

AN INVESTIGATION OF THE INFLUENCE OF TEACHING FACILITIES
AND TEACHER TRAINING ON THE ATTITUDES OF PRIMARY SCHOOL
EDUCATORS TOWARDS THE IMPLEMENTATION OF INCLUSIVE
EDUCATION

by

MILLICENT GUGULETHU BHENGU

Submitted in part fulfillment of the requirements

For the Degree of

Masters in Education (Educational Psychology)

In the School of Educational Studies

In the

Faculty of Humanities

University of KwaZulu Natal

(Edgewood Campus)

Promoter : Dr Z. Naidoo

Date : April 2006

THIS WORK IS DEDICATED TO:

The memory of my late beloved father for being my source of inspiration.

My mother, Mrs Florence Shandu and my siblings for their support and encouragement.

My children, Sipho and Nqobile for their patience, love and special support.

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to the following people without whose contributions this mini-dissertation would not have been possible:

My supervisor, Dr Z. Naidoo for constructive criticism and professional guidance.

My colleagues, especially Mrs Patricia Meyer and Dr Juggie Perumal, for their encouragement, professional advice, enthusiasm and invaluable assistance during the course of the study.

My family, in particular my mother, Florence and my sister, Sibongile, for their love, patience and encouragement.

My little daughter, Nqobile who understood even when her mother was not available for her.

My son, Sipho who assisted with statistical analysis.

My friends, Zanele and Sagren of Westville Campus Library for their help with acquisition of most of the references.

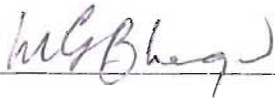
The principals who granted me permission to conduct research in their schools and for helping with questionnaires.

The educators who completed the questionnaires, taking time off from their busy schedules.

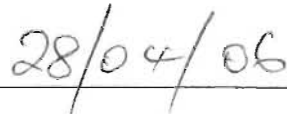
The wonderful Almighty God, for giving me strength, health and courage to cope, and supported me throughout.

DECLARATION

I, Millicent Gugulethu Bhengu, hereby declare that the dissertation entitled “An Investigation of the Influence of Teaching Facilities and Teacher Training on the Attitudes of Educators Towards the Implementation of Inclusive Education” is the result of my investigation and research and that it has not been submitted in part or in full for any other degree or to any other University.



Millicent Gugulethu Bhengu



Date

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	iv
TABLE OF CONTENTS.....	v
ACRONYMS.....	x
ABSTRACT.....	xi

CHAPTER 1: INTRODUCTION AND ORIENTATION OF THE STUDY....1

1.1 Introduction	1
1.2 The Contextual Background of the Study	1
1.3 Purpose of the Study	3
1.4 Research Questions	4
1.5 Rationale	4
1.6 Research Design and Methods	5
1.6.1 The Research Design	5
1.6.2 Data Collection	5
1.6.3 Procedure	5
1.7 Organization of Chapters	5
1.8 Conclusion	6

CHAPTER 2: LITERATURE REVIEW.....	7
2.1 Introduction	7
2.2 Clarification	7
2.2.1 Attitudes	7
2.2.2 Implementation	8
2.2.3 Mainstreaming or Integration	8
2.2.4 Inclusion	9
2.3 A Development Perspective on Inclusive Education	9
2.4 Attitudes of Teachers Towards Inclusion	10
2.4.1 National Developments	11
2.4.2 International Developments	12
2.5 Influence of Teacher-Training on the Attitudes of Educators	16
2.6 Influence of Teacher's Facilities on Attitudes of Educators	19
2.7 Conclusion	20

CHAPTER 3: THEORETICAL FRAMEWORK.....22

3.1 Introduction 22

3.2 The History of Inclusive Education in South Africa 22

3.3 Learners with Special Educational Needs (LSEN) 25

3.3.1 Education for Learners with Special Education Needs 28

3.3.1.1 Medical Model 28

3.3.1.2 Social Model (Human Rights or Social Justice) 29

3.3.1.3 A Proposed Model for Building an Inclusive School 30

3.4 Attitudes 33

3.4.1 Definition of the Concept: "Attitude" 33

3.4.2 Formation of Attitudes 34

3.4.3 Components of Attitudes 35

3.5 Conclusion 36

CHAPTER 4: RESEARCH METHODOLOGY.....38

4.1 Introduction 38

4.2 Purpose of Study 38

4.3 Research Design	38
4.3.1 The Survey Method Questionnaire to Educators	38
4.4 The Population and Sample	40
4.5 Procedure	40
4.6 Measuring Instruments	40
4.6.1 Questionnaire	40
4.7 Pilot Study	41
4.8 Face Validity	42
4.9 Conclusion	42
CHAPTER 5: RESULTS.....	43
5.1 Introduction	43
5.2 Data Collection	43
5.3 Questionnaire Return Rate	43
5.4 Data Analysis	44
5.5 Analysis of Open Ended Questions in the Survey Questionnaire	44
5.5.1 Qualitative responses with regard to educator’s appropriate qualification in inclusive education	44

5.5.2 Qualitative responses with regard to educator’s views on whether schools do require special facilities for learners with barriers	45
5.6 Description of Sample	45
CHAPTER 6: DISCUSSION OF RESULTS.....	53
6.1 Findings	53
6.2 Discussion of Results	54
6.2.1 Total Sample of Educators	54
6.3 Attitudes of Teachers Towards Inclusion	55
6.4 Influence of Teacher-Training on the Attitudes of Educators	56
6.5 Influence of Teaching Facilities on Attitudes of Educators	57
6.6 Conclusion	60
CHAPTER 7: SUMMARY, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION.....	61
7.1 Summary	61
7.2 Limitations	62
7.3 Recommendations	63
7.4 Conclusion	63
REFERENCES.....	64
APPENDICES	

ACRONYMS

ANC	: African National Congress
DOE	: National Department Of Education
EWP6	: Education White Paper 6
IE	: Inclusive Education
INSET	: In-Service Training
IST	: Institutional Support Team
LSEN	: Learners with Special Educational Needs.
NCESS	: National Committee on Education Support Services
NCSNET	: National Commission on Special Needs in Education and Training

ABSTRACT

The present study focuses on the investigation of the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education.

As a result of South Africa's particular history of inequalities and discrimination, and the context recent rapid social changes, most schools do not even have basic resources and are experiencing a serious breakdown in the culture of learning. These factors are viewed as part of the major challenges to educators and the policy of inclusion. If these factors are not addressed, they act as major barriers to learning and development, thereby resulting in the exclusion of many learners. The right of all learners to basic education is underwritten by the policy of inclusive education. Attainment of an educational right, therefore, focuses on the need to ensure that all learners, including learners with special educational needs (LSEN), are able to access equitable educational opportunities that will allow them to achieve to their potential.

Inclusive education constitutes a challenge to the education system as a whole and in particular to educators in mainstream classrooms. The educators in South African schools are currently being expected to make major changes in the way they understand teaching and learning in the process of adapting to an entirely new curriculum. Teachers are expected to have the knowledge and skills to accommodate a range of diversity among learners. In international literature, it has been found that positive attitudes in educators towards inclusive education, play an important role in the successful implementation of an inclusive educational policy. From the literature, it becomes clear that, should educator's attitudes towards inclusion be negative, their teaching abilities in the inclusive classroom will be negatively affected.

In order to achieve the goal of this study, a survey questionnaire which was completed by fifty educators (White and African) was conducted. The researcher was able to determine the influence of teaching facilities and teacher training on the attitudes of primary school educators towards implementation of inclusive education.

From analysis of the data, it became apparent that these primary school educator's attitude was largely positive but they felt incompetent because of their lack of knowledge and skills, and because of the lack of teaching facilities and resources.

CHAPTER ONE

INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The aim of this chapter is to present the orientation of the study. The contextual background will be provided together with the purpose of the proposed study. Thereafter the research questions will be formulated. The research design and methods to be employed to achieve the set goals will also be discussed briefly. Finally, the layout and sequence of the study will be discussed.

1.2 THE CONTEXTUAL BACKGROUND OF THE STUDY

During the past twenty years, the intergration of learners with disabilities into regular school programmes has emerged as one of the most significant social and educational challenges facing communities around the world. In line with international thinking, South African education is moving towards a policy of inclusion. This is reflected in education policy and legislation developed after 1994. Inclusive education emphasizes the accomodation of all kinds of diversity, including diverse learning needs, within ordinary classrooms (Engelbrecht, Green, Naicker & Engelbrecht, 1999).

Education in South Africa, prior to 1994, was organised according to apartheid policies that promoted segregation, and also led to fragmented and unequal education (National Department of Education, 1997). According to the final report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (National Department of Education, 1997), legislation of the time entrenched inequalities by institutionalising racial segregation, labelling learners with barriers to learning and development and separating them from their peers. In the Apartheid era, policies and practices were designed to perpetrate inequalities along racial lines (National Department of Education, 1997).

The changes that are taking place within South Africa are occurring against a background of international developments. In June 1994, the Spanish Ministry of Education and Science, in conjunction with the United Nations Educational, Scientific and Cultural Organisation (UNESCO), held an international conference in Salamanca in Spain. The purpose of this conference was to develop an international policy document on special needs education (UNESCO, 1994) and this provides a setting for South Africa to adopt the principle of inclusion in education.. According to Engelbrecht, et al (1999), regarding the development of an inclusive philosophy in schools, the Salamanca statement, on principles, policy and practice in special needs education, proclaims that regular schools with an inclusive orientation are:

..... the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994).

When one studies the literature on countries where inclusive education policies have already evolved, it becomes apparent that the attitude of the ordinary school teachers towards inclusion, plays an important role. This does not only apply to the acquisition of new skills, but more importantly, to the totally new approach that they need to have towards teaching. A paradigm shift needs to be made for successful implementation of inclusion.

According to Engelbrecht, et al (1999), teachers in South African schools are currently being expected to make major changes, in the way they understand teaching and learning in the process of adapting to an entirely new curriculum. Since teachers are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom are of crucial importance.

The education of children with special needs will largely occur within the context of regular schools, and will become the responsibility of the regular classroom teacher. Of equal importance to the development of teachers' skills and competencies, is the need for regular teachers to develop positive attitudes towards children with disabilities. This is necessary if the notion of inclusive education is to be successful (Tait & Purdie, 2000). According to Hegarty (1994), the ability to successfully instruct students in any setting requires more than training, it requires that teachers feel empowered to apply new skills and competencies.

Teaching pupils with special needs in the regular classroom no doubt causes deviations from the regular programme. Special needs may require more instruction, implementation of other learning methods and additional professional knowledge. In addition to this, the facilities essential for educating learners with disabilities may be found to be lacking or grossly inadequate. In which case, teachers will feel the need to expand their resources, time, materials and knowledge (Pijl and Meijer, 1997).

In summary, teachers' attitudes, available instruction time, the knowledge and skills of teachers and the teaching methods on hand seem to be important prerequisites for special needs teaching in regular settings (Pijl and Meijer, 1997).

1.3 PURPOSE OF THE STUDY

The purpose of this study is, firstly, to identify the attitudes of primary school educators towards inclusive education and, secondly, to determine the teaching facilities and teaching training that influences attitudes towards inclusive education. The goal of this study is to begin to examine factors that contribute to teachers' ability to meet the educational needs of students with special needs in inclusive settings. In order to do this, the study will assess teachers' in-service training needs regarding inclusive educational services necessary to promote inclusive education.

The ability to successfully instruct students in any setting requires more than training, it requires that teachers feel empowered to apply new skills and competencies (Hegarty, 1994). This present study attempts to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education.

1.4 RESEARCH QUESTIONS

This study is concerned with the investigation of the influences of teaching facilities and teacher training on the attitudes of primary school educators towards the implementation of inclusive education.

In the course of addressing this broad aim, the following research questions will be considered:

- What attitudes do primary educators hold toward the integration of learners with special needs into their school settings?
- Does formal training in special education influence the attitudes of educators?
- Do the resources essential for educating learners with disabilities influence the attitudes of educators?

1.5 RATIONALE

Rajecki (Mushoriwa, 2001) argues that attitudes are such an important area of study because they influence so much of our personal lives. To him, attitudes include desires, convictions, feelings, views, opinions, beliefs, hopes, judgements and sentiments. The study of attitudes is thus important because there is a general belief that human behavior and actions are influenced by attitudes.

Teachers are human beings with individual attitudes to difference and disability, formed in a context of prevailing social attitudes. Many may initially resist the notion of inclusion. International research suggests that teachers with little experience of people with disabilities are likely to have negative attitudes to inclusion (Coates, 1989 cited in Engelbrecht, et al, 1999). It has also been found, however, that experience tends to change attitudes.

