.

4.3 Sample

4.3.1 Methods of sampling

The technique employed in this study was purposive sampling. According to McMillan and Schumacher (1993) purposive sampling increases the utility of information obtained from small samples. A single school was selected for this study because it met all the needs of this investigation. All educators at Kenmont School (n=47) (excluding administration staff) were given questionnaires to complete anonymously. A total of 68% of the sample returned the questionnaires i.e. 32 educators consisting of 29 females and 3 males. The school comprises of a principal, deputy principal, head of department, psychologist, occupation therapist, speech therapist, remedial educator, intern psychologist and general educators.

Although only 32 educators participated, the number of participants is not an issue. As argued by Joseph (1998) that numbers are less important, therefore it is hoped that the sample school would present a perspective of an almost forgotten but urgent issue. This school has psychological and therapeutic services to support the learner. A principal reason for choosing

this school was that these educators have experiences with learners in mainstream schools as well as with learners who have learning disabilities.

4.4 Research instrument

The research instrument, a questionnaire, was specially constructed and validated for this study. It comprised of only a few questions, all of which are relatively clear and simple in their meaning. According to Davidson (1970) an ideal questionnaire contains the same properties as a good law. The advantage of a questionnaire is that it is less time consuming and the researcher may not influence these replies by revealing his/her own opinion, as may be the case in interviews (Seale, 1998).

The questionnaire consisted of three parts namely: A, B and C.

Part A - Biographical data

Part B - Scaled responses

Part C - Open ended questions

A: Biographical data

Information was obtained on the variables of gender, race and post level of the educator. The level of qualification, years of experience as a mainstream educator, as well as experience as a special needs educator were also requested. These aspects were important in order to answer the critical questions that framed this study.

B: Scaled responses

A Likert scale that consisted of a five-point scale was used to provide an attitude score. The Likert scale allowed for a range of responses from agree to disagree. Hayes (1994) points out that the value of this type of scale is that individuals have the option of expressing the degree to which they agree or disagree with a

particular statement. According to Rao and Rao (1996) such measures of attitude are most common and frequently used. The advantage of such a scale is that it provides a means of measuring the intensity of one's attitude towards a particular object, in addition to the direction. In this study educators' attitudes' towards the implementation of inclusive education was investigated.

C: Open- ended questions

The open-ended questions assessed the educator's personal experiences and opinions on the practicality of the implementation of inclusive education. These questions gave the educators the opportunity to express more freely and in depth issues of importance to them.

4.5 Procedures

Permission was sought in advance from the headmistress and the school board to conduct the research at Kenmont School. Co-operation in the study was not taken for granted According to Bell (1991) permission needs to be obtained at an early stage. The head of department of each phase at the school was provided with questionnaires for distribution to the staff in their respective departments. The educators had sufficient time to complete the questionnaires and return them with the option of returning them either to the head of department or to the researcher.

4.6 Validity

Face validity was established by giving a draft questionnaire (refer to appendix A1) to three educators, prior to pilot testing. They were asked to comment on whether the instrument would provide valid data for the purpose of this study. The questionnaire was modified after suggestions and recommendations were considered. These recommendations improved the clarity and quality of questions. The need to group questions under specific headings and to provide short

instructions were applicable. Re-phrasing of some questions was necessary to limit neutral responses. After changes were made the questionnaires were pilot tested.

A pilot study was conducted at a similar institute to ascertain whether the questionnaire was properly constructed. Leading questions were eliminated to enable participants to give a true reflection of their attitudes (refer to appendix A2). Pilot testing improved the validity of the data in the questionnaires. McMillan and Schumacher (1993) argue that piloting the questionnaire allows for the elimination of ambiguous questions. The number of questions was decreased to only fifteen and was carefully selected out of thirty-five questions to obtain the best responses. The final questionnaire consequently comprised fifteen of the original thirty-five carefully selected questions (refer to Appendix A3).

The pilot testing revealed that using open-ended questions allowed the educators to express their personal experiences and attitudes towards the implementation of inclusive education. The questionnaire was further revised to ensure that problems that were apparent after piloting were rectified.

4.7 Ethical considerations

Written permission was initially sought from the School Governing Body (refer to appendix B1) to conduct the research with the educators at the site. Details of the study were provided in this letter. Subsequently written permission (refer to appendix B2) to proceed with the study was granted by the School Governing Body. Thereafter questionnaires were distributed to all educators at the site. The questionnaires contained a letter with the nature of the study, instructions to complete the questionnaire and a confidentiality clause. It also sought written permission from participants to participate in the study (refer to appendix B3). All data was collected anonymously and was used for the purpose of this study only.

4.8 Data analysis (preview)

This is a preview on how the data will be analysed and will be discussed in full in the next chapter. When the researcher obtained all the questionnaires they were carefully numbered so if a problem did surface it could be traced back to that specific questionnaire. The next step was coding of the questionnaire where a nominal scale was used. The coded data was transferred from the questionnaires onto data sheets, after they were carefully checked. These data sheets were given firstly to a statistical analyst to be analysed and there after Microsoft EXCEL a well renowned computer program was used for the final statistical analysis.

4.9 Summary

This chapter has covered the discussion of the research methodology. The data was collected by means of a survey questionnaire and the data gathered is used to describe characteristics of a certain population. Purpose sampling was used to give an understanding of educators attitudes in a special needs school towards the implementation of inclusive education, without needing or describing to generalize to all such cases. The procedures followed to conduct this research were also discussed. This chapter provided a discussion on validity, ethical considerations, data analysis and limitations. The method of data collection was used to answer the two critical questions and will be analysed and discussed in Chapter Five.

CHAPTER FIVE

Statement of results and analysis of data

5.1 Introduction

This chapter provides an illustration, interpretation and discussion of data. The data was collected via a questionnaire that was quantitative and qualitative. This method was used to obtain a good perspective of educators' attitudes in a special needs school towards the implementation of inclusive education and to indicate the factors that may have influenced these attitudes.

This form of accessing information supplied sufficient data to assess educators' attitudes. Of importance also is that, although political changes have brought about a process of change in the educational sphere there still exists uncertainty about the implementation of inclusive education. This chapter was analysed by means of frequency, distributions and percentages that were supported by either pie graphs or tables. The data is organised in two sections:

- A: illustration
interpretations
- B: discussion of results

Forty-seven questionnaires were administered to educators in a special needs school and 32 questionnaires were returned. The quantitative data was statistically analysed and the open-ended questions were subjected to qualitative analysis. For the statistical analysis a method of frequencies and percentages were reported. For the purpose of this study the following responses were combined. Strongly disagree and disagree combined to form disagree; don't know remained as a category on its own and agree and strongly agree combined to form agree. The questionnaire was divided into three sections viz. biographical, scaled responses and open-ended questions. The data under A would be an illustration of the data obtained through the three different sections of the questionnaire. The biographical data was first discussed followed by the scaled responses and finally the open-ended questions.

5.2 Illustration and Interpretation of findings

5.2.1 Biographical data

This section provides an illustration and discussion on the biographical data presented in this study using frequencies and percentages. This section will deal with gender, race, level of qualification, years of experience as an educator and years of experience as a special needs educator of the respondents.

