The experiences of the physically disabled students in the TVET College

By

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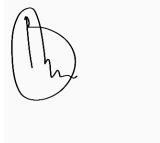Student: Sizwe A. Mbense

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SUPERVISOR'S STATEMENT

I, the candidate's supervisor, **agree/~~do not agree~~** to the submission of this thesis.

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ACKNOWLEDGEMENT

DEDICATION

I would like to dedicate this research report with much appreciation to my late Mother and father who always believed in me, P.N. Mntambo who took care of me timeously and the rest of my family.

ACRONYMS

TVET	Technical Vocational Education and Training
ICE	International Council of Education
DOE	Department of Education
DHET	Department of Higher Education
FET	Further Education and Training
MOU	Memorandum of Understanding
DOH	Department of Health
PM	Public Management
PhD	Professional Higher Degree
NVDA	Non-visual Desktop Asses
IT	Information Technology
NSFAS	National Student Financial Aid Scheme
NCV	National Certificate Vocational
NQF	National Qualifications Framework
RSA	Republic of South Africa
UNC	United Nations Conventions
UNESCO	The United Nations Educational Scientific and Cultural Organization
WHO	World Health Organization
SWD	Student with Disability

NATED	National Assembly Training and Education
RSA	Republic of South Africa
UK	United Kingdom
HEI	Higher Educational Institution
NDS	National Disability Strategy
DSU	Disability Support Unit
JAWS	Job Assisted with Speech Software
KZN	Kwazulu-Natal
IDS	Integrated Disability Strategy
CHE	Council of Higher Education

ABSTRACT

The aim of this study was to investigate the experiences of students with disabilities in a form of a case study at a Technical Vocational Education and Training (TVET) College with more focus on the factors that impact both negative and positive in their studies. The study had four research participants who are physically disabled students in the TVET College, two with multiple disabilities and the two with visual impairments. The study employed the social model of disability with an inclusive method to education.

The methodology used in the study is a qualitative approach within a critical paradigm. Interviews, life histories, pictures and observation are the methods used to collect data and ensure a better understanding of the case in the TVET College in question. The themes within the data were analysed through the thematic content analysis.   Implicit and explicit ideas within the data were revealed. The findings were classified into three developing themes of othering, academic ableism and poverty which were established by some minor themes.

Through the study, it was found that students' individual attitudes such as self-determination, self-advocacy, being positive and intrinsic motivation were the main enablers for learning and the parental and lecturer care was found to be the facilitators of success, development and improvement. Physical, economic, social and epistemic were the main barriers to access and success. These findings were descriptive of forms of subjugation and side-lining of an ableist TVET College.

Students with disabilities were labelled as abnormal as they were expected to do like their able-bodied peers without assistive devices. It was not considered that the environment was also a barrier that prevented them from moving the college buildings. The impaired students were referred to as "other." They were subhuman, disempowered and devalued. The negative attitudes of peers were identified as the main barrier to their learning experiences.

When I embarked with the study it was recommended that the TVET College assist the students with disabilities by providing the suitable learning materials, providing resources and developing inclusive attitudes among both staff and students funding, inclusive education training for the lecturers as per legislation, accessible buildings, flexible curriculum that that economic matching.

CHAPTER 1
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

In this chapter, I will introduce the study, give the background of the study that will tell more about the research phenomenon, the rationale that motivated me on studying about the experiences of the physically disabled students in the TVET College and concise background of the environment where the study was conducted. The research design will also be covered in this chapter. The chapter also contains a critical research question and research objectives to be covered. The dissertation structure is then outlined and lastly, there is a conclusion of the chapter.

1.2 Background of the study

Before 1994, democratic