Many teachers in South Africa work with learners who have been “mainstreamed by default” (Donald, 1993). Experience, therefore, may have changed attitudes. Davies & Green (1998) found that a number of South African teachers in mainstream classrooms will be, and in many cases already are, accommodating learners with a diverse range of needs (Engelbrecht, et al, 1999).

1.6 RESEARCH DESIGN AND METHODS

1.6.1 The Research Design

As the study is about people and their attitudes and is intended to arrive at a deeper understanding of these attitudes, the appropriate research design that was selected is the qualitative research design. The population included primary school educators in eThekweni Region in Kwazulu Natal province.

1.6.2 Data Collection

A two-part questionnaire was used to collect data. Part one of the questionnaire was designed to obtain biographical data of educators in four primary schools. Part two of the questionnaire was used to ascertain the attitudes of educators towards the implementation of inclusive education.

1.6.3 Procedure

The questionnaires were handed to the subjects in the four primary schools and was returned to the researcher upon completion.

1.7 ORGANISATION OF CHAPTERS

Chapter One: This chapter has provided the introduction to the study. It has also outlined the purpose and the notion for this study.

Chapter Two: This chapter reviews literature on teacher attitudes on inclusive education and factors that may contribute to attitude changes in education.

Chapter Three: A theoretical overview is presented in this study.

Chapter Four: This chapter provides a description of the research methodology, research instruments and the procedures employed to analyze the data.

Chapter Five: The research data are represented for the research findings and results are reported.

Chapter Six: In this chapter, discussion and interpretation of findings will be provided for an interpretation and discussion of the result.

Chapter Seven: This final chapter concludes the study indicating the limitation of the study and makes recommendations.

1.8 CONCLUSION

Chapter 1 outlined the context and purpose for the study of the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education. The research questions were also outlined, followed by an exposition of the research design as well as the research methods selected. Lastly, the layout and sequence of the study was discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this study is to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education. The focus of this review is to examine international research, which bears relevance to the following critical questions that frame this study:

1. What attitudes do primary school educators hold toward the intergration of learners with special needs into their local school setting?
2. Does formal training in special education influence the attitudes of educators?
3. Do the resources essential for educating learners with disabilities influence the attitudes of educators?

The main purpose of this chapter is to review selected literature relating to inclusive education and influence of teaching resources and teacher training on teacher attitudes. As there is little research done in South Africa, much of the literature reviewed is international. The review will include an investigation of teacher attitudes towards the implementation of inclusion, with special focus on international and national perspectives.

2.2 CLARIFICATION OF CONCEPTS

The intention of this research project is to elicit the attitudes of primary school educators towards the implementation of inclusive education. The central concepts contained in the purpose of the study will be clarified.

2.2.1 Attitudes

A simple definition of the concept "attitude" informed in this study is by Ajzen (1988) who states that an attitude is a "disposition to respond favourably or unfavourably to an object, person, institution, or event".

For example, inclusion could be an object being seen as favourable or unfavourable. According to Lefton (1982) and Henerson, Morris and Fitzgibbon (1978), attitude refers to the pattern of opinions, feelings, beliefs, values, perceptions and behaviour tendencies towards other people, ideas or objects – a pattern which is relatively enduring.

In this study, attitudes are defined operationally as scores obtained on an attitude rating scale in a prepared questionnaire. A subject's response to a questionnaire statement is taken as an option. The scores show the point of view the subject has on a particular matter of interest. They will also show how somebody perceives a certain topic in question.

2.2.2 Implementation

Hopkins (1991) views implementation as a phase of attempting to use an innovation. It is perceived as a process and entails coming to terms and working with a new idea over a period of time. This study looks at this process in the case of inclusive education.

2.2.3 Mainstreaming or integration

Mainstreaming refers to integrating learners with disabilities into regular schools and classrooms, providing maximum opportunities not only to join in usual school activities but also to be “counted in” among their non-disabled peers (Engelbrecht, et al, 1999).

Mainstreaming can mean different things to different people, but most would agree with Cantrell and Cantrell's statement, cited by Apter (1982), that “mainstreaming”, simply stated, requires that “exceptional children” be educated in the same environment as all other children wherever possible (Green, 1991).

2.2.4 Inclusion

'Inclusion' is a concept that sees children with disabilities as full-time participants in and members of their neighbourhood schools and communities (Knight, 1999 cited in Mushoriwa, 2001). Inclusive education, therefore, involves all children learning together and extends the scope of the school so that it can include a greater diversity of children.

Inclusion follows from integration (mainstreaming) but differs from it in that, in integration, the school must make adjustments to accommodate or include the child. There is a shift from the child to the environment; what the environment (school) can do for the child with educational needs (Mushoriwa, 2001). For Ainscow (1995) integration means going to school (as a visitor) while inclusion means participating in school life.

2.3 A DEVELOPMENTAL PERSPECTIVE ON INCLUSIVE EDUCATION

Desai & Pillay (1993) maintain that the conceptual and research literature on mainstreaming has consistently demonstrated that one of the most significant factors in ensuring successful integration at school level is dependent upon favourable attitudes held by teachers.

'Mainstreaming', a term coined by the Americans, is used synonymously with the term 'integration' used by the British. Both these terms are used interchangeably. 'Integration' is generally used to refer to 'a variety of non-segregated settings and also a process of increasing participation in the mainstream' (Booth, 2000).

In other words, mainstreaming implies placement of a learner in the existing system of education without making appropriate changes within the system in accordance with the specific needs of the learner. Integration, on the other hand, promotes placement of a learner in general education and makes accommodation for particular needs of the learner, for example, instituting pull-out programmes and providing special or remedial facilities.

Inclusion is the focus of worldwide educational reform. An inclusive philosophy has become central to the educational policies of large numbers of developed and developing countries and has emerged as an important aspect of international discussion about how best to respond to learners who experience difficulties in school (Engelbrecht, et al. 1999). Inclusion, within the international context, developed as a result of an effort to overcome the shortcomings of accommodating and supporting learners with disabilities within mainstream education that characterized integration.

In the South African context, inclusive education can be defined as a system of education that is responsive to the diverse needs of learners. The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) report (Department of National Education, 1997) provides sufficient clarity in this regard: The separate systems of education which presently exist ("special" and "ordinary") need to be integrated to provide one system which is able to recognise and respond to the diverse needs of the learner population. Within this integrated system, a range of options for education provision and support services should be provided. The system of education should be structured in such a way that irrespective of the learning context, opportunities for facilitating integration and inclusion of the learner in all aspects of life should be provided (Engelbrecht, et al, 1999).

2.4 ATTITUDES OF TEACHERS TOWARDS INCLUSION

Exploring teachers' attitudes is significant because the teacher is the ultimate key to educational change and school improvement (Hargreaves, 1994); she or he is in the forefront of implementing stated policies with constructed educational realities. As Mousley, et al in Vlachou (1997) has stated, 'it is difficult to develop policies which define "what will be" without careful consideration of "what is" in terms of history, beliefs and attitudes.'

Teachers are human beings with individual attitudes to difference and disability, formed in a context of prevailing social attitudes (Engelbrecht, 1997). Many may initially resist the notion of inclusion. Wade and Moore (1992), feel that the mainstreaming policy has led to some resistance on the part of teachers unfamiliar with the handicaps and disabilities they now face in the classroom. They ascribe this resistance to having grown out of earlier policies of segregation, which have caused a stigma to be attached to handicapped people, resulting in non-acceptance of these people in "normal" environments.

2.4.1 National developments

In the Apartheid era, policies and practices were designed to perpetrate inequalities along racial lines. Naicker(1995) maintains that the first democratic elections, on the 27th of April 1994, marked the end of the apartheid era in South Africa. Previously, South Africa was ruled by a white minority which ensured segregation in all aspects of life, from education to sport.

With the advent of a new South Africa, various mechanisms were put into plan in all aspects of life. In the case of specialized education, the initiatives began with the setting up of national and regional policy groups, and the African National Congress (ANC) was one of the first political parties to develop a policy (Naicker, 1995, Department of National Education, 1996). At a national level, a government paper attempted to provide a regional framework for specialized education in the nine provinces and strategic management teams, representing various stakeholders worked to develop new policies.

The teacher is the ultimate key to educational change and school improvement. Teachers do not merely deliver the curriculum. They develop, define it and interpret it too. It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people receive (Vlachou, 1997, Hargreaves, 1994).

Engelbrecht, et al (1999) maintain that teachers in South African schools are currently being expected to make major changes in the way they understand teaching and learning in the process of adapting to an entirely new curriculum. There is, of course danger that inclusion could simply become a name for past practices, or that such radical change is simply seen as a symptom or an effect of 'policy hysteria'..... creating a climate of confusion and contradiction for educational development (Allan, 1999). The fact that many teachers in South Africa work with learners who have been "mainstreamed by default" (Donald, 1993) is in some sense an advantage. Davies & Green (1998) found that a number of South African teachers in mainstream classrooms were positively disposed towards inclusion. Teachers in mainstream classrooms will be and in many cases already are accommodating learners with a diverse range of needs. International research suggests that teachers with little experience of people with disabilities are likely to have negative attitudes to inclusion (Coates, 1989; Mittler, 1995; Engelbrecht, et al, 1999).

2.4.2 International developments

There are few studies of teacher attitudes towards the implementation of inclusive education (Booth & Ainscow, 1998). What is therefore disturbing is that in many countries, inclusive education is being introduced before thorough studies on the acceptability of inclusive education are conducted (Mushoriwa, 2001).

Teachers' attitudes towards the inclusion/integration of children with disabilities in mainstream settings have been researched by many authors. In each of the five UNESCO world regions, it was found that educators' perceptions of integration differed significantly across and within countries according to various factors: the existence or not of a moderate law favouring integration, the amount and type of their training, their experience of learners with potentially 'handicapping' conditions, and the support available in ordinary schools (Vlachou, 1997).

Specifically, it was found that educators' attitudes were positive towards the integration of 'delicate' learners, learners with physical handicaps, specific learning difficulties and speech 'defects' ; while they revealed less positive attitudes towards the integration of learners with severe mental disability and learners with multiple disabilities.

This study was based on a 'hierachy of preference' list of disability groups which has also been used in other studies (Hegarty and Pocklington, 1981). Within the literature on attitudes towards inclusion, there have been various studies conducted in some countries which have shown that negative attitudes have developed in many teachers who have been involved in inclusion.

From Mushoriwas's (2001) personal experience and observations in some African countries, such as Uganda, Kenya and Malawi, where itinerant teaching programmes which support children with visual impairment have been established for many years, there is little evidence of change in teacher attitudes towards inclusion. Even in some developed countries, there are indications that some teachers do not welcome children with certain disabilities.

In a study by Booth & Ainscow (1998, cited in Mushoriwa, 2001) in the Netherlands, it was found that many pupils who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatisation in the regular class. This, of course, negatively affected their learning and development.

In a study by Mushoriwa (2001) on the attitude of primary school teachers in Harare, Zimbabwe, towards the inclusion of blind children in regular classes, it was established that the majority of teachers had a negative attitude towards the inclusion of the children in regular classes.

Research by Murphy (1996) in a study of 22 schools in Colorado, related that 70% of the respondents agreed that inclusion would work well in their schools. But the same study goes on to say that 60% of the respondents disagreed that regular education staff want exceptional students in their classes full-time.

The research indicated that although teachers indicated inclusion is a good concept and would work well in their schools, the attitudes of the teachers indicated a different response. The teachers were opposed to implementing the concept (Scruggs & Mastropieri, 1996; Murphy, 1996).

Margolis & McGettigan (1988) Vlachou & Barton (1994) ascribe negative attitudes, identified in teachers in studies done in the United States of America, Canada and the United Kingdom, to the following factors:

- Teachers not perceiving LSEN to be receiving adequate support within the regular class environment and also feeling that the needs of the majority of children in front of them may be neglected as attention is focused on LSEN (Vlachou & Barton, 1994).
- Teachers being resistant to change – finding it threatening, and having to change the proven teaching methods to accommodate LSEN (Margolis & McGettigan, 1988);
- Teachers sometimes feeling threatened if they are faced with too many diverse needs in their classrooms at one time (Scruggs & Mastropieri, 1996);
- Teachers feeling resistant to the objectionable way that the inclusion policy was imposed on them, where they were forced to make changes, causing a detrimental effect on teachers' self esteem and job satisfaction (Vlachou & Barton, 1994);
- Teachers feeling that the same classification system, according to which children may be removed from the general class for certain periods in order to receive specialised attention, may have labelled and stigmatised these children – putting the focus on failure, rather than prevention (Coates, 1989) and;

Teachers feeling snowed-under by the vast amount of paperwork involved in outcomes based education, where individual education programs have to be developed for each child (Engelbrecht, 1996).