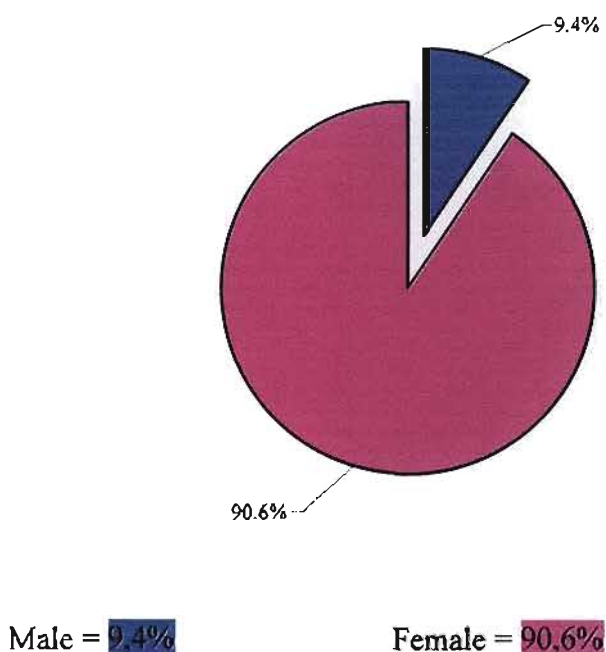


Figure 5.1 Figure showing percentages according to gender

The target sample consisted of seven males and forty females, but only three men and twenty-nine women answered and returned the questionnaires. The figure above indicates that the majority of respondents (90,6%) in this sample are female educators with (9.4%) being males.

Table 5.1 Composition of educators' profile by race

Race	Number	Percentage
White	20	62.5%
Indian	12	37.5%

The above table shows that the majority of the respondents in the sample are White since they constitute 20 (62.5%) of the total sample of 32. The remaining 12 (37.5%) of the respondents are Indian.

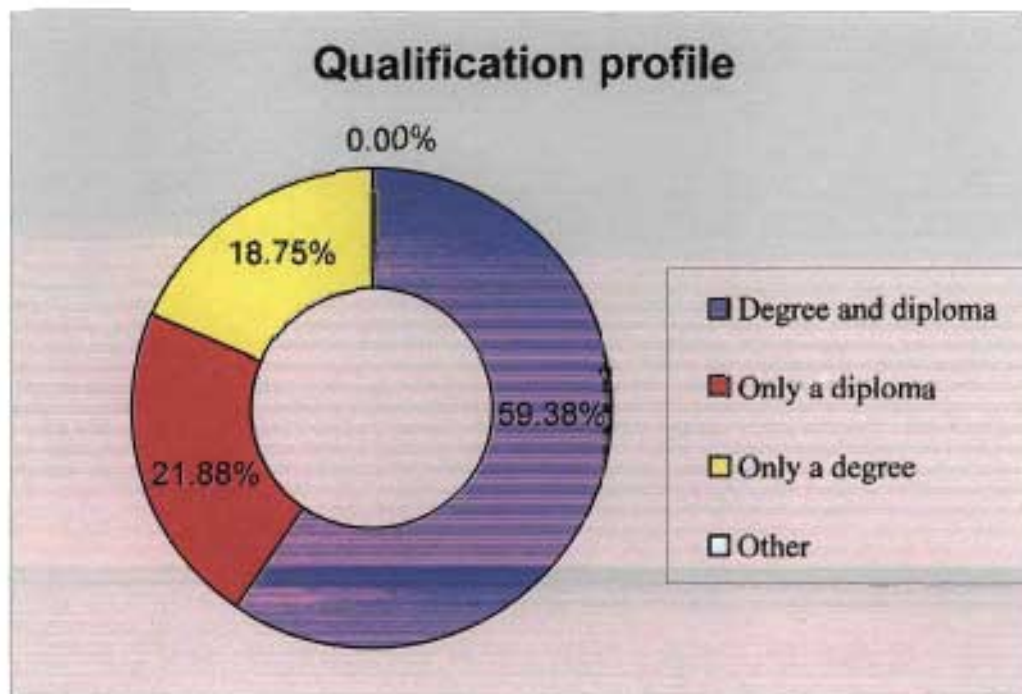


Figure 5.2 Figure showing percentage for level of qualification

These findings indicate that all the educators who participated in the study meet the minimum qualification requirements as educators. The above table reflects that 59,37 % of the educators have both a degree and diploma, while 18,75% have a degree and 18,75% have a diploma.

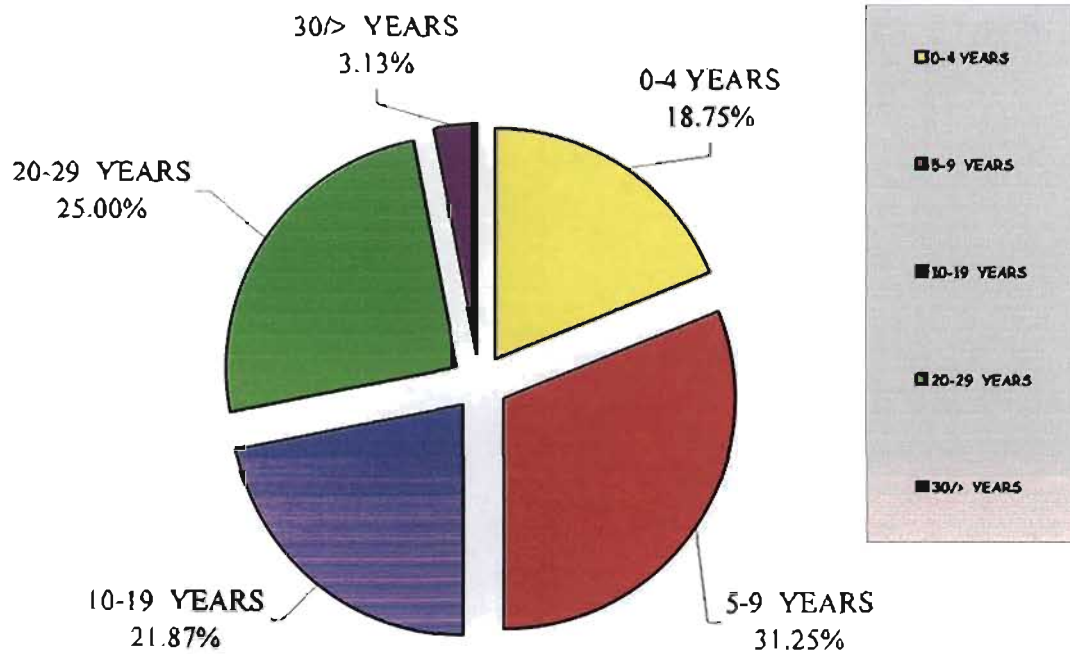


Figure 5.3 Figure showing number of years of experience as an educator

The majority of educators have between 5 -9 years of experience as an educator. The figure reflects that 6 (18,75 %) educators who completed this questionnaire have between 0-4 years of teaching experience and 10 (31,25%) have between 5-9 years of experience. Seven (21.88%) educators have 10-19 years of teaching experience and 8 (25%) educators have 20-29 years of teaching experience. Only 1 (3,12%) educator has more than 30 years of teaching experience.