A number of studies have found a positive shift in terms of teachers' attitudes towards inclusion. The studies in other countries like Denmark, Sweden, England and Netherlands, showed that educators in regular education welcomed, in principle, the idea that learners with special needs should go to regular schools and grow up with other learners (Clark, Dyson and Millward, 1995). As soon as integration was given concrete form by the placement of a special need learner in the regular classroom, however, educators started to show concern and to raise objections.

Educators were afraid that knowledge and skills were insufficient and that the placement would have a negative effect on the learners in the classroom (Allan, 1999).

Research in the United States indicates considerable variability among regular school educators in their attitudes towards inclusive education. While some were positively oriented towards receiving disabled children into their classrooms (Reynolds, Martin-Reynolds & Mark, 1982; Schmelkin, 1981), the attitudes of others constitute a source of grave concern to advocates of integration (Latham, 1980; Payne & Murray, 1974; Vacc & Kirst, 1997).

Scruggs and Mastropieri (1996) reviewing research on teacher attitudes in the United States, Canada and Australia, found that across some 28 studies published between 1958 and 1995, a majority of teachers agreed with the general concept of mainstreaming (Buel, Hallam, Gamel-McCormick & Scheer, 1999; Marshall, Ralph & Palmer, 2002). Their analysis showed that the majority (65%) of general educators supported the idea of inclusive services. However, only 29,2% of general educators indicated that they had adequate training and expertise to implement inclusive services.

Further, the primary supports needed by general educators included time, training, personnel and material resources, and adequate class size. Marshall, et al, (2002) commented that teachers' views on mainstreaming should be taken into account, as they are the people who carry the responsibility for implementing policy.

From the literature study conducted in the United States in the last few years, the following factors were found to be good predictors of more positive attitudes:-

- When parents were involved in their children's schooling and the teacher was thereby assisted, more positive attitudes on the part of both the teacher and the parent were effected (Hegarty, 1993);
- smaller class numbers, where the teachers felt capable of coping and LSEN were accepted by their classmates;
- when the inclusion policy is compatible with the existing set of beliefs of the teacher, these new practices contribute to the social, professional and psychological needs of the teacher (Hegarty, 1994);
- if the teacher is able to understand the new approach, and try it out in small, manageable steps, moving towards an ultimate goal (Hegarty, 1994).

Sadek and Sadek (Armstrong, Armstrong & Barton, 2000) gave a report on the study of the attitudes towards inclusive education in Egypt. They maintained that such study could be used as a guideline to enhance special education services in a developing country like Egypt, particularly in the field of teacher preparation and training. Changes needed for school environment, and changes in admission placement and curriculum could be indicated.

Although the attitude study revealed in general, a positive attitude towards inclusion, the need for teacher training, and adequate methods of teaching were identified.

2.5 INFLUENCE OF TEACHER – TRAINING ON THE ATTITUDES OF EDUCATORS

A review of literature on teachers' attitudes to mainstreaming or inclusion, shows that there are numerous variables which may influence teachers' attitudes towards inclusion (Engelbrecht, et al, 1996; Hegarty, 1994; Vlachou & Barton, 1994):

- teachers' beliefs and confidence in their own abilities to teach LSEN; fear of failure as well as their concerns for the needs of “regular” learners in their classes;
- teachers' past experience of teaching LSEN and their knowledge and conceptions of disability;
- teachers' perceptions of successful learning outcomes, especially in terms of Individual Educational Programmes for individual LSEN;
- special training that teachers have received to cope with LSEN, courses that they have attended/in-service training (INSET) they have received.

Studies conducted in Australia have indicated that, historically, general education teachers have not reacted favourably toward the notion of increased inclusion of students with disabilities (Tait & Purdie, 2000; Bacon & Schultz, 1991; Larrivee & Cook, 1979). The reasons for a lack of enthusiasm for inclusive programmes by many teachers are varied but include concerns about the quality of work that children with disabilities in regular education classes will produce, the amount of teacher time that these students will require, lack of support services and the general inadequacy of a regular classroom to meet the highly individualised needs of students with disabilities. Early studies showed that as well as being apprehensive about the quality of the academic work that children with disabilities in regular classes could produce, teachers also were concerned about their own levels of preparation for inclusive practice (Bender, 1995 cited in Tait and Purdie). Murphy (1996 cited in Tait and Purdie), for instance, found that only 22% of teachers in inclusive classrooms said they had received special training, and just half of these teachers thought their training was good.

Inadequate personnel training programmes is another problem of achieving inclusion in developing countries. Apart from the need for regular and special needs teachers with different specialities, the successful education of learners with disabilities in inclusive schools requires the involvement of different professionals who assist in identification, referral, diagnosis, treatment and provision of appropriate educational and related services. Research indicates that adequately trained professionals are required in the provision of meaningful educational services to students with special needs in regular schools.

Evidence suggests that several institutions of higher education in many developing countries have training programmes for regular and special needs teachers (Marfo 1994, Eleweke 1999a), however, training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists, and communication support workers, such as interpreters, are not available in many of the developing countries (Eleweke 1999a). Research, for example, in China indicates that support personnel, such as vocational councillors, evaluators and work placement specialists, are lacking in most of the educational institutions serving learners with special needs (Xu, 1995). Furthermore, concerns remain about the inadequacies of the teacher training programmes, in view of the lack of relevant materials and facilities, in institutions in most of the developing countries.

Combs & Harper (1967) maintain that training is one of the main issues to be addressed. Additional pressure could cause negative attitudes towards teaching especially when the teacher has not had training in how to meet the unique individuals needs.

Research in Hong Kong ordinary primary schools (Reynolds, Wang & Walberg, 1987) reflected that many teachers lacked skills and knowledge in teaching children with special needs. That inadequacy adversely affected their attitudes towards integration. A more positive frame of mind in teachers should be inculcated through in service training and education, particularly so that their confidence and competence levels, in the face of special needs students, are raised.

For integrated or inclusive program practices to successfully address the individual needs of students, general education teachers must feel more supported and empowered (Buell, et al, 1999; Mercer, 1996). Although educators will need to improve their skills and knowledge, much of the resistance teachers report, is a result of a lack of resources and services for learners with disabilities (Buell, et al, 1999).

2.6 INFLUENCE OF TEACHING FACILITIES ON ATTITUDES OF EDUCATORS

Another issue is the availability of resources, such as teaching materials, which are necessary for instruction. Pijl, et al. (1997) have found that teachers are not given the resources they need. When teachers are not provided with the tools they need to educate students, it is believed that that could lead to negative attitudes.

In a study of teacher attitudes toward the inclusion of students with disabilities in Newfoundland and Labrador elementary schools, Canada, it was found that teacher attitudes are related to the availability of resources. Evidence supported the fact that early placement in an inclusive setting, with an individualised programme, would be beneficial to a child provided that adequate resources and qualified personnel were available (Jenkinson, 1997; Wang & Walberg, 1983).

Additional information was gathered from the teachers on the specific nature of support services that they believed necessary to facilitate the successful inclusion of those with disabilities.

Generally, the attitudes of teachers toward teaching children with disabling conditions were positive, but training of teachers and adequate resources were seen as necessary for the successful inclusion of exceptional children (Jenkinson, 1997).

Evidence suggests that the facilities essential for educating learners with disabilities in many schools in developing countries (DC's), are lacking or grossly inadequate where available. Anumonye (1991), for instance, investigated the problems of inclusion in the West African country of Nigeria. The data indicated that the required educational materials were not provided or were inadequate in regular schools where students with special needs were being integrated. Further, the data indicated that there were no personnel in most institutions, to provide important advisory services that would assist the regular teachers with teaching and managing the learners with special needs who were being educated in public schools. In some schools, Anumonye (1991) found that there was little contact between the children with disabilities and their teachers and other pupils. It was observed that those children at the primary levels were socially isolated since they just sat in the classrooms and did not participate in activities outside the confines of the large classroom. Clearly, evidence indicates that inadequate facilities, absence of support services, large class sizes and poor infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries, eg. in South Africa (Muthukrishna 2001), Ghana (Mawutor and Hayford 2001), India (Chadha 1999, 2000), Botswana (Matale 2001) and Uganda (Kiyimba 1997) (Marshall, et al, 2002).

According to Forlin (1995) there has been a noticeable increase in the number of educators reporting physiological and psychological symptoms of occupational stress. Otto (1986) maintained that teachers were being asked to 'perform miracles' with limited resources and in the face of other obstacles, and they were held responsible for problems they could not possibly solve (Forlin 1995).

2.7 CONCLUSION

From above research studies and discussions, it is clear that children with disabilities are not easily accepted in regular classes. This rejection has serious repercussions on the social, psychological and intellectual development of the child. A pupil's most fundamental need is to be known and accepted as a valued member (Mushoriwa, 2001).

in developing countries, a lot still needs to be done to change the attitudes of teachers and the society as a whole so that inclusive policy can be implemented successfully. Indeed teacher acceptance of, and attitude towards, individuals with disabilities are perhaps the most important variables in determining success. It would appear that South Africa finds itself in a very favourable position in many ways. The policy of inclusion that is now implemented in South Africa, has been evolving internationally for many years. We, in South Africa, are able to address the difficulties experienced in other countries and are thereby in a position to prevent costly mistakes.

The next chapter, **Chapter Three**, reviews the theories on models in an attempt to offer a context to understand pertinent features of the theoretical background within which this study is conducted.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In order to put this study into context, the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education will be investigated. Therefore, the concept of inclusion will be discussed in detail with special focus on the history of its development both internationally and, more recently, in South Africa, together with an examination of the foundation and theoretical bases of current inclusive practices. Learners with Special Educational Needs (LSEN) will thus be defined in greater detail, with specific reference to the South African context. Lastly, the concept of attitudes will be discussed.

The dramatic changes in South African Society in the past few years have affected both general and special educators (Engelbrecht, et al, 1999). This transformation in education is located within a new framework of thinking that requires a different conceptual framework that is consistent with Education White Paper 6 (WP6). It is, therefore, not surprising that the restructuring and redesigning of education, including the movement away from segregated settings for learners with special needs, to the provision of education for all learners in an inclusive and supportive learning environment, have been received with misgiving by some people (Engelbrecht, et al, 1999). The movement towards inclusive education has provided an important opportunity to reframe people's perceptions and attitudes of these changes.

3.2 THE HISTORY OF INCLUSIVE EDUCATION IN SOUTH AFRICA

Both international and national patterns and trends regarding disability have undergone major shifts which have influenced to a large extent the movement towards inclusive education in South Africa.

The changing social, economic and political climate has also contributed to the change in attitudes towards education. In order to provide explanatory power to inclusive education thinking, reference is made to race, class and gender since South Africans are well aware of the nature of absolute truths or common sense experiences that have emerged from our past. This includes a shift from disabilist theories, assumptions, practices and models to a non - disabilist inclusive system of education (Department of Education, 2002).

Inclusive education is a relatively new notion and one of the current issues in South Africa. It is not just organisation and professional practices that need to be deconstructed and reconstructed but the curriculum also, as this lies at the heart of the educational enterprise (Pijl and Meijer, 1997). In terms of the curriculum to reform special education, the usual intervention is to try to ensure that children with special needs have access to exactly the same curriculum as everyone else and that curriculum delivery must change in order to ensure this access.

“... instead of an emphasis on the idea 'integration' , with its assumptions that additional arrangements will be made to accommodate exceptional pupils within a system of schooling that remains largely unchanged, we see moves towards inclusive education; where the aim is to restructure schools in order to meet the needs of all children ...”

(Clark, Dyson and Millward in Ainscow, 1995)

This inclusive orientations was a strong feature of the Salamanca Statement on Principles, Policy and Practice in Special Needs Education, agreed by representatives of ninety two governments and twenty five international organisations in June 1994 (UNESCO, 1994). The Salamanca Statement argues that regular schools with an inclusive orientation are;

“ the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost – effectiveness of the entire education system.”(Salamanca Statement, 1994)

The importance of developing an accepting and inclusive society, where all people are valued for their contributions, has become the focus in the last few decades.

This is also the philosophy on which the policy for inclusion in education is based.

The inherent right of all people to participate in their societies in a meaningful way, now implies the acceptance of differences that would previously have excluded them. The responsibility for normalisation has, therefore, now shifted from the Learners with Special Education Needs (LSEN) having to adapt and fit into a " normal world " to the environment having to be reorganised in order to meet the needs of all members of its society, including those members with special educational needs (Du Toit, 1996).

In the past, children were placed in special schools and were expected to adapt to ordinary curricula. The focus has now been moved to adapting "ordinary" schools, wherever possible , for the needs of LSEN.

Barton (1995) sees inclusion as a vision which challenges the policies and power underlying delivery of services to disabled people. He views inclusive schools as a means to eradicate all the disabling barriers.

In South Africa, the movement towards inclusive education has been complicated by the segregation of children with special education needs from the " normal " child in mainstream education, and also by the segregation of races into different educational systems. In all Departments of Education, the provision of specialized educational services has fallen behind the estimated need, further the patterns of racial inequality, in the provision of general education, applies with particular severity to this area, such that the inadequacy of provision for children with special education needs – whether through mainstream or specialized facilities – is extreme (Donald, 1993). Du Toit states that disparities can be seen in the unequal access to specialized education; training of teachers in the different education departments and different education facilities given to different racial groups.

As South Africa moves relentlessly towards dramatic constitutional change, education inevitably will rise up on the political agenda (Green, 1991). In the past few years, however, there have been vast changes, not only politically, socially and economically, but also in terms of education. In April 1994, the first democratically elected government of South Africa came to power, bringing with it a new political dispensation. The 1994 elections brought about changes such as democratization, equality, non – discrimination, equity and redress, and the Reconstruction and Development Programme - “ a better life for all”, (Department of Education, 1996). The South African government's commitment to transform the education system, is taking place within the context of the inadequate number of learning centres and other facilities to meet the needs of LSEN, typically among those groups of learners historically marginalized and excluded. According to the Salamanca statement,

“schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from linguistic, ethnic or cultural minorities, children from other remote or nomadic populations and children from other disadvantaged or marginalized areas or groups (Salamanca Statement, 1994).

Engelbrecht, et al (1999) stated that the successful implementation of inclusive education depends on meeting the educational needs of all learners within common, yet fluid contexts and activities, and should not be seen as just an ideal state or idea but rather as an unending set of dynamic processes (Booth, 1996). Thus, it is very important to describe who the learners with special education needs are and what provision can be made for such learners.

3.3 LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (LSEN)

Over the years there have been many terms used to describe learners in need of special or specialized education. They have been referred to as “exceptional children” (Blackhurst & Berdine, 1981; Kirk and Gallagher, 1983 ; Kapp, 1989) or/and “children who deviate from the average normal children”.

In South Africa the most commonly used term is "Learners with special educational needs" which was used for the first time in the Warnock report on Special Educational needs (Department of Education and Science, 1978 ; Kapp, 1989).

In South Africa, a shift is being made from referring to LSEN, to referring to the removal of "barriers to learning" (NCSNET & NCESS, 1997). It is important to note that there are barriers to learning that lie within (intrinsic) the individual and barriers to learning which lie within the system (extrinsic) – (NCSNET & NCESS, 1997). Thus, these barriers to learning can be caused by intrinsic and extrinsic factors.

Intrinsic factors are described as those deficits which lie within the learner themselves, for example , neurological deficits or impairments, physical impairments or sensory impairments which may vary from mild to severe impairment of functioning (Donald, 1993).

Extrinsic factors are factors which have been caused mainly by systemic and structural factors. This is especially applicable in the South African context where there are conditions of widespread social and educational disadvantage (Donald, 1993). Donald (1993) argues that in South Africa, for some of the children who present with special educational needs (including those with learning difficulties), it is questionable whether these children do have an *intrinsic* disability at all. These extrinsic factors, which are of a socio-educational nature, create, or contribute largely to learning problems that a child may be experiencing (Donald, 1993).

They include the following factors:

- poverty, emotional neglect, social upheaval, violence or political instability and ineffective education.
- They, in turn, cause conditions such as malnutrition, lack of stimulation, delayed development and underachievement.

Kapp (1989) maintains that barriers to learning are sub-divided into development (physical) problems, learning (academic) problems and behavior (emotional) problems.

Development problems may be identified when a child's total development, or certain aspects of it (language, motor development), shows a conspicuous delay in comparison with that of other children (Kapp, 1989). These developmental delays may be also caused by physical conditions, such as deafness, blindness and cerebral palsy.

Learning problems appear in teaching situations when, for some reason or other, a child experiences more problems in learning than is normal. The LSEN experiences problems with the acquisition of basic academic skills such as spelling, reading, writing and mathematics (Kapp, 1989).

In the case of **behavioral or emotional problems** LSEN are initially identified because behavior is different, more intense and of longer duration than is normally expected from children of that age (Kapp, 1989).

The key to preventing barriers from occurring is the effective monitoring and meeting of the different needs among the learner population and within the system as a whole. If these needs are not met, learners may fail to learn effectively or be excluded from the education system (Department of Education, 2001).

The White Education Paper (1996) states that various barriers to learning exist within the system that make learners vulnerable to exclusion and learning breakdown. Some of these are:

- negative attitudes to and stereotyping of difference.
 - An inflexible curriculum
 - inaccessible and unsafe built environments
 - inappropriate and inadequate support services
 - inadequately and inappropriately trained education managers and educators
- (Department of Education, 2001).

3.3.1 Education for Learners with Special Education Needs

ELSEN has for decades been conceptualized in a number of different ways.

Several models have been developed, and each of these has a different perspective on what ELSEN is. These models have consequently led to varying approaches in coping with children with learning problems. Naicker (1999) claims that both international and national patterns and trends regarding disability have undergone major shifts which have influenced the movement towards inclusive education in South Africa to a large extent. These shifts centered mainly around the move from a medical discourse to a rights (social) discourse (Engelbrecht, 1999). The two predominant models used are: **the medical or welfare model**, which embraces a normal versus abnormal dichotomy perspective when dealing with LSEN, and **the social model** which argues for a holistic or systematic approach when dealing with LSEN (Department of Education, 2001). Fulcher (1989) indicates that models or discourses have uses rather than inherent meanings. They serve particular interests.

3.3.1.1 Medical model

Traditionally, education for Learners with Special Education Needs (ELSEN) was learner-based on the specific disability, resulting in admission to a special school, and exclusion from mainstream education. According to this medical approach or model, disability is defined as a permanent biological impediment and positions individuals with disabilities as less able than those who can recover from illness or who are non-disabled. As a form of biological determinism, the focus of disability is on physical, behavioral, psychological, cognitive and sensory tragedy (Gibson & Depoy, 2000). One example, in schools for the “physically disabled”, students are constructed as disabled and the disability is conceived of as an objective attribute, not a social construct (Engelbrecht, 1999). In other words, such a person is excluded from mainstream social and economic life because of a disability that is thought to be a natural and irremediable characteristic of the person.

The medical model focuses solely on the clinical aspects of the human body and pays little attention to its socio-political aspects (Vlachou, 1997).

This medical framework reinforces and is reinforced by charity and lay discourses which define disabled people as in need of help (Llewellyn, 1983), as an object of pity (Borsay, 1986), as personally tragic (Oliver, 1986), as 'dependent and eternal children... and as low achievers by ideal standards' (Fulcher, (Vlachou, 1997). Thus, the problem to be addressed by disability services is situated within the disabled individual (Gilson & Depoy, 2000).

Quinn (1998) maintains that the medical model of disability does not bode well for those who are permanently disabled with conditions that cannot be modified or changed by professional intervention (Gilson & Depoy, 2000). In this view, the individual who cannot be 'fixed' by professional intervention so to speak, remains deficient.

3.3.1.2 Social Model (Human Rights or Social Justice)

In the social model, while an internal condition is acknowledged, it is not necessarily seen as undesirable or in need of remediation (Gilson & Depoy, 2000). This new model of education claims that the breakdown in learning is caused by barriers to learning and development and that all learners can learn effectively, when educators have been enabled to identify or prevent these barriers and assist the learners to overcome them (Department of Education, 2001). Negative attitudes, limited physical access, limited access to communication and or resources, and to the rights and privileges of a social group are considered as just some of the barriers that interfere with the disabled individual's potential to actualize his or her desired roles (Barnes & Mercer, 1997 cited in Gilson & Depoy, 2000). Thus, disability is seen as diversity of the human condition and not as an undesirable trait to be cured or pitied.

A social model of disability is socially constructed. This lens views the locus of the problem to be addressed by services and supports within the social context in which individuals interact (Gilson & Depoy, 2000).

Learners are no longer seen as children with problems which need curing or pity, but are perceived and treated as dignified human-beings, each with their own unique potential, diversity of needs and abilities. There is the realization that diversity is a phenomenon of normal society, and that it can be accommodated in an inclusive education system (Department of Education, 2001). Rather than attempting to change or fix the person with the disability, a social model of disability sets service goals as removal of social and environmental barriers to full social, physical, career and spiritual participation (Gilson & Depoy, 2000).

3.3.1.3 A proposed model for building an inclusive school

The NCSNET/NCESS report (DNE, 1997) highlights the importance of the concepts of holistic institutional development and the health-promoting concept as broad frameworks for pursuing the development of a teaching and learning environment that accommodates diversity and addresses barriers to learning and development.

Using the framework of Davidoff & Lazarus (Engelbrecht, et al, 1999) for school development, and the health-promoting concept as a basis, the authors suggest that the following framework (Figure 3.1) could assist schools in their attempts to build an inclusive school (Engelbrecht, et al, 1999). This framework could be used:

- as a guide to what areas to focus on in attempting to identify and understand those barriers to inclusion that exist in a particular school;
- as a basis for developing a comprehensive programme of school development that ensures that all aspects of school life are included in the development of an inclusive teaching and learning environment; and
- for placing specific problems or challenges in a holistic frame, ensuring a comprehensive understanding and, eventually, comprehensive strategy aimed at developing an inclusive school.

(refer to diagram)

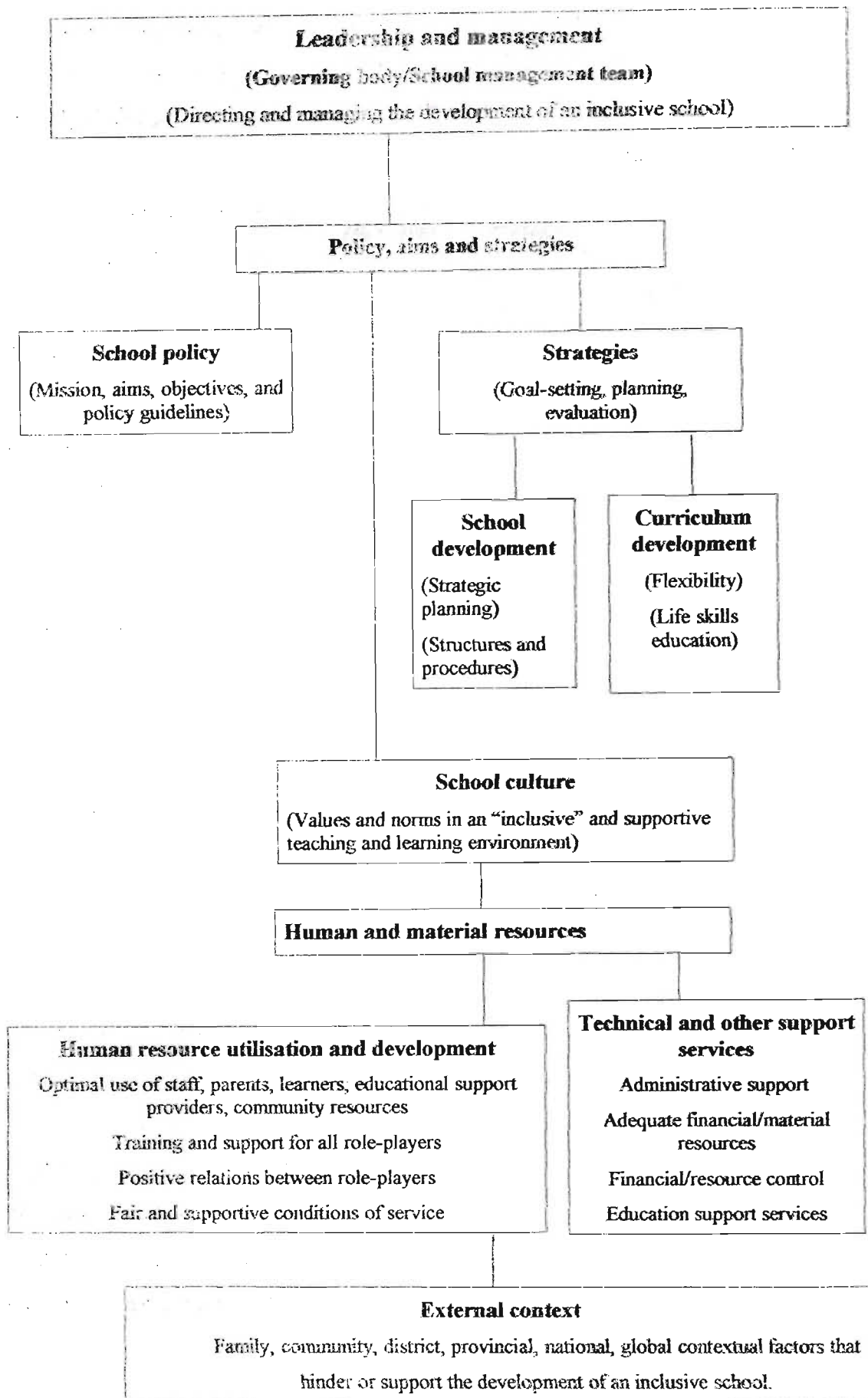


Figure 3.1 : Elements of an Inclusive school.