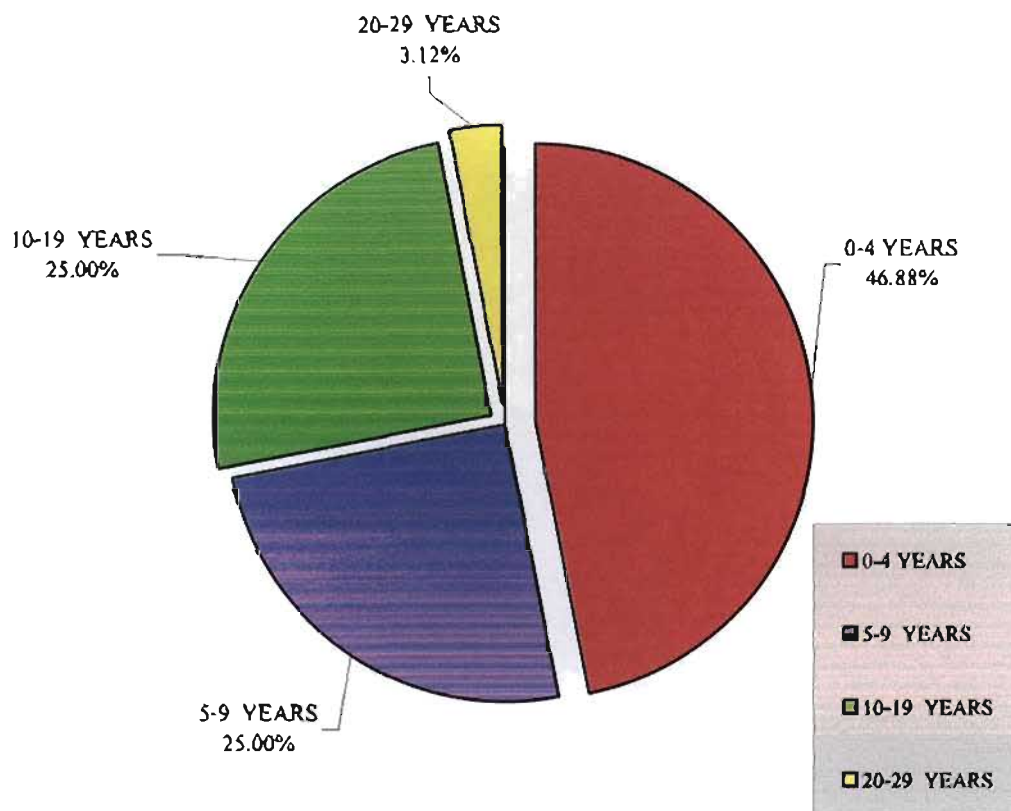


Figure 5.4 Figure showing years of experience as a special needs educator

The above graph indicates that the majority of the respondents, 15 (46,85%) have less than 4 years of experience as a special needs educator 8 (25%) have between 5-9 years, whilst another, (25%) have between 10 - 19 years similar experience. Only one (3,12%) respondent has more than 20 but less than 30 years of experience.

5.2.2 Scaled responses

This section provides an illustration and interpretation on the attitudes of educators towards inclusive education using frequencies and percentages.

The descriptive statistics of the results are presented as follows:

Table 5.2 Respondents in favour of inclusive education

	Number	Percentage
Disagree	24	75 %
Don't know	2	6,25 %
Agree	5	18,75 %

Question 1 requested respondents to indicate whether they are in favour of inclusive education. The majority 24 (75%) indicated that they are in opposition to this idea while 2 (6,25%) adopted a neutral stance. The remaining 5 (18,75%) of respondents indicated that they are in favour of the implementation of inclusive education.

Table 5.3 Respondents having sufficient knowledge about inclusive education

	Number	Percentage
Disagree	11	34,38 %
Don't know	4	12,5 %
Agree	17	53,12 %

When asked whether they had sufficient knowledge about inclusive education, 17 (53,12%) of the educators affirmed this while 11 (34,38%) answered in the negative. Four (12,5%) of educators provided a "don't know" response.

Table 5.4 Respondents feeling that learners with a special learning disability would benefit positively from inclusive education

	Number	Percentage
Disagree	23	71,88 %
Don't know	4	12,5 %
Agree	5	15,62 %

According to table 5.4 an overwhelming majority of educators 23 (71,88 %) believed that learners with a special learning disability would not benefit positively from inclusive education. A minority of 4 (12,5%) indicated that they don't know while a slightly higher percentage 5 (15.62%) of educators believed that learners with a special learning disability would benefit positively from inclusive education.

Table 5.5 Respondents feeling more positive about inclusive education because of their experience with learning disabilities

	Number	Percentage
Disagree	21	65,62 %
Don't know	4	12,5 %
Agree	7	21,88 %

Most, 21 (65,62 %), educators indicated that their experience with learners with learning disabilities did not influence their behaviour positively. Only 4 (12,5 %) educators indicated that they don't know, whereas 7 (21,88 %) indicated that their experience has influenced their behaviour positively. These results suggest that experience would not be a factor that would change the educators' attitude towards inclusive education.

Table 5.6 Respondents agreeing that the implementation of inclusive education should begin after grade three

	Number	Percentage
Disagree	18	56,24 %
Don't know	7	21,88 %
Agree	7	21,88 %

In answer to the statement "You agree that the implementation of inclusive education should begin after grade three, an equal number of respondents 7 (21,88%) indicated either that they don't know or that they are in agreement with inclusive education beginning after grade three. A majority of 18

(56,24%) of respondents disagreed that the implementation of inclusive education should begin after grade three.

Table 5.7 Respondents indicating whether experience in a remedial and mainstream environment has impacted positively on their feelings about inclusive education

	Number	Percentage
Disagree	18	56,25 %
Don't know	2	6,25 %
Agree	12	37,5 %

The above findings reflect that 18 (56,25 %) educators indicated that experience in a remedial and mainstream environment does not influence the educators' attitude positively. Only 2 (6,25 %) educators did not know. The remaining 12 (37,5 %) indicated that it does influence their attitude positively.

Table 5.8 Respondents indicating whether implementation of inclusive education would be easy and uncomplicated

	Number	Percentage
Disagree	31	96,88 %
Don't know	1	3,12 %
Agree	0	0 %

A significant number of educators, 31 (96,88 %), disagreed that the implementation of inclusive education would be easy and uncomplicated whereas only 1 (3,12 %) indicated they don't know.

Table 5.9 Respondents indicating whether the principal's positive attitude towards the implementation of inclusive education would influence them positively as well

	Number	Percentage
Disagree	16	50 %
Don't know	7	21,88 %
Agree	9	28,12 %

In this sample 16 (50 %) of the educators disagreed that a positive attitude of the principal would influence their attitude positively. Seven (21,88 %) of the educators indicated they don't know whereas only 9 (28,12 %) indicated that a positive attitude of the principal could influence them positively.

Table 5.10 Respondent indicating whether all educators are qualified to educate learners with special needs

	Number	Percentage
Disagree	31	96,88 %
Don't know	1	3,12 %
Agree	0	0 %

These findings indicated that 31 (96,88%) of the educators at Kenmont School strongly agreed that all educators are not qualified to educate learners with special needs. Only 1 (3,12 %) provided a "don't know" response.

Table 5.11 Respondents indicating whether all learners have the right to learn together

	Number	Percentage
Negative	19	59,38 %
Neutral	0	0 %
Positive	13	40,62 %

When faced with the statement, "All learners have the right to learn together" 19 (59,38 %) of the educators agreed with this statement, while 13 (40,62 %) disagreed.

Table 5.12 Respondents indicating whether significant and relevant information about the implementation of inclusive education would influence their attitudes positively

	Number	Percentage
Disagree	10	31,25 %
Don't know	6	18,75 %
Agree	16	50 %

These scores illustrate that 10 (31,25 %) educators felt that information about the implementation of inclusive education would not influence their attitude positively. Only 6 (18,75 %) responses were "don't know". The majority of respondents 16 (50 %) indicated that information about the implementation of inclusive education would influence their behaviour positively.

Table 5.13 Respondents indicating whether in-service training would influence educators' attitude positively towards inclusive education

	Number	Percentage
Disagree	9	28,13 %
Don't know	9	28,13 %
Agree	14	43,74 %

The above table indicates a dual score of 9 (28,13 %) each between disagree and don't know responses, whereas 14 (43,74 %) indicated that in-service could influence their attitudes positively.

Table 5.14 Respondents indicating whether level of qualification has influenced their attitude towards the implementation of inclusive education positively

	Number	Percentage
Disagree	15	46,88 %
Don't know	2	6,24 %
Agree	15	46,88 %

These findings indicated that an equal percentage (46,88 %) of respondents believed either that their level of qualification had or had not influenced their attitude positively towards the implementation of inclusive education.