The researcher is of the opinion that the medical and social models are interdependent on each other, that is, they cannot function in isolation. The deficit approach, rooted within the medical, charity and lay concepts of disability, is central to the way welfare states and educational practices respond to an increasing proportion of citizens (Fulcher, 1989 cited in Vlachou, 1997). This is not to say that individual factors should be ignored, for especially where learning is concerned, we cannot reject the existence of factors within the child that inhibit learning; this would be to replace one extreme view with another (Vlachou, 1997).

Many of the psychological theories, underpinning much of the understanding around learning breakdown, shape the belief that problems are located within learners (Department of Education, 2001). For example, very little is said about system deficiencies. Fulcher writes that:

Since society is steeped in the medical model....Its professionalism informs the perceptions of a wide range of people. This includes those with formal power (politicians, legislators, administrator), in a wide range of arenas and practices, including social workers, psychologists, rehabilitation counselors and teachers.... as well as those with informal, interpersonal power over the lives of people tagged as disabled (Fulcher, 1989).

This could mean that provision of education for learners with special needs will be based on intensity of support needed. It should be borne in mind that the levels of support range from low to high levels of support. In South African mainstream and full-service schools, the Institution Support Teams (ISTs) are to be established, to assist learners who need low to moderate levels of support. Highly skilled specialists would then work on a consultation basis giving training and support to the teachers at the schools, and doing specialized assessments, diagnosis and planning interventions (Department of Education, 2001).

Colleague ✓
Within the South African context, it would appear that theoretically an inclusive education policy is not only economically and educationally viable, but in the long term it will hopefully help to reconcile South African society, to a society that accepts, cherishes and respects differences. Pijl, et al (1997) and other researchers have stated a number of obstacles that will play a role in instituting a policy of inclusion: attitudes, lack of knowledge and skills of teachers acquired through training and experiences, segregation, teaching methods and materials and a lack of clear policy.

For the purpose of this mini-dissertation I will now briefly investigate attitudes, how they develop and how they affect teaching and more specifically inclusion.

3.4 ATTITUDES

One of the goals of inclusion is to:-

"change the attitudes of teachers and students without disabilities who, some day, will become parents and taxpayers and service providers." (Fuchs & Fuchs, 1994).

Since teachers are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom are of crucial importance (Engelbrecht, et al, 1999). To support the inclusion of learners with special educational needs, teachers have to be sensitive not only to the particular needs of individual learners, but also to their own attitudes and feelings.

3.4.1 Definition of the concept : "Attitude"

A simple definition of the concept "attitude" informed in this study is by Ajzen (1988) who states that an attitude is a "disposition to respond favourably or unfavourably to an object person, institution or event". For example, inclusion could be an object being seen as favourable or unfavourable.

Negative and harmful attitudes towards differences in our society remain a critical barrier to learning and development. Discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, religion and other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system (National Department of Education, 2002).

Baron and Byrne (1997) define attitudes as follows:

Attitudes are associations between attitude objects and evaluations of those objects. They can strongly influence social thought and the conclusions and inferences we reach. Attitudes reflect past experiences, shape ongoing behaviour, and serve essential functions for those who hold them. Allport (1935) cited in Foster and Louw- Potgieter (1992) strongly believed that attitudes were the most important factors in determining the outcome of social interaction. The important role that attitudes play in social interactions, including teaching, has been emphasized by most researchers and psychologists.

3.4.2 FORMATION OF ATTITUDES

Baron and Byrne (1997) have cited a few ways in which attitudes can be formed:

Individuals acquire new forms of behaviour merely through observing the actions of others. This process is known as modelling. For example, parents who warn their children against the dangers of alcohol, but then throw parties at which people drink excessively. It is likely that children will do as their parents do, not as they say.

It is also believed that attitudes may be formed on the basis of direct personal experiences.

According to various research quoted by Baron and Byrne (1997) attitudes resulting from direct experience tend to be stronger in several respects than ones resulting from vicarious experiences.

What is implied is that experiential learning leads to the forming of stronger attitudes than does more indirect forms of learning.

From the definitions of attitude given by various researchers, it would seem as though attitudes have cognitive, affective (emotional) and behavioural components.

1.4.3 COMPONENTS OF ATTITUDES

Many researchers strongly believe that there is a close link between attitude and behaviour. The relationship between them is far more complex than common sense would suggest (Baron & Byrne, 1997).

This research is informed by Festinger's cognitive dissonance theory which is a state of psychological discomfort that occurs when there is a basic incompatibility between our thoughts and our actions, or between two or more sets of ideas, attitudes or opinions that we hold. To reduce the discomfort, we change something. We try to reduce dissonance by telling ourselves that the alternative we have chosen is really more desirable and the one we have not chosen is less desirable (Papalia and Olds, 1988).

Situations that can produce cognitive dissonance are those in which we do something contrary to our deeply held ideas about what is right or proper, those in which we hold a belief that appears to defy the rules of logic, those in which something happens that contradicts our past experience, and those in which we do something that does not fit our idea of who we are and what we stand for (Festinger, 1962).

Baron and Byrne (1997) give a clear, simple example of the attitude-behaviour relationship. They maintain that the various components of attitudes are not always highly consistent. These inconsistencies may then influence one's behaviour, depending on the circumstances.

For example, a learner having to choose matric subjects might choose a subject which may be duller but, which will enable him to graduate (cognitive), rather than a subject which is interesting and sounds like fun, but is of no vocational significance (emotional).

Schools in South Africa are currently faced with enormous challenges with regard to their development. Becoming "inclusive" is one part of the broader challenge of building a culture of learning and teaching where quality education becomes a reality. Some educators may feel ready to confront the challenges whereas others may be overwhelmed with their challenges.

It should be borne in mind that a teacher not only needs knowledge of, and skills, to cope with LSEN, the **cognitive component**, but ideally these cognitive components should be linked to positive **emotional components**. Baron and Byrne (1997) state that, in order to ensure positive behaviour, teachers have to develop positive attitudes.

3.5 CONCLUSION

In this chapter, it has become clear that teachers not only need skills training, appropriate teaching facilities or experience in working with children with special educational needs, but also assistance in developing more positive attitudes to inclusion where necessary.

Sarason (1978), a noted Yale psychologist, has reminded us:

We cannot assume that institutions will accommodate appropriately to mainstreaming because we think it is desirable. Deeply rooted attitudes, reinforced by traditions, institutions and practices, are not changed except over long periods of time, and mainstreaming is no exception. It is therefore important that attitudes of educators and factors that could influence attitudes be investigated (Papalia & Olds, 1988).

In the next Chapter, I will focus on the research methods followed in this study to gain greater insight into primary school teachers' attitudes towards inclusive education.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter has provided a theoretical and empirical background to the present study. The present chapters will present a detailed description of the research design used in the study.

4.2 PURPOSE OF STUDY

The purpose of this study is to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education. In the course of addressing this broad aim the following research questions will have to be considered:

1. What attitudes do primary educators hold toward the integration of learners with special needs into their local school settings?
2. Does formal training in special education influence the attitudes of educators?
3. Do the facilities essential for educating learners with disabilities influence the attitudes of educators?

4.3 RESEARCH DESIGN

The study is both exploratory and descriptive in nature. It may be regarded as exploratory in view of a limited database in the literature on the attitudes of primary school educators towards implementation of inclusive education. The study is a cross-sectional survey where questionnaire – based data, both qualitative and quantitative, were gathered in a real or smaller life setting. The data lead themselves to basic descriptive statistics to analyse the gathered data.

The statistical package for the social sciences (SPSS) computer programme was used to analyse data. Descriptive statistics, which are used to describe the variables of interest, were used to analyse the questionnaires in this study. Inferential statistics (Chi Square), which allowed the researcher to determine the relationship between variables of interest and whether there were any differences between groups, were also calculated as part of the quantitative analysis of this study.

4.3.1 THE SURVEY METHOD QUESTIONNAIRE TO EDUCATORS

The Survey Research method was employed. According to Kerlinger (1964) this method is generally used to elicit the “beliefs, opinions, attitudes, motivations and behaviour of respondents”.

According to Cohen and Manion (1989), “surveys gather data at a particular point in time with the intention of describing the nature of existing conditions”.

More specifically, a questionnaire was utilized for the following reasons:

- a) The target population was distributed throughout eThekweni Region: it would not readily have been possible to obtain this information in any other way.
- b) The use of questionnaires can facilitate the rapid collection of a wide variety of information; and information so elicited can be analysed on an item by item basis as well as in an appropriate grouping of items.
- c) Questionnaires allow for greater uniformity across measurement situations, than for example, personal interviews.
- d) Questionnaires allow for anonymity of response – an important consideration in this study.

In this study, questionnaires were administered to obtain information on teachers' attitudes. They were also analysed quantitatively while open – ended questions in the questionnaire were analysed qualitatively. (Refer to appendix 1 for questionnaire).

4.4 THE POPULATION AND SAMPLE

The population for the study was primary school educators drawn from the four primary schools in the eThekweni Region in KwaZulu Natal. This region was selected on the basis of accessibility, time constraints, expense and convenience. This population included primary school educators from the former House of Assembly and Department of Education and Culture. A purpose sampling procedure was used to select subjects for the study. Cohen and Manion (1989) describe purposive sampling as follows:

“In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs”.

The sample consisted of 50 primary school educators and was randomly selected. All educators in the four schools (two ex – model C and two African schools) were required to complete a questionnaire directly related to the topic.

4.5 PROCEDURE

Permission to conduct the research was obtained from the relevant education department. Thereafter, permission was sought from the principals of the schools concerned. At the first meeting with the principals, information was provided regarding the nature and purpose of the study and its relevance to current development in education. The questionnaires were given to the principals who administered them to the staff of educators. The researcher then collected them on an agreed upon date.

4.6 MEASURING INSTRUMENTS

4.6.1 Questionnaire

In view of the fact that the survey was to relate specifically to the present study, it was necessary for the researcher to construct an appropriate questionnaire. The questionnaire was to be prepared only in English and administered in that language.

Phrasing of instructions and questionnaire items accordingly took language considerations into account. All questions were based on theoretical and practical knowledge with which all educators could reasonably have been expected to be familiar at that time.

Response format facilitated both qualitative and quantitative analysis.

The questionnaire consisted of closed ended and open ended items and included the following: (Refer to appendix 1).

Title Page

The nature of the study was clarified and respondents were assured of confidentiality and anonymity.

Section A contains items relating to demographic information as follows:

race, gender, age range, formal training in special education, highest professional qualifications, special education, qualification required by educators, special facilities for learners with barriers in schools and type of facilities required.

Section B was presented in a five point Likert type scale format, the response options being as follows:

- 1) Strongly agree,
- 2) Agree,
- 3) Do not know,
- 4) Disagree,
- 5) Strongly disagree

The respondents were asked to record "DK" (don't know) next to any item if they felt that their knowledge was lacking in that respect.

4.7 PILOT STUDY

A pilot test, which uses a group of respondents who are part of the intended test population but will not be part of the sample, attempts to determine whether questionnaire items possess the desired qualities of measurement and discriminability (Tuckman, 1978). Using this consideration as a rationale, a pilot study was conducted at a school in the former North Durban Region, now called eThekweni Region, which conformed to the characteristics present in the target sample used in the final study. A sample of 4 teachers was randomly chosen for the pilot study, which was conducted in October 2004. There were no ambiguous questions and instructions, as a result no changes were made.

4.8 FACE VALIDITY

According to Cohen & Manion (1989), "Face Validity is whether the questions asked look as if they are measuring what they claim to measure". Three master's level educational psychologist colleagues (who were not to be included in the target population sample) agreed to act as judges of each statement. The questionnaire was presented to them and confirmed the face validity of the instrument. With the assistance of the judges, it was ensured that vocabulary employed in the questionnaire was vocabulary employed in the Department of Education, with which the target population was expected to be familiar. There were no significant inconsistencies within the questionnaire reported.

4.9 CONCLUSION

In **chapter four**, the research design of this study was described. The nature and characteristics of both qualitative and quantitative research methods employed was discussed, while bearing the research questions in mind. The methods of data collection, and analysis and measures to ensure validity were also described, specifically in the context of this particular study.

The following chapter, **Chapter Five** provides the results of the questionnaire survey.

CHAPTER FIVE

RESULTS

5.1 INTRODUCTION

The purpose of the chapter is to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education. Chapter Four outlined the methodology used to collect the data. This chapter presents the data obtained from a number of sources of information.

The results are stated in this chapter with a view to addressing the following critical questions of the study:

1. What attitudes do primary school educators hold toward the integration of learners with special needs into their local school settings?
2. Does formal training in special education influence the attitudes of educators?
3. Do the facilities essential for educating learners with disabilities influence the attitudes of educators?

5.2 DATA COLLECTION

Data was collected through questionnaire surveys which contained items requiring quantitative and qualitative responses from the primary school educators. Data was collected in October 2004.

5.3 QUESTIONNAIRE RETURN RATE

Although 62 questionnaires were initially given to educators to complete, the number returned to the researcher was 50. Therefore the return rate of questionnaires was 81%. Of the four schools selected to participate in the study, two were drawn from former House of Assembly (Whites) and two were drawn from former Department of Education and Culture (Africans). The population sample comprised of 50% Whites educators and 50% African educators, while 80% of the sample was female, 20% were male. The main reason is that the majority of primary schools consists of female educators. It is also important to note that these factors limit the generalizability of the results and representativity of the sample.

5.4 DATA ANALYSIS

The study is a cross – sectional survey where questionnaire – based data, both qualitative and quantitative, were gathered in a real life setting. The data lend themselves to basic descriptive statistics to analyse the gathered data. The statistical package for the Social Sciences (SPSS) computer programme was used to analyse data. The data was coded and captured to establish categories of responses and frequencies.

5.5 ANALYSIS OF OPEN ENDED QUESTIONS IN THE SURVEY QUESTIONNAIRE

5.5.1 Qualitative responses with regard to educator's appropriate qualification in inclusive education. (Refer to appendix 1-Section A)

The responses to questions 4.3 were coded according to the following common themes:

1. Yes, there should be a course required where educators are made aware of needs, advantages or disadvantages of inclusive education in order to meet the needs of the learners that they come into contact with.
2. Should become part of teacher training.
3. No, not all educators are suited to the education of learners with special needs.
4. Only educators coming through the training system now, should be required to do a course.
5. No, only if you feel this is where your strengths lie.
6. No, if your passion is teaching, you can work with all children.
7. (i) Do not see the need.
(ii) Lack of clarity on definition, education is by its nature inclusive and
(iii) time and money constraints.
8. Yes, because educators should know how to deal with learners and that it would equip the educator or place the educator in an advantageous situation, particularly with regards to educating the learner so that progress is noted.

5.5.2 Qualitative responses with regard to educator's views on whether schools do require special facilities for learners with barriers. (Refer to appendix 1-Section A)

The responses to questions 5.2 were coded according to the following common themes:

1. Depends on the circumstances- ramps for wheelchairs.
2. Yes, ramps, a special toilet and appropriate desks.
3. (i) Yes, for the deaf and blind-special equipment.
(ii) For physically disabled-suitable buildings and classrooms.
(iii) For mentally handicapped-special teaching aids, extra staff (which must include physiotherapist, speech therapist etc.)
4. This depends. If a learner is wheelchair bound, then this learner should be accommodated on ground level (applies to learners who are in any way unable to climb stairs).
5. Yes. Visual aids, audio aids etc.
6. Occupational Therapy, Remedial, Speech Therapist, Psychologist and assistants.
7. No, only if they cater for special needs.

5.6 DESCRIPTION OF SAMPLE

The sample of this study consisted of 50 educators who each completed a questionnaire. All the questionnaires were analyzed descriptively.

The following tables describe the sample of schools and educators who answered the survey questionnaire.

Table 5.6.1 Profile of educators according to schools

Profile of educators according to schools were recorded as follows according to Table 5.6.1 : in school number 1, there were 17, (34%) of respondents whilst school number 2 comprised of 8, (16%), school number 3 had 11, (22%) and school number 4 had 14, (28%) of respondents.

The majority of respondents came from school number 1, followed by school 4.(refer to table on the next page).

School	N	%
1	17	34
2	8	16
3	11	22
4	14	28
Total	50	100

The schools in the sample are numbered according to the following:

1. Gordon's Road Girls -- Urban school
2. Clarence primary -- Urban school
3. Etshelihle primary -- Semi -- rural
4. Sondelani primary -- Semi -- rural

Table 5.6.2 Profile of educators according to population group

The population of respondents profiled were equal according to Table 5.6.2: there were 25, (50%) of African educators and also 25, (50%) of White educators which came from the four schools profiled from the questionnaires distributed to the four schools.

Population	N	%
African	25	50
Whites	25	50
Total	50	100

Table 5.6.3 Profile of educators according to gender

On the gender issue, there was a difference compared to population. The majority on gender was the female 40, (80%), whilst the male respondents only came up to 10, (20%).

Gender	N	%
Male	10	20
Female	40	80
Total	50	100

Table 5.6.4 Profile of educators according to age

The statistical data in reference to Table 5.6.4 states that there was a majority of 22, (44%) respondents who came from the ages of 40 and 49, 12, (24%) respondents from the ages of 50 upwards, between the ages of 30 and 39, there were 10, (20%). The minority came from the ages of 0 and 29 and comprised of 6, (12%) respondents.

Age	N	%
0 – 29	6	12
30 – 39	10	20
40 – 49	22	44
50 ++	12	24
Total	50	100

Table 5.6.5 Profile of educators according to formal training in special education

When asked about formal training in special education most respondents 28, (56%) answered no whilst 22, (44%) said yes.

Formal Training	N	%
Yes	22	44
No	28	56
Total	50	100

Table 5.6.6 Profile of educators according to qualification

In reference to the table below on the qualifications of the respondents who were profiled, majority of respondents 33, (66%) showed that they possessed a diploma, 10, (20%) indicated that they had a degree or honours and 6, (12%) of the respondents had a certificate whilst 1, (2%) had a masters or doctoral qualification. (please refer to table on the next page).

Qualifications	N	%
Certificate	6	12
Diploma	33	66
Bachelor's/Honours/B.Ed	10	20
Masters/Doctoral	1	2
Total	50	100

Table 5.6.7 Opinions of educators on qualification requirement

A majority of respondents 43, (86%) answered yes whilst 6, (12%) said no. There was also a no response noted by 1, (2%).

Qualification Requirement	N	%
Yes	43	86
No	6	12
No response	1	2
Total	50	100

Table 5.6.8 Educators' schools having special facilities for learners with barriers

On the question about schools having special facilities for learners with barriers most respondents 41, (82%) answered no and 8, (16%) gave yes as an answer. 1, (2%) had no response for this question.

Special Facilities in school	N	%
Yes	8	16
No	41	82
No response	1	2
Total	50	100

Table 3.6.9 Opinion of educator on whether schools require special facilities

In reference to the table below on the question of whether schools required special facilities, a majority of the respondents 44, (88%) noted a yes and 3, (6%) said no. Furthermore 3, (6%) noted they had no response to the question.

Schools requiring special facilities	N	%
Yes	44	88
No	3	6
No response	3	6
Total	50	100

(please refer to the next page for analysis of **section B**)

On **Human rights** questions the response was captured as follows in reference to the table below:

On **Question 1** a majority of 28, (56%) respondents agreed, whilst 16, (32%) noted they strongly agreed, 2, (4%) disagreed and 2, (4%) strongly disagreed. Only 2, (4%) did not know.

On **Question 2** respondents of 24, (48%) noted they strongly agree supported by 21, (42%) who said they agree. These respondents were followed by 3, (6%) of respondents who noted that they disagree supported by a 1, (2%) who strongly disagreed. 1, (2%) who noted that they did not know.

On **Question 3** 23, (46%) said they strongly agree supported by 21, (42%) who simply agreed. The rest of the respondents 3, (6%) disagreed supported by 2, (4%) who strongly disagreed. There was no response noted from respondents who noted that they don't know.

On **Question 4** 24, (48%) of respondents strongly agreed whilst 18, (36%) just simply agreed. There were 4, (8%) of respondents who strongly disagreed supported by 2, (4%) who simply disagreed. The remaining respondents stated that they didn't know.

Table 5.6.10: **Human rights**

Human Rights	SA	A	DK	D	SD
Q1	16 (32%)	28 (56%)	2 (4%)	2 (4%)	2 (4%)
Q2	24 (48%)	21 (42%)	1 (2%)	3 (6%)	1 (2%)
Q3	23 (46%)	22 (44%)	-	3 (6%)	2 (4%)
Q4	24 (48%)	18 (36%)	2 (4%)	2 (4%)	4 (8%)

On the issue of Academic Education there were three questions and the response was as follows in reference to the table below:

On **Question 5** most respondents 25, (50%) noted that they agree supported by 8, (16%), of respondents who strongly agreed. 10, (20%) of the respondents said they don't know. 4, (8%) said they disagree whilst 3, (6%) strongly disagreed.

On **Question 6** half of the overall respondents who were profiled 25, (50%) agreed supported by 3, (6%) who strongly agreed. 7, (14%) of the respondents said they don't know. The remaining respondents 12, (24%) said they disagree whilst 3, (6%) supported them by noting that they strongly disagree.

On **Question 7** a majority of 23, (46%) respondents noted that they agree supported by 8, (16%) who strongly agreed. 11, (22%) of respondents noted that they did not know. 6, (12%) of respondents said they disagree supported by 4, (8%) who strongly disagreed.

Table 5.6.11: Academic Education

ACADEMIC EDUCATION	SA	A	DK	D	SD
Q5	8 (16%)	25 (50%)	10 (20%)	4 (8%)	3 (6%)
Q6	3 (6%)	25 (50%)	7 (14%)	12 (24%)	3 (6%)
Q7	6 (12%)	23 (46%)	11 (22%)	6 (12%)	4 (8%)

On the Social Education issue there were three questions in which respondents response was captured as follows in reference to the table below:

On **Question 8** a majority of respondents 28, (56%) said they agree and they were supported by 16, (32%) of the respondents who noted that they strongly agree. 3, (6%) of respondents said they did not know. The remaining respondents 2, (4%) said they strongly disagree and were supported by 1, (2%) who noted that they simply disagree.

On **Question 9** 25, (50%) of respondents said they agree and were supported by 16, (32%) of respondents who said they strongly agree. 1, (2%) of respondents said they don't know. 4, (8%) of respondents said they disagree and were supported by 2, (4%) who strongly disagreed.

On Question 10 23, (46%) of respondents agreed and were supported by 16, (32%) who strongly agreed. 2, (4%) of respondents said they don't know. 8, (16%) of respondents said they disagree supported by 1, (2%) who noted they strongly disagree.

Table 5.5.12: Social Education

SOCIAL EDUCATION	SA	A	DK	D	SD
Q8	16 (32%)	28 (56%)	3 (6%)	1 (2%)	2 (4%)
Q9	18 (36%)	25 (50%)	1 (2%)	4 (8%)	2 (4%)
Q10	16 (32%)	23 (46%)	2 (4%)	8 (16%)	1 (2%)

The results have been presented in the above sections. The following chapter, **Chapter 6** will engage in discussion of the results.

CHAPTER 6

DISCUSSION OF RESULTS

The primary aim of this study is to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education. The results of this study were presented in Chapter 5. This chapter will provide a discussion of the results with the aim of answering the following critical questions posed:

1. What attitudes do primary school educators hold toward the integration of learners with special needs into their local school settings?
2. Does formal training in special education influence the attitudes of educators?
3. Do the facilities essential for educating learners with disabilities influence the attitudes of educators?

6.1 FINDINGS

The discussion that follows will present the main empirical findings of this study, as well as to relate these findings to the literature study discussed in Chapter Two. The focus of this discussion is directed by the research findings starting with the teachers' most prevalent problems with integration.

In a discussion on the changing process in education, Donald, et al. (1997) argued that "what needs to be examined is what people believe about themselves and what they are involved in, what they think and why they think it, and what they do, how they do it, and why they do it (Donald, et al. 1997).

It therefore, becomes important to note the fact that the participants' concerns in this study regarding inclusive education lie with the disabled learner. While inadequate training, use of teaching styles which may not meet the needs of some of the disabled learners, remain a key element preventing access to education, other basic services such as access to teaching facilities or equipment also impinge on the learning process.