Table 5.15 Respondents indicating whether positive feelings towards the implementation of inclusive education would enhance positive behaviour towards it

	Number	Percentage
Disagree	6	18,74 %
Don't know	3	9,38 %
Agree	23	71,88 %

An overwhelming majority (71,88%) of educators agreed that their personal positive feelings towards the implementation of inclusive education would enhance positive behaviour towards it. A small minority of educators disagreed while three educators provided a "don't know" response.

Table 5.16 Respondents indicating whether the nature of the disability of the learner influenced their attitude towards the implementation of inclusive education

	Number	Percentage
Disagree	5	15,62 %
Don't know	3	9,38 %
Agree	24	75 %

The above table indicates that 5 (15,62%) educators felt that the nature of the disability would not influence their attitude towards the implementation of inclusive education. Only 3 (9,38%) of the responses were neutral. The majority of educators indicated that the nature of the disability would influence their attitude.

5.2.3 Discussion of findings of open-ended questions

This section provides the findings of the open-ended questions. It presents the experiences and opinions of the respondents. This section also deals with issues that emerged from the open-ended questions. The issues that emerged included terminology, benefits for the learner with special needs, training and qualifications, combination of disabilities, educator-learner ratio, infrastructural needs and human rights.

The responses to Questions one and two (refer to appendix A3) were combined to minimize repetition. Responses remaining three questions will be discussed individually

5.2.3.1 In response to the questions: **Describe a major problem you may experience with the implementation of inclusive education?** and **What do you consider are the limitations with the implementation of inclusive education?** the following issues emerged:

- **Terminology**

Participants believed that educators experienced problems with the definition of the term inclusive education. Educators do not exactly know what inclusive education means and this concern was captured by the following responses of the educators.

"Educators do not know exactly what inclusive education means."

"The problem, exists in the definition of the term. Many seem to regard this as the dumping of special-needs learners back into mainstream education. This is dumping education, not inclusive education. Such learners would be merely placed in an overcrowded classroom and left to cope by themselves."

"Inclusive education would mean that learners with differing abilities would be in the same class. This would mean learning must take place on differentiating levels. Although in theory, OBE facilitates this type of learning- it not easily practicable."

"There is a wide "ability range" of the learners. Having mixed learners in class is difficult, as it doesn't satisfy all."

"Inclusion " refers to the incorporation and not, as some would have it, to the dumping of learners into already over-stretched mainstream systems."

A possible reason for the confusion about the terminology "inclusive education" might be, the lack of information about inclusive education that is supported by the following respondent's comment. *"More information is needed concerning the implementation of inclusive education."*

All of these responses are clearly suggesting the problems with defining the word inclusive education.

- **Benefits for the learner with special needs**

The majority of participants felt that the learner with special needs would not benefit from an inclusive environment. The major reason was that learners with special needs would no longer receive the individual attention they desperately need, since they learn at a slower pace. Educators replied as follow:

"Unfortunately they are not like normal children (learners) and they need to set up specialized schools to help them reach their potential."

"They will be lost and forgotten in inclusive education."

"Severely disabled learners will feel excluded by being included as they are fully aware that they are different."

"The psychological well-being of the learner may be negative impacted by a possible rejection or non-acceptance or teasing by mainstream learners."

"The logistics regarding inclusive education concerns me. Learners with special needs will not get the "special" attention they deserve."

These responses are not surprising as these educators have experience in mainstream as well as in a special needs school. A concern that has arisen indicated that these learners with special needs will be teased no matter how much input they have had with regards to practising, acceptance, tolerance and unconditional positive regard.

- **Training and qualifications**

Educators revealed that not all educators possess the necessary training and qualifications to educate learners with special needs and respondents replied as follows:

"I feel normal educators are not equipped to deal with special needs children (learners) in their classes. Even people (educators) with specialized training cannot effectively teach children (learners) with all different disabilities, as they normally specialized in a specific direction (e.g. visually, impaired, mental retardation, cerebral palsy etc)."

"Not all teachers (educators) are trained to deal with learners with special needs."

"The teachers (educators) in mainstream are not qualified to teach these learners and are unaware of how a remedial special school functions."

"Educators not trained or have any / little experience in handling the different disabilities."

"Educators with no special education experience or a degree can't handle pupils (learners) with special needs."

These statements specified the importance of training and experience in dealing with learners with special needs. The notion of insignificant training and experience might have an influence on the attitudes of educators towards the implementation of inclusive education.

- **Combination of disabilities**

Educators indicated that a combination of disabilities in one classroom might generate major problems. In response to this comment respondents claimed that having learners with different disabilities in one class is problematic, as it doesn't satisfy all educational needs of the various learners. Responses of educators were as follow:

"How do you deal with a deaf / blind child (learner) while still trying to cope with ADHD and a "A" learner?"

"The degree of learning disabilities per class."

"Inclusion of all types of learners would pose a problem in any school that have not got the correct facilities."

"Its asking too much to expect a teacher (educator) to be able to deal with so many children (learners) who have so many different problems."

"There is a wide "ability range" of the learners. Having mixed learners in class is difficult as it doesn't satisfy all educational needs of the various learners. All learners need to progress at their own pace and not be over-stressed in the classroom."

Clearly from the comments above the concern emerged as to whether educators, emotionally and physically, will be able to contribute positively in an inclusive classroom situation.

- **Educator learner ratio**

A major concern amongst the educators was the learner educator ratio. They further claimed that to implement special individual educational programmes for learners would be a problem in big classes, as one respondent replied that in remedial schools the classes are smaller and every learner receives their portion of attention - some much more than others. With inclusive education these learners will be placed in overcrowded classrooms and left to cope by themselves. In responding to the above the following responses were included:

"Mainstream classes are too big."

"The number of learners in the class (too many)."

"Learners with special needs, need classes with small numbers- There is no way this will be possible with inclusive education."

It is not unusual that this concern arose since average class sizes range from approximately 35 to 40 learners.

- **Infrastructural needs**

In response to the question what major problem may be experienced with the implementation of inclusive education, the majority of educators indicated that of infrastructure. Another major problem was with the availability of financial resources. Respondents also claimed that new schools would need to be built. One respondent indicated that there is inadequate infrastructure to support what exists in theory. Respondents respond as follow:

"The schools in South Africa do not have the resources to cope with inclusive education." ✓

"Lack of financial resources."

"The government can not even cope financially with current systems."

"Inadequate infrastructure to support it efficiently."

"Special physical facilities will have to be build to accommodate the different disabilities - cost factor."

These concerns indicated that finances and the ability of the government to supply the necessary infra-structure might be a major problem to consider.

- **Human rights**

A small minority of respondents indicated that a special needs learner has the right to be part of the same group as everybody else. Segregated education restricts that right. Inclusive education contributes to a greater equality of opportunities for all learners of the society and it will also ensure that disabled learners' education is not a lower priority than others. Some respondents replied as followed:

"I always felt that it was a good idea which served the purpose of "equal education for all", however after witnessing inclusion in practice I feel it might be the biggest mistake our education department has made." ✓

"Socialising with learners without physical and mental challenges helps them to feel included in society. That a learner could benefit from social interaction, but may not benefit in an educational setting as illustrated."

"Learners with physical disability can be socially and emotionally abused by other learners. I have tutored a remedial autistic learner in mainstream and found that these learners will never be able to attend school without extra supervision or assistance."

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The educators believed that learners with special needs have the right to specialized institutions that can help them to cope in society. *"Inclusive education throws them in the deep end and no matter how good the intentions they will eventually be forgotten and will be liabilities instead of assets to society."*

A clear concern is whether educators will experience implementation as a right the learner needs to execute and in what way will educators be able to commend such a right.

Questions one and two demonstrated the major problems and limitations that emerged that might have an effect on the attitudes of educators in a special needs school towards the implementation of inclusive education.