In this chapter, the discussion of results obtained from the questionnaire will be presented with reference to the aims. Tables from the results will be referred to in order to elaborate on frequency distributions.

6.2 DISCUSSION OF RESULTS

6.2.1 Total Sample of Educators

According to results in the previous chapter, fifty educators were profiled in Tables 5.6.1 to 5.6.9 according to descriptors such as biographical details and teaching qualifications.

Significant results indicated that 80% of the respondents were female while 20% were male. The majority of primary schools consist of female educators. In view of this, caution should be exercised when making gender and race comparisons with regard to attitude.

From the biographical information gathered, it is indicated that most of the respondents were in the 40 to 49 year of age group (44%), which is significant since it is an indication of experience and maturity. The majority of respondents also have valid teaching qualifications ranging from diploma to post-graduate degree.

6.3 ATTITUDES OF EDUCATORS TOWARDS INCLUSION

While this curriculum is enabling in many ways, it does make new demands on teachers and the experience is understandably stressful. According to Engelbrecht, et al (1999), teachers need the time and the psychological space to re-examine their general understanding of teaching and learning. They may need support to be able to focus on the positive rather than the negative aspects of change.

The general attitudes of the respondents in this study towards inclusion appear to be mostly positive. They already have enough to deal with in their classrooms as they are today. They have to cater for learners' emotional, disciplinary and behavioural problems. During this transition phase, training is provided at various levels and by various providers and is involving both in-service training (INSET) and pre-service training (Department of Education, 2002). A significant part of training will focus on paradigmatic shifts and practices that are consistent with the shift towards inclusive education.

Although educators are receiving assistance with LSEN in their schools, they do not have much faith in the Educational Support Services (ESS). The Institutional Support Teams have been set up in most schools and there are Full Service Schools as well, which are ordinary schools that will be equipped to address a full range of barriers to learning. Although some kind of training is taking place, some teachers feel that one has to be as specific type of person who chooses to work with LSEN. No teachers in general should be forced to work with LSEN because of the government policy in which they have had no say. Most of the respondents (86%) do not have formal training in special education, and hence it can be assumed that these educators will have problems in dealing with children who are experiencing barriers to learning. In addition to inadequate training, is the unavailability of facilities to cope with the difficulties experienced by learners.

6.4 INFLUENCE OF TEACHER-TRAINING ON THE ATTITUDES OF EDUCATORS

That only 12% of the respondents felt adequately prepared to teach disabled learners in a inclusive environment is a matter of concern for the education authorities. Inclusive education has already become a policy, yet 86% of the respondents felt unprepared, and 2% were uncertain as to whether they felt adequately prepared to teach in an inclusive classroom. Although no further analysis of the responses was made, it is possible that those that felt adequately prepared are the ones who are working in Pilot Full-Service Schools and those who had some exposure to inclusive education teaching techniques (that is, ITST's have been set up in their schools).

Generally, the educators felt that qualifications in inclusive education should be obtained by all educators. This was reflected in statements such as:

- Yes, there should be a course required where educators are made aware of needs/ advantages/ disadvantages of inclusive education in order to meet the needs of the learners that they may come into contact with.
- Inclusive education should become part of teacher training.
- Not all educators are suited to the education of learners with special needs.
- Only educators coming through the training system now should be required to do the course in Inclusive Education.

Sometimes educators, often through inadequate training, use teaching styles which may not meet the needs of some of the learners (Department of Education, 2002). An educator may use a pace and style of teaching which limit the initiative and involvement of learners with high levels of ability or the pace which only accommodates those learners. What is taught or the subjects which learners are able to choose may limit the learners knowledge base or fail to develop the intellectual and emotional capacities of the learner. Such barriers arise when sufficient attention is not given to balance skills which prepare learners for work (vocational skills) and skills which prepare the learner for coping with life (life skills) (Department of Education, 2002). Some learners are excluded from certain aspects of the curriculum as a result of ignorance or prejudice.

Thus, calls for teachers to promote more inclusive educational priorities will be viewed as an additional burden if, for example, they feel insecure, lack encouragement and are provided with little serious, sustained and adequately resourced staff development (Vlachou and Barton, 1994).

6.5 INFLUENCE OF TEACHING FACILITIES ON ATTITUDES OF EDUCATORS

One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they may need for learning to take place (Department of Education, 2002). Such barriers often affect learners with disabilities who do not receive the necessary assistive devices which would equip them to participate in the learning process. For example, blind learners are unable to access the curriculum effectively if appropriate Braille facilities and equipment are not available and if educators are not skilled to teach Braille. Lack of provision of assistive devices for learners who require them may impair not only the learning process but also their functional independence, preventing them from interacting with other learners and participating independently in the learning environment (Department of Education, 2002).

The majority of respondents (82%) claimed that their schools do not have special facilities for learners with barriers. About 88% respondents believed that ordinary schools should have these special facilities in order to cater for learners with special educational needs. The explanations given for this ranged from lack of appropriate support services at schools whereby educators might become better equipped with the necessary knowledge, to lack of sound provision of facilities for establishing an equal education for all learners, regardless of their ability levels. The responses supported the finding that the majority of educators were interested in and keen to know more about inclusion education and also willing to teach disabled learners but felt incompetent.

In reference to **chapter 5**, Tables 5.6.10, 5.6.11 and 5.6.12 reflect educators' attitudes relating to human rights, academic and social aspects towards the implementation of inclusive education.

Human Rights

Responses indicate educators thought that inclusive education promotes a culture that welcomes, appreciates and accommodates all children regardless of their disabilities or barriers (88%). Thus, children should not be devalued or discriminated against by being excluded because of their disabilities (90%). Both inclusion and participation are essential elements in the realization of human rights (90%). According to the educators, every child has a right to learn and must be given the opportunity to maintain an acceptable level of learning in the mainstream school (84%).

The above shows that the majority of educators felt that inclusive education creates the condition to accommodate pupil diversity and facilitate the learning of all children. It also provides the right to full participation and equal opportunities for children with disabilities. Disabled learners must not be excluded from sustainable human development programmes but they must be accepted as valued members of society.

Academic Aspect

The majority of educators (66%) felt that children would perform better academically and socially in integrated settings. Only inclusive education supports a uniform education and training system for all learners (56%). Educators (58%) felt that inclusive education is a more efficient use of educational resources.

Among the reasons given by educators for the better performance of children with disabilities in mainstream classes is the support for developing educational opportunities for these children and to ensure that these occur within the regular school system to the greatest extent possible.

Social Aspect

Most educators (88%) believed that inclusive education improves social integration. Children who are socially integrated are unlikely to have problems with their social, psychological and intellectual development. Educators (86%) felt that only inclusion has a potential to reduce fear and build friendship, respect and understanding and it can be regarded as building a rehabilitative and supportive society (78%).

The above discussion shows that the majority of educators believe that the inclusive classroom fosters acceptance, tolerance and caring in all learners (Engelbrecht, et al, 1999). The educator has the responsibility of creating and maintaining a classroom atmosphere which nurtures the personal, cognitive and social development of all learners.

6.6 CONCLUSION

In this study, the researcher researched the influence of teacher training and teaching facilities on the attitudes of primary school teachers towards the implementation of inclusive education. From the respondents' responses, it would appear that the attitude of educators towards inclusive education is positive.

It is of paramount importance for more positive attitudes to be developed as this will influence their interaction with learners with special educational needs.

From the results of the study, the respondents expressed the need for training and provision of teaching facilities. It appeared that these needs bear stronger weight and need more urgent attention. Finally, this study shows some of the snags which may hinder the implementation of inclusive education.

The following chapter, **Chapter Seven** concludes the study, indicates the summary, limitations and makes recommendations.

CHAPTER 7

SUMMARY, LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

The purpose of this study was to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education.

The critical questions which guided this research were:

1. What attitudes do primary school educators hold toward the integration of learners with special needs into their local school settings?
2. Does formal training in special education influence the attitudes of educators?
3. Do the facilities essential for educating learners with disabilities influence the attitudes of educators?

7.1 SUMMARY

In the previous chapters, reference is made to the fact that South Africa is in a favourable position in that it is only now implementing a policy that has been tried and tested in numerous other countries for many years. Furthermore much research has been done on what has led to successes, and problems, in the implementation of inclusion, in this case specifically to the development of positive or negative attitudes towards inclusion.

The study has investigated the influence of teaching facilities and teacher training on the attitudes of primary school educators towards the implementation of inclusive education. In comparing the findings of this study to Chapter two, it would appear that there are factors that have historically contributed to the development of negative attitudes inclusion, currently seem to be the focus of the respondents of this study.

The results of this have indicated that generally, primary school educators have positive attitudes towards the implementation of inclusive education. The findings showed that the service delivery or implementation of inclusive education can be hampered by the following factors:

- a) Educators feel that they lack proper training to attend to learners with special educational needs, and also feel threatened by having to change their tried and tested teaching methods;
- b) Unavailability of necessary facilities, which will make educators unable to cope with too many diversities in their classrooms.
- c) Inadequate support services. Institution Support Teams have been set up only in Pilot Schools, yet all the schools need support services in order to deal with LSEN.

The above factors make educators feel inadequate and incompetent and therefore unable to cope with the LSEN in mainstream classrooms.

7.2 LIMITATIONS

The limitations mentioned below are related to this study:

- a) Little research on inclusion has been done in South Africa, so much of the material has been drawn from international literature.
- b) The sample size in this study was small and thereby limited the generalizability of the results.
- c) Questionnaires by nature always have limitations, interviews should have been conducted with the educators in order to yield more reliable results.

7.3 RECOMMENDATIONS

On the basis of the discussion of results, the following recommendations are made:

- Skills training of all educators on inclusive education, should take place together with provision of good support systems from Educational Support Services. Educators should be exposed to relevant workshops to help them cope with inclusive education before the implementation.
- All the mainstream schools should be equipped with necessary teaching facilities in order to cater for all diversities.
- A well controlled study of primary school educators in rural, semi-urban and urban schools would likely yield more reliable findings.
- A few randomly selected subjects of the sample should be re-visited to ascertain the reliability of their responses.

7.4 CONCLUSION

The study has been successful in showing us the nature and intensity of the challenges or difficulties experienced by the educators in their efforts to promote more inclusive educational practices. From the responses from the respondents, it would appear that the attitude of educators towards inclusive education is generally positive. More positive attitudes have to be developed with the assistance of the Education Support Services.

This goal can be achieved by exposing educators to more workshops on inclusive education and provision of necessary teaching facilities.

REFERENCES

- Ainscow, M. (1995). **Education for all: Making it happen**. *Support for Learning*, 10 (4), 147-155.
- Ajzen, I. (1988). **Attitudes, personality and behaviour**. In Papalia, D.K. & Olds, S.W. (1988). *Psychology* (2nd ed.) New York: McGraw-Hill Book Company.
- Allan, J. (1999). **Actively Seeking Inclusion: Pupils with Special Needs in Mainstream Schools**. London : Palmer Press.
- Allport, G.W. (1935). **Attitudes**. In Forster, D. & Louw – Potgieter, J. (1992). *Social Psychology in South Africa*. Johannesburg : Lexicon Publishers.
- Animunye, F.D. (1991). **Problems of mainstreaming handicapped children in Nigeria**. In E.D.Ozaji, J.U. Umali and S.O. Olaniyan (eds), *Contemporary issues in mainstreaming Exceptional Children in Nigeria's 6-3-3-4 System of Education* (JOS : National Council for Exceptional Children), pp. 65-70.
- Apter, S. (1982). **Troubled Children, Troubled Systems**. In L. Green (1991). *Mainstreaming : The Challenge for teachers in South Africa*. *Support for learning*, 6 (2), 84-89.
- Baron, R.A. & Byrne , D. (1997). **Social Psychology**. (8th edition) London : Allan & Bacon.
- Barton, L (1995). **The politics of Education for all**. *Support for learning*, 10 (4), 156-160.
- Blackhurst, A.E. & Burden, W.H. (1981). **An introduction to special education**. Boston: Little, Brown & Company.
- Booth, T. (2000). **Inclusive in Education : Participation of disabled learners**. England : Cambridge Christ Church University College.

Booth, T. & Ainscow, M. (1998). **From them to us: an international study of inclusion in education.** In T. Mushoriwa (2001). **A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes.** British Journal of Special Education, 28 (3) 142 – 147.

Bueli, M.J., Hallow, R., Garmel-McCormick, M & Scheer, S. (1999). **A survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion.** International Journal of Disability. Development and Education: 46 (2), 143-154.

Clark, C., Dyson, A. and Millward, A. (eds) (1995). **Towards inclusive schools?** In T. Mushoriwa (2001). **A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes.** British Journal of Special Education, 28 (3) 142 – 147.