5.2.3.2 In response to the following question: **Describe in a few sentences how you feel about the implementation of inclusive education?** the following responses emerged:

- **Positive feelings**

Educators felt that "inclusive education is a step in the right direction and they can't wait for it to happen." Educators also felt that the correct curriculum must be presented and implemented. One respondent emphasised learners' rights, equality and fairness for all. This notion was supported by another respondent who indicated that:

"Inclusive education will benefit able and disabled learners and that segregation restricted our understanding of each other."

- **Negatives feelings**

The majority of educators indicated that they have negative feelings about the implementation of inclusive education. Some educators indicated that it is a step in the wrong direction since the implementation of inclusive education was not successful in other countries, and how would it work in South Africa. Another major concern was how educators will cope with all different types of disabilities in one classroom. One respondent claimed *"Not only is it physically draining but also emotionally destroying."*

- **Mixed feelings**

A minority of educators indicated that they have mixed feelings towards the implementation of inclusive education. Of major concern to the educators is whether the practicability of inclusive education is feasible.

Attitudes

5.2.3.3 When responding to: **Discuss one positive influence that determined your attitude towards inclusive education, the following was noted.**

Educators indicated that all learners need to be educated together. Feelings that came through were that all learners feel a greater sense of "self worth" because they are all under one roof. They are not "labelled" or isolated from others. The main feelings were centred on learners with disabilities and their rights. One respondent responded that the social impact might be beneficial. Another responded that there will be no discrimination among learners.

5.2.3.4 When responding to: **Discuss one negative influence that determined your attitude towards inclusive education**, the following was noted:

One negative influence that educators experienced was that the implementation of inclusive education will not benefit the learner with special needs. Other issues that emerged included:

"It would be difficult for educators to cater for learners with specific learning disabilities."

"Learners with special needs will be lost in large classes and if included in mainstream classes, they will struggle, and learners with special needs need extra support and assistants." ✓

Another negative influence that may influence educators' attitudes was the direct influence implementation of inclusive education will have on the educators. Educators indicated that the following had a negative effect on the attitudes on educators.

"The lack of information about how inclusive education will be implemented, and the cost is of concern." "The extra load on the educators will just increase the stress and workload of the educators." ✓

Another concern was that "not all educators were involved in the initial planning stages of the implementation of inclusive education. Instructions come from the top and are dictated to educators, without asking the educators in the field about their feelings towards inclusive education." ✓

5.3 Discussion of findings

This section will focus on summarising the findings obtained via section B and section C of the questionnaire. As mentioned in chapter one the purpose of this study is to investigate the attitudes of educators in a special needs school towards

the implementation of inclusive education in a special needs school and to further explore selected factors that have influenced these attitudes. This discussion will attempt to answer the critical questions of the study. The first critical question that will be answered is:

- "What are the attitudes of educators in a special needs school towards the implementation of inclusive education?"

Although this study supported by the results of question one section B where 75% of educators indicated that the majority of educators were not in favour of the implementation of inclusive education various positive and ambivalent responses were noticed. The following responses from question three of section C lends support to this response.

" I always felt it was a good idea which served the purpose of "equal education for all; however seeing inclusion in practice, I feel it might be the biggest mistake our education department makes."

This confirms the findings of Christie's (1998) study where educators' attitudes in government remedial schools showed negative feelings towards mainstreaming of special needs learners.

In order to answer whether educators in a special needs school are for or against inclusive education it was important to discuss different viewpoints that may influence these scores. These views are discussed in relation to the purpose of the study. These findings indicated that although there is an overall negative tendency amongst educators towards the implementation of inclusive education some responses were positive with concerns about certain issues, like resources, skills and training of educators.

According to (Jenkinson, 1997) the principals' attitude is crucial in ensuring that learners with disabilities encounter a climate of acceptance and warmth within the school, since implementation of inclusive education has not always been

accompanied by positive attitudes. The implementation process involves a major reorganisation of the school especially when there are limited resources.

This study indicated that educators' views would not be influenced by the positive attitudes of the principal. This finding suggests that the attitude of the principal does not necessarily induce a positive attitude in educators. These findings also reveal that the majority of educators hold negative feelings towards the implementation of inclusive education. However the majority of respondents indicated that the in-service training and significant and relevant information of inclusive education might influence their attitudes positively towards the implementation of inclusive education.

The second critical question that was answered was as follows:

- **What are the factors that influence these attitudes?**

The first factor that came through was a concern that a lot of educators were troubled about, e.g. terminology, human rights issue, training and qualification, structural and financial problems, nature of disability, and educators learner ratio.

- **Terminology**

Although the Educational White Paper 6 (2001) explained the terminology precisely some educators indicated that they are not well informed about what exactly inclusive education means, and this uncertainty may have influenced their attitudes. Inclusive education, as described in the Education White Paper 6 (2001), refers to the construction of the curriculum appropriate to the learners needs.

Booth (2000) refers to inclusive education as mainstreaming of learners with special educational needs. The Draft Conceptual and Operational guidelines for the implementation of inclusive education (2002) refers to inclusive education as a human rights issue where every learner should experience equal opportunities to learn with and from each other, regardless of differences.

Considering that an attitude according to Rao and Rao (1996) can be seen as the predisposition of the individual (in this case the educator), to evaluate some object (in this case inclusive education) in a favourable or unfavourable manner, it is important that educators have the right beliefs and feelings towards, the implementation process to ensure the success. It is also important for educators to have correct and significant information, as this might have an impact on their attitudes.



Human rights issue

portant

Although this study indicated that 59,38% of the respondents disagreed that learners have a right to learn together, studies by Heiberg (1998) emphasised that education is a basic right and needs to be available to all learners. The implementation of inclusive education is a move from the medical model to a more social-rights model. This suggest that the reality of a disability will be over looked as (Booth, 2000). The inclusive education approach draws on the social model in understanding educational difficulties indicated by the respondents.

While educators may support the social and developmental benefits of inclusion, they may feel that a more segregated setting could provide the specialised instruction needed for these learners (Booth & Ainscow, 1998). Learners (non disabled) need to have contact with disabled learners from an early age, so they can be more accepting of each other. It sounds great on paper but is defiantly not practical. Educators' attitudes in this study have similar feelings as Booth and Ainscow (1998).

- **Training and qualification**

The majority of respondents believed that not all educators have formal qualifications in terms of educating learners with special needs. This suggests that educators may be met with challenges which they are unable to deal with. Wessels (1996) agrees that not all educators adequately trained to meet the needs of learners with special educational needs.

- **Structural and financial problems**

A major concern that emerged was whether South Africa will be able to afford the changes that will accompany the implementation of inclusive education. Not all schools are equipped to deal with learners with different disabilities, especially in terms of buildings structures. These changes are probably going to be costly and with the existing financial difficulties most schools experience, such changes will be very difficult. Anecdotal evidence has suggested that the Department of Education does not provide additional financial assistance to those schools that require it.

- **Nature of disability**

The results of this study (as indicated in Section B) also indicated that the nature of the disability will have a major influence on the attitudes of the educators. Findings from section C support the findings of section B. Educators believed that to include learners with different disabilities will be difficult for educators to cope with. Another concern that came through was the interaction with the learner. They believed that this will have an impact on the educator's attitude, since working with these learners in one classroom will be problematic. It will be difficult to let every learner learn at one pace, and group work will be difficult.

The following comments indicated the concern educators have about how the learners are going to cope with these changes. "Learners with special needs have a right to specialized institutions whose focus is on their needs. Inclusive education throws learners in the deep end and no matter how good the intentions they will eventually be forgotten and will be a liability instead of assets to society. According to Christie (1998) the ideal of offering all learners an education in the least restrictive environment does not mean an inclusive setting for all learners. She also indicated that although learners should not be isolated unnecessarily the learner with special needs, needs special support. Previous studies by Bowman (1986), and Jenkinson (1997) also indicated that the nature of disability influenced the attitudes of educators.

- **Educator learner ratio**

Special needs learners are presently educated in special schools where the numbers of learners in a classroom are much smaller than learners in mainstream schools. Large class sizes does not allow for similar attention to be given to learners with special educational needs in a special school. This may lead to higher levels of frustration among educators. The failure rate amongst learners may increase consequently resulting in feelings of inadequacy among educators. The following responses were elicited from the respondents who took part in this study:

"Learners with learning disabilities would be placed in over crowded classrooms and the psychological well-being of the learner may be negatively impacted by a possible, rejection by mainstream learners. It would be difficult to cater for all level of learners in one class, especially with 40 or more learners. The learners will not have the environment of small classes that these learners experience at the moment where they receive a lot of attention. The problem in overcrowded mainstream classes is that the educator will not have time and energy to attend to these learners."

Christie (1998) in her study indicated that the class ratio needs to be less than fifteen for inclusive education to be successful.

5.4 Summary

This chapter illustrated all the scores obtained in the research. The illustrations gave important information about different aspects that need to be answered. To answer the critical question "what are the attitudes in a special needs school?" and to answer the second critical question: "What factors may influence these attitudes?" the responses of the fifteen questions in section B were illustrated in frequencies and percentages. The five open-ended questions were used to give a clear illustration of what factors influence their attitudes either positively or negatively. This chapter also included a discussion of the data that emerged from section B and section C of the questionnaire. The next chapter will give a clear summary, recommendation, conclusion and limitation of this study.

CHAPTER SIX

Summary, recommendations, conclusions and limitations

6.1 Introduction

Inclusive education in South Africa is still in the process of implementing a twenty-year plan. The purpose of this study was to investigate educators attitudes in a special needs school towards the implementation of inclusive education and to further explore possible factors that might have influenced these factors. To achieve this a method of purposive sampling was used by way of a single questionnaire to obtain the necessary data to answer the critical questions.

The reason for choosing the particular research school was that a school like Kenmont plays an important role towards the needs of a learner with a learning disability. Initial diagnoses of such learners was usually made by a team of school educators and then referred to a psychologist. Kenmont School provides the services of psychologists, remedial, occupational, and speech therapists for learners with learning disabilities.

The concern about the changes that inclusive education may bring is that these learners who could not cope in mainstream may be placed back into the mainstream from the special schools. Learners that only need a low level of support, like ADHD learners fall into this category. One main concern educators in this school had was whether implementation of inclusive education will benefit such a learner. Educators at Kenmont realized the limitations most of these learners have and therefore they will do their best to meet those needs. As early as 1982 an ex-principal of Kenmont expressed the necessity of such a school.

6.2 Summary

Inclusive education is still a process in South Africa that will not happen overnight. Inclusive education has its origin in past government inequality and unfairness and it will take some time to implement changes to past inequalities.

The movement of inclusive education is a movement away from the medical model to a more social rights model. Special schools still focus on the medical model where the learners need certain criteria to be admitted to these schools. This means that learners have to have a psychological assessment and have to fall within a certain IQ level. The advantage is that learners are in a safe and close environment that meets the special needs of the learner with special needs. The success of a school like Kenmont is based on the dedication and motivation of a happy and positive group of educators who want to help and encourage these learners. Therefore it was no surprising that this study revealed that the majority of educators were not in favour of inclusive education. A factor of importance was that the majority of educators' in this particular study indicated that the principal's positive attitude towards the implementation of inclusive education would not influence them positively. This indicated that it is very important for educators working with learners with special needs to experience personally a positive state of mind towards inclusive education for it to have any success.

Presently educators are involved with a certain category of disability and the implementation of inclusive education will mean that educators may be involved with different types of disabilities they may not be trained to cope with. The concern arising from this thought was, whether educators in a mainstream environment will have the time and the right attitude to help these learning disabled learners. Educators in Kenmont School have experience both in special needs as well as mainstream schools and evidence has indicated that their belief system has been influenced by these experiences. They have experienced the frustration of special needs learners in mainstream settings and know that the practicality of this plan will not be easy. Therefore the primary negative feeling towards inclusive education was educators concern that the implementation of inclusive education would not be easy and uncomplicated, and that all educators are not qualified to educate learners with special needs.

At the moment adequate support is not available for learners with special needs education in the mainstream situation. Learners with special needs execute several attempts to be accepted into special schools as they can't cope in mainstream

schools. The major concern that come through was whether the learner with learning disabilities will benefit from inclusive education, hence policy makers need to consider all factors that might influence educators attitudes' negatively.

6.3 Recommendations

The findings of this study elicit the following recommendations:

- **Educators' training**

Educators should be trained to use appropriate teaching strategies and resources to deal with all kinds of disabilities, possibly at college and university levels. Significant knowledge about inclusive education should be included in education programs.

- **Teaching strategies and methods**

Educators should be able to adapt existing methods to the needs of all learners in their class. Future research could focus on educators' attitudes towards the nature of the disability.

- **In-service training**

Sufficient in-service training regarding the implementation of inclusive education might promote positive attitudes towards it. This study revealed the need for a further study on how in-service training may influence educator's attitudes.

6.4 Limitations

The findings of this study may be used with some caution, since the research is only covering the attitudes of educators of one special needs school and therefore a general relation of attitudes cannot be made. Another limitation of this study was

the small sample size. This study also does not represent all the racial groups in South Africa and other racial groups attitudes may have influenced these results. The rotation of temporary educators at Kenmont School created a scenario where not all educators could participate in the research. Educators in a temporary capacity felt that their temporary stay at the school militated against their giving informed data.

Since the population was based at only one school, generalizations cannot be made of all special needs schools in the country. Anderson (1993) argued that generalizations couldn't be made by anything other than the population from which the sample was drawn. However a study can have external validity if the results collected would apply in the real world and to similar situations as stated by Tuckman (1988).

However according to Welman and Kruger (2003 p.63) "the problem with purposive sampling is that different researchers may proceed in different ways to obtain such a sample and thus it is impossible to evaluate the extent to which such samples are representative of the relevant population".

6.5 Conclusion

In answering the two critical questions, concern about the implementation of a more inclusive education system amongst educators were apparent. However, one major advantage of inclusive education will be that learners will have the opportunity to socialize with each other.

The implementation of inclusive education should be done cautiously and in collaboration with the various post levels of educators. Factors that may influence educators' attitudes negatively should be considered and as far as possible eliminated.

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APPENDIX A

Questionnaires

APPENDIX

A1

Draft questionnaire prior pilot testing

Questionnaire

Draft questionnaire prior pilot testing.

FILL AND RETURN QUESTIONNAIRE ONLY

SECTION A :

BIOGRAPHICAL DATA

MALE FEMALE

AFRICAN WHITE ASIAN COLOURED OTHER

ARE YOU A: EDUCATOR REMEDIAL EDUCATOR
H.O.D DEPUTY PRINCIPAL
PRINCIPAL INTERN PSYCHOLOGIST
PSYCHOLOGIST OTHER

IF OTHER PLEASE SPECIFY.....

I AM A : FOUNDATION PHASE TEACHER SENIOR PHASE TEACHER
HIGH SCHOOL TEACHER ADMINISTRATOR
OTHER

IF OTHER PLEASE SPECIFY.....

TYPE OF QUALIFICATION OR QUALIFICATIONS:
.....