Coates, R.D. (1989). **The regular education initiative and opinions of regular classroom teachers.** Journal of Learning Disabilities:22(9), 532-536.

Cohen, L. & Manion, L. (1989). **Research Methods in Education** (3rd ed.). London:Groom Helm.

Combs, R. & Harper, J. (1967). **Effects of labels on Attitudes of educators toward Handicapped children.** Exceptional children, 399-403.

Davies, J. & Green, L. (1998). **Mainstream teachers' attitudes to the mainstreaming of learners with special educational needs in primary classrooms: a Western Cape study.** South African Journal of Education: 18 (2), 97-102.

Department of Education (1996) **South African Schools Act No 84 of 1996.** Pretoria: Department of Education.

Department of National education. (1997). **Quality Education for all. Report of the National Commission on Special Education Needs and Training and the National Committee for Education Support Services.** Pretoria: Government Printer.

Department of Education (July 2001). **Education White paper 5: Special Education – Building an inclusive education and training system.** Pretoria: Department of Education.

Department of Education (October 2002). **Directorate: Inclusive education. Draft conceptual and operational guidelines for the implementation of inclusive education. (2nd draft).** Pretoria: Department of Education.

Desai, L.P. & Pillay, A.N. (1993). **Intergration of disabled students into mainstream schools: Preparing principals and teacher for leadership roles.** Unpublished grant proposal, The University of Melbourne, Melbourne.

Donald, D. (1993). **Reconceptualising the nature and extent of special educational need in South Africa.** *Perspectives in Education*, 14 (2), 139-158.

Du Toit, L. (1994). **The child with problems.** (In Kapp, J.A., ed. (1994). *Children with problems: An orthopedagogical perspective.* Pretoria: J.L. Van Schaik, pp.23-33).

Du Toit, L. (1996). **An introduction to specialised education.** (In Engelbrecht, P.; Kriegler, S.M. & Booysen, M.I. Eds. (1996). *Perspectives on Learning difficulties: International concerns and South African realities.* Pretoria: J.L. Van Schaik.

Eleweke, C.J. & Rodda, M. (2002). **The challenge of enhancing inclusive education in developing countries.** *International Journal of inclusive Education*, 6(2), 113-126.

Engelbrecht, P. (1996). **Cognitive control therapy for South African children with learning difficulties.** In Engelbrecht, P, Kriegler, S.M. & Booysen, M.I. (eds), *Perspectives on learning difficulties: International concerns and South African realities.* Pretoria: J.L. Van Schaik.

Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. (1999). **Inclusive education in action in South Africa.** Pretoria: van Schaik Publishers.

Festinger, L. (1962). **Cognitive dissonance.** In Papalia, D.E. & Olds, S.W. (1988). *Psychology (2nd ed.)*. New York: McGraw-Hill Book Company.

Forslin, C. (1995). **Educators' beliefs about inclusive practices in Western Australia.** *British Journal of Special Education*, 22(4), 179-184.

✓
Foster, D. & Louw-Potgieter, J. (1992). **Social Psychology in South Africa**. Pretoria: Lexicon Publishers.

✓
Fuchs, D. & Fuchs, L. (1994). **Inclusive schools movement and the Radicalisation of Special education Reform**. *Exceptional children*, 60(4), 294-309.

Fulcher, G. (1989). **Disabling policies? A comparative approach to education policy and disability**. London: Palmer Press.

Gilson, S.F. & Depoy, E. (2000). **Multiculturalism and Disability: A critical perspective**. *Disability & Society*, 15(2), 207-218.

Green, L. (1991). **Mainstreaming: The challenge for teachers in South Africa**. *Support for learning*, 6(2), 84-89.

Hargreaves, A. (1994). **Changing teachers; Changing times: Teachers' work and culture in the post-modern age**. London: Cassel.

Hegarty, S. (1994). **The attitudes of mainstreamed teachers towards pupils with emotional and behavioural difficulties**. *European Journal of Special needs Education*, 9(3), 261-270.

Hegarty, S. & Pocklington, K. (1981). **Educating Pupils with Special Needs in the Ordinary school**. NFER – Nelson: Windsor.

Henerson, M., Morris, L. & Fitzgibbon, C. (1978). **How to measure attitudes**. London. Sage Publications.

Hopkins, D. (1991). **A teacher's Guide to Classroom Research**. Buckingham: Open University Press.

Jenkinson, J.C. (1997). **Mainstream or Special? Educating Students with Disabilities**. London: Routledge.

Kapp, J.A. (ed) (1989). **Children with problems: An orthopedagogical perspective**. Serva – Publishers. Sunnyside (South Africa).

Kerlinger, F. (1964). **Foundations of Behavioural Research** (2nd ed.). New York. Holt, Reinhart & Winston.

Kirk, S.A. & Gallagher, J.J. (1983). **Educating Exceptional Children** (4th edition). Boston: Houghton Mifflin.

Lefton, L.A. (1982). **Psychology** (2nd edition). Boston: Allyn and Bacon, Inc.

Lomofsky, L. in collaboration with Roberts, R. & Mvambi, N. (1999). **The Inclusive classroom**. Pretoria: J.L. Van Schaik.

Margolis, H. & McGettigan, J. (1988). **Managing resistance to instructional modifications in mainstreamed environments**. Remedial and Special Education, 9(4), 15-21.

Marshall, J., Ralph, S. & Palmer, S. (2002). **'I wasn't trained to work with them': Mainstream teachers' attitudes to children with speech and language difficulties**. International Journal of Inclusive Education, 6(3), 199-215.

Murphy, D. (1996). **Implications of inclusion for general and special education**. The Elementary School Journal, 96(5): 469-493.

Mushoriwa, T. (2001). **A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes**. British Journal of Special Education, 28 (3), 142-146.

Naicker, S. (1995). **The need for a radical restructuring of specialised education in the new South Africa**. British Journal of Special Education, 22(4), 152-154.

National Commission on Special Needs in Education and Training (NCSNET) & National Committee for Education Support Services (NCESS). (1997). **Education for all. From "special needs and support" to developing quality education for all learners.** Summary of public discussion document. Bellville: NCSNET/NCESS.

Papalia, D.E. & Olds, S.W. (1988). **Psychology** (2nd ed). New York: McGraw-Hill Book Company.

Pijl, S.J., Meijer, C.J.W. & Hegarty, S. (eds). (1997). **Inclusive education: a global agenda.** London: Routledge.

Reynolds, B.J., Martin-Reynolds, J. & Mark, F.D. (1982). **Elementary teachers' attitudes towards mainstreaming educable mentally retarded children.** In Desai, I. (1997). A study of primary school principals' attitudes towards mainstreaming in Victoria, Australia. The University of Melbourne, Melbourne.

Reynolds, M.C., Wang, M.C. & Walberg, H.J. (eds) (1987). **The necessary restructuring of special and regular education.** *Exceptional Children*, 53(5), 391-398.

Sadek, F.M. & Sadek, R.C. (2000). **Attitudes towards inclusive Education in Egypt & Implications for Teachers' Preparation and Training.** Cairo, Egypt.

Schmelkin, L. (1981). **Teachers' and non-teachers' attitudes toward mainstreaming.** *Exceptional Children*, 48(1), 42-47.

Scruggs, T. & Mastropierie, M. (1996). **Teacher perceptions of mainstreaming/inclusion: A research synthesis.** *Exceptional Children*. 63(1), 59-74.

Tait, K. & Purdie, N. (2000). **Attitudes toward Disability: Teacher education for inclusive environments in an Australian University.** *International Journal of Disability, Development and Education* 47(1), 25-37.

Tookman, E.W. (1978). **Educational Research** (2nd ed). New York: Harcourt Brace Javanovich Publishers.

United Nations Educational, Scientific and Cultural Organisation (Unesco). 1994. **The Salamanca Statement and Framework on Special Needs Education**. Paris: Unesco.

Vlachou, A. (1997). **Struggles for inclusive education: An Ethnographic study**. Buckingham: Open University Press.

Vlachou, A. & Barton, L. (1994). **Inclusive Education: Teachers and the Changing Culture of schooling**. *British Journal of Special Education*, 21, 105-107.

Wade, B. & Moore, M. (1992). **Patterns of educational integration: International perspectives on Mainstreaming Children with Special Needs**. Oxfordshire Triangle Books.

Wang, M.C. & Walberg, H.J. (1983). **Adaptive instruction and classroom time**. *American Educational Research Journal*, (20), 601-626. ✓ ?

Xu, C. (1995). **Work preparation and placement of mentally retarded graduates without vocational rehabilitation facilities and specialists**. *International Journal of Special Education*, 10, 21-28.

APPENDICES

14 Limecastle close
Castlehill
Newlands West
4037

September 2004

The Principal
.....
.....
.....

Dear Sir/Madam

**REQUEST FOR PERMISSION TO SUBMIT QUESTIONNAIRES TO
EDUCATORS IN YOUR INSTITUTION**

I am presently preparing a mini-dissertation for Master's Degree in Educational Psychology, and I hereby request permission to submit copies of the attached questionnaires to the educators in your institution. The proposal of my mini-dissertation has already been approved by the Department of Educational Psychology, University of kwaZulu Natal (Durban-Westville Campus).

The aim of my mini-dissertation is **to investigate the influence of teaching facilities and teacher training on the attitudes of educators towards the implementation of inclusive education.** At this particular juncture, it is anticipated that information of this kind could be of definite value to the Department.

Permission for me to proceed with this survey would be greatly appreciated. I thank you in anticipation of a favourable response.

Thank you for your assistance. Should you be unclear about any information and need clarification. You may contact me at the above address or:

TELEPHONE: (HOME) (031) 5782162

(WORK) (031) 7162823

(CELL) 0722199345

MILLICENT GUGULETHU BHENGU(MRS)

DATE

E.M KGANYE

DATE

DISCRICT MANAGER:PINETOWN DISTRICT

ATTITUDE SURVEY

QUESTIONNAIRE FOR COMPLETION BY EDUCATORS IN THE PRIMARY SCHOOLS

Notes:

1. Please do not write your name on any of these documents.
2. Completion of this questionnaire is anonymous.
3. Unless otherwise indicated, please indicate your answer by making an X in the appropriate section.

SECTION A

BACKGROUND INFORMATION

Place X as appropriate

1. Race: White
 African
2. Gender: Male
 Female
3. Age Range: 0 - 29 years
 30 - 39
 40 - 49
 50 +
- 4.1 Do you have any formal training in special education?
Yes
No
- 4.2 Highest professional qualification:
Certificate
Diploma
Bachelor's/Honours/B.Ed
Masters / Doctorate

4.3 Should all educators be required to obtain qualifications in inclusive education? Give reasons.

5.1 Does your school have special facilities for learners with barriers.

Yes

No

5.2 Do schools require special facilities for learners with barriers. What facilities do they require?

SECTION B

Listed below are a number of attitudinal statements. Please read each of the following statements and then rate each one on the scale provided for 1 - "Strongly agree", to 5 - "Strongly disagree". For example, if your answer to a question is "agree", you should make a cross under number 2 next to the statement, etc.

NOTES:

1. The scale is arranged as follows:

[1]	SA	Strongly Agree
[2]	A	Agree
[3]	DK	Don't Know
[4]	D	Disagree
[5]	SD	Strongly Disagree

2. Terms used

"Inclusive Education" refers to schooling that accommodates every child irrespective of disability and ensures that all learners belong to a community.

"Learning barrier" / "Learning Disability" refers to a condition associated with the nervous system which interferes with the capacity to master a skill such as speech, writing and calculation with numbers.

HUMAN RIGHTS		SA	A	DK	D	SD
1.	Inclusive education promotes cultures that welcome, appreciate and accommodate diversity.	1	2	3	4	5
2.	Children should not be devalued or discriminated against by being excluded because of their disability or learning barrier.	1	2	3	4	5
3.	Inclusion and participation are essential elements in the realisation of human dignity.	1	2	3	4	5
4.	Every child has the right to education and must be given the opportunity to achieve and maintain an acceptable level of learning in the mainstream school.	1	2	3	4	5

ACADEMIC EDUCATION		SA	A	DK	D	SD
5.	Children do better academically and socially, in integrated settings.	1	2	3	4	5
6.	Only inclusive education supports a uniform education and training system for all learners.	1	2	3	4	5
7.	Given commitment and support, inclusive education is a more efficient use of educational resources.	1	2	3	4	5

SOCIAL EDUCATION		SA	A	DK	D	SD
8.	Inclusive education improves social integration.	1	2	3	4	5
9.	Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.	1	2	3	4	5
10.	Inclusive education builds a rehabilitative and supportive society.	1	2	3	4	5