DO YOU HAVE A

1. PROFESSIONAL DIPLOMA
2. ACADEMIC DEGREE
3. PROFESSIONAL DEGREE
4. TECHNICAL QUALIFICATIONS

SECTION B

ATTITUDE OF EDUCATORS TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Statements	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONG DISAGR
1. All educators' have been informed about Inclusive Education.					
2. Some educators' have little knowledge about Inclusive Education.					
3. All educators' are in favour of Inclusion Education.					
4. The implementation of an Inclusive model through mainstreaming of learners should begin after grade 3.					
5. The implementation of an inclusive model through mainstreaming should begin in Gr.1.					
6. The implementation of Inclusive Education causes problems for the educator.					
7. Children with a special learning disability would benefit from mainstreaming.					
8. Remedial educators' are more negative towards Inclusive Education than the general educator.					
9. Female educators' have a more positive way of thinking towards the implementation of Inclusive Education.					
10. Male educators' have a more positive way of thinking towards the implementation of Inclusive Education.					
11. The nature of the disability does influence the educators' way of thinking.					
12. The nature of the disability does not influence the educators' way of thinking.					
13. The implementation of Inclusive Education will have a negative impact on educators'.					
14. The implementation of Inclusive Education has a beneficial nature.					
15. Educators' with no experience with special needs children would have more positive feelings towards the implementation of Inclusive Education.					
16. Educators' with no experience with special needs children would have more negative feelings towards the implementation of Inclusive Education.					
17. Educators' feelings towards Inclusive Education can be influenced by in service training.					

Statements	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONG DISAGRE
18. The integration of learners with special needs in the mainstream have a positive effect on the feeling of educators'.					
19. Negative feelings of educators' can influence the implementation of Inclusive Education.					
20. Educators' in general have positive feelings towards the implementation of Inclusive Education.					
21. Negative feeling of educators' towards inclusive education influence their behaviour negatively.					
22. Educators' behaviour was influenced by their positive feelings towards the implementation of Inclusive Education.					
23. Educators' with a degree have more positive feelings towards Inclusive Education.					
24. Educators' with just a diploma have more positive feelings towards Inclusive Education.					
25. Educators' with a degree or diploma in special needs have more positive feelings towards Inclusive Education.					
26. Educators' with a remedial qualification have more positive feelings towards Inclusive Education.					
27. Educators' with a degree have more negative feelings towards Inclusive Education.					
28. Educators' with just a diploma have a more negative feeling towards Inclusive Education.					
29. Educators' with a degree or diploma in special needs have more negative feelings towards Inclusive Education.					
30. Educators' with a remedial qualification have more negative feelings towards Inclusive Education.					

SECTION C

1. DESCRIBE ONE OR MORE MAJOR PROBLEMS YOU MAY EXPERIENCE TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION.

2. WHAT WOULD YOU FEEL IS THE POSSIBLE LIMITATIONS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION?

3. DESCRIBE IN A FEW SENTENCES HOW YOU FEEL ABOUT THE IMPLEMENTATION OF INCLUSIVE EDUCATION.

**4. DEFINE ONE STRENGTH AND ONE WEAKNESS YOU WOULD CONSIDER
COULD HAVE INFLUENCE YOUR ATTITUDE TOWARDS INCLUSIVE
EDUCATION.**

THANK YOU FOR YOUR CO-OPERATION IN ANSWERING THIS QUESTIONNAIRE.

APPENDIX

A2

Draft questionnaire for pilot testing

Questionnaire

This draft questionnaire will be pilot tested.

FILL AND RETURN QUESTIONNAIRE ONLY

SECTION A :

BIOGRAPHICAL DATA

MALE FEMALE

AFRICAN WHITE ASIAN COLOURED OTHER

ARE YOU A: EDUCATOR REMEDIAL EDUCATOR
H.O.D DEPUTY PRINCIPAL
PRINCIPAL INTERN PSYCHOLOGIST
PSYCHOLOGIST OTHER
OT / ST

IF OTHER PLEASE SPECIFY.....

I AM A : FOUNDATION PHASE EDUCATOR ADMINISTRATOR
INTERMEDIATE PHASE EDUCATOR OTHER
SENIOR PHASE EDUCATOR

IF OTHER PLEASE SPECIFY.....

TYPE OF QUALIFICATION OR QUALIFICATIONS:

DO YOU HAVE A

1. PROFESSIONAL DIPLOMA
2. ACADEMIC DEGREE
3. PROFESSIONAL DEGREE
4. TECHNICAL QUALIFICATIONS

SECTION B

ATTITUDE OF EDUCATORS TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION - PLEASE MARK THE APPROPRIATE COLUMN WITH A (X)

Statements	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONG DISAGR
1. All educators' have been informed about Inclusive Education.					
2. Some educators' have little knowledge about Inclusive Education.					
3. All educators' are in favour of Inclusion Education.					
4. The implementation of an Inclusive model through mainstreaming of learners should begin after grade 3.					
5. The implementation of an inclusive model through mainstreaming should begin in Gr. 1.					
6. The implementation of Inclusive Education causes problems for the educator.					
7. Children with a special learning disability would benefit from mainstreaming.					
8. Remedial educators' are more negative towards Inclusive Education than the general educator.					
9. Female educators' have a more positive way of thinking towards the implementation of Inclusive Education.					
10. Male educators' have a more positive way of thinking towards the implementation of Inclusive Education.					
11. The nature of the disability does influence the educators' way of thinking.					
12. The nature of the disability does not influence the educators' way of thinking.					
13. The implementation of Inclusive Education will have a negative impact on educators'.					
14. The implementation of Inclusive Education has a beneficial nature.					
15. Educators' with no experience with special needs children would have more positive feelings towards the implementation of Inclusive Education.					
16. Educators' with no experience with special needs children would have more negative feelings towards the implementation of Inclusive Education.					
17. Educators' feelings towards Inclusive Education can be influenced by in service training.					

Statements	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONG DISAGRI
18. Misinformed educators would have negative feelings towards the implementation of Inclusive Education.					
19. Misinformed educators would have positive feeling towards the implementation of Inclusive Education.					
20. Untrained educators would have negative feelings towards Inclusive Education.					
21. The integration of learners with special needs in the mainstream have a positive effect on the feeling of educators'.					
22. Negative feelings of educators' can influence the implementation of Inclusive Education.					
23. Educators' in general have positive feelings towards the implementation of Inclusive Education.					
24. Negative feeling of educators' towards inclusive education influence their behaviour negatively.					
25. Educators' behaviour was influenced by their positive feelings towards the implementation of Inclusive Education.					
26. Educators' that have taught in a remedial and mainstream environment have negative feelings towards Inclusive Education.					
27. Educators' that have taught in a remedial and mainstream environment have positive feelings towards Inclusive Education.					
28. Educators' with a degree have more positive feelings towards Inclusive Education.					
29. Educators' with a degree have more negative feelings towards Inclusive Education.					
30. Educators' with just a diploma have more positive feelings towards Inclusive Education.					
31. Educators' with just a diploma have a more negative feeling towards Inclusive Education.					
32. Educators' with a degree or diploma in special needs have more positive feelings towards Inclusive Education.					
33. Educators' with a degree or diploma in special needs have more negative feelings towards Inclusive Education.					
34. Educators' with a remedial qualification have more positive feelings towards Inclusive Education.					
35. Educators' with a remedial qualification have more negative feelings towards Inclusive Education.					

SECTION C

1. DESCRIBE ONE OR MORE MAJOR PROBLEMS YOU MAY EXPERIENCE TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION.

2. WHAT WOULD YOU FEEL IS THE POSSIBLE LIMITATIONS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION?

3. DESCRIBE IN A FEW SENTENCES HOW YOU FEEL ABOUT THE IMPLEMENTATION OF INCLUSIVE EDUCATION.

4. DEFINE ONE POSITIVE AND ONE NEGATIVE INFLUENCE THAT DETERMINED YOUR ATTITUDE TOWARDS INCLUSIVE EDUCATION.

THANK YOU FOR YOUR CO-OPERATION IN ANSWERING THIS QUESTIONNAIRE.

APPENDIX

A3

Final questionnaire

Confidential QUESTIONNAIRE

SECTION A :

BIOGRAPHICAL DATA

PLEASE TICK THE APPROPRIATE BOX

1. GENDER?

MALE

FEMALE

2. RACE?

AFRICAN WHITE ASIAN COLOURED OTHER

IF OTHER PLEASE SPECIFY.....

3. OCCUPATION?

PRINCIPAL DEPUTY PRINCIPAL

H.O.D. PSYCHOLOGIST

OT / ST REMEDIAL EDUCATOR

INTERN PSYCHOLOGIST EDUCATOR

OTHER

IF OTHER PLEASE SPECIFY.....

4. AREAS OF INVOLVEMENT?

ARE YOU MOSTLY INVOLVED IN?

FOUNDATION PHASE

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

INTERMEDIATE PHASE

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

SENIOR PHASE

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Confidential

5. QUALIFICATION OR QUALIFICATIONS?

INDICATE YOUR LEVEL OF EDUCATION.

DEGREE AND DIPLOMA

ONLY A DIPLOMA

ONLY A DEGREE

OTHER

IF OTHER PLEASE SPECIFY.....

6. EXPERIENCE ?

6.1. TOTAL NUMBER OF YEARS AS AN EDUCATOR.

0 - 4

5 - 9

10 - 19

20 - 29

30 OR MORE

6.2. TOTAL NUMBER OF YEARS AS A SPECIAL NEED'S EDUCATOR.

0 - 4

5 - 9

10 - 19

20 - 29

30 OR MORE

Confidential

SECTION B

MEASUREMENTS OF ATTITUDES OF EDUCATORS

PLEASE TICK THE APPROPRIATE BOX WHERE:

1 = STRONGLY DISAGREE:

2 = DISAGREE:

3 = DON'T KNOW:

4 = AGREE:

5 = STRONGLY AGREE:

Statements	STRONGLY DISAGREE 1	DISAGREE 2	DON'T KNOW 3	AGREE 4	STRON AGREE 5
1. You are in favour of Inclusive Education.					
2. You have sufficient knowledge about Inclusive Education.					
3. You feel that learners with a special learning disability would benefit positively from Inclusive Education.					
4. You feel more positive about Inclusive Education, because of your experience with L.D. learners.					
5. You agree that the implementation of Inclusive Education should begin after grade 3.					
6. Experience in a remedial and mainstream environment has impacted positively on your feelings about Inclusive Education.					
7. The implementation of Inclusive Education would be easy and uncomplicated.					
8. The principal's positive attitudes towards the implementation of Inclusive Education would influence you positively as well.					
9. All educators are qualified to educate learners with special needs.					
10. All learners have the right to learn together.					

Confidential

2. ***WHAT DO YOU CONSIDER ARE THE LIMITATIONS WITH THE IMPLEMENTATION OF INCLUSIVE EDUCATION?***

3. ***DESCRIBE IN A FEW SENTENCES HOW YOU FEEL ABOUT THE IMPLEMENTATION OF INCLUSIVE EDUCATION?***

Confidential

4. *DISCUSS ONE POSITIVE INFLUENCE THAT DETERMINED YOUR ATTITUDE TOWARDS INCLUSIVE EDUCATION?*

5. *DISCUSS ONE NEGATIVE INFLUENCE THAT DETERMINED YOUR ATTITUDE TOWARDS INCLUSIVE EDUCATION.*

THANK YOU FOR YOUR TIME AND EFFORT

APPENDIX B

Letters

APPENDIX

B1

Letter to Kenmont School

M AUDIE
PO Box 4
Anerley
4230

Kenmont School
Bluff

ATT. The Headmistress of Kenmont School

Application to do research at Kenmont School.

Permission is hereby requested to conduct a research at Kenmont School for academical purposes.

I am currently enrolled as a second year student in the M.Ed (educational Psychology) program of the University of Durban Westville.

My topic is. A study attitudes of educators in a special needs school: Towards the implementation of inclusive education.

The purpose of the research is to investigate the attitudes of all educators in Kenmont School towards the implementation of inclusive education and to further explore selected factors that have influenced these attitudes .

My critical questions are.

- What are the attitudes of educators in a special needs school towards the implementation of inclusive education?
- What are the factors that have influence these attitudes?

My research approach and methods would be a survey approach. The data will be collected by means of a survey questionnaire. All information collected will be treated as confidential.

I am registered as an intern Psychologist with the HPCSA at present with registration no. Psin 0082961.

To gain full registration as an educational psychologist I need to complete my dissertation. I will appreciate it if my application could be consider.

Thank you.

M Audie

.....
M AUDIE

APPENDIX

B2

Letter from Kenmont School

THE KENMONT SCHOOL



Recognised and subsidised by the Kwazulu-Natal Department of Education and Culture
Sponsored by the Association for the Learning Disabled (Natal) FR No. : 011-197 NPO

Post Bag 3
Kenmont 4020

TEL: 466-4477
FAX: 466-2049
EMAIL: jenne@kenmont.co.za

45 Island View
Fynland

/STAFF

2003-03-19

Dear Mrs Audie

APPLICATION TO DO RESEARCH STUDY AT KENMONT SCHOOL

Your letter of application was tabled at last night's School Governing Body meeting, and the Chairman placed on record the School Governing Body's approval.

A copy of your letter has been forwarded to the KwaZuluNatal Department of Education and Culture, for their information.

Yours faithfully

E C KLOPPER
PRINCIPAL

APPENDIX

B3

Letter to head of department
and
educators

THE HEAD OF THE DEPARTMENT

THE RESEARCHER IS REGISTERED WITH THE UNIVERSITY OF DURBAN-WESTVILLE FOR A M. Ed. (Ed.Psych.) DEGREE WHICH INVOLVED COURSEWORK AND A DISSERTATION.

THE RESEARCHER USES A CASE STUDY APPROACH. THE RESEARCH INSTRUMENT IS A QUESTIONNAIRE THAT NEEDS TO BE COMPLETED BY ALL THE EDUCATORS OF KENMONT SCHOOL.

KINDLY HAND THIS QUESTIONNAIRE TO ALL EDUCATORS UNDER YOUR SUPERVISION FOR COMPLETION.

THE RESEARCHER WOULD APPRECIATE CO-OPERATION OF ALL MEMBERS AND INFORMATION WOULD BE TREATED WITH THE STRICTEST CONFIDENTIALITY. THIS INFORMATION WILL BE USED FOR RESEARCH PURPOSES ONLY.

ALL PARTICIPANTS HAVE THE RIGHT TO REMAIN ANONYMOUS.

IF ANY INQUIRIES PLEASE CONTACT ME AT 082 570 2333.

THANK YOU VERY MUCH FOR ASSISTING ME WITH MY RESEARCH.

Audie
M. AUDIE

QUESTIONNAIRE FOR EDUCATORS.

DEAR EDUCATOR.

"Inclusion is ensuring that every child is able to participate in and benefit from all activities, with the same opportunities as children without disabilities" (Chambers, 2001).

I NEED YOUR HONEST AND PERSONAL OPINION TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION TO ENABLE ME TO EXECUTE MY RESEARCH.

THE RESEARCHER WILL TREAT YOUR RESPONSE WITH CONSCIENTIOUS CONFIDENTIALITY.

PLEASE ANSWER ALL THE QUESTIONS TO THE BEST OF YOUR ABILITY AND RETURN THE QUESTIONNAIRE TO YOUR H.O.D. OR TO THE RESEARCHER.

PLEASE RETURN THE QUESTIONNAIRE AS SOON AS POSSIBLE.

HEREBY I GIVE CONSENT TO THE RESEARCHER TO USE AND PUBLISH ANY INFORMATION PERTAINING TO THE QUESTIONNAIRE. I UNDERSTAND THAT CONFIDENTIALITY WILL BE KEPT AT ALL TIME. PLEASE CIRCLE THE APPROPRIATE ONE: YES / ~~NO~~



THANK YOU VERY MUCH.

**KENMONT SCHOOL
PRIVATE BAG 3
FYNNLAND
4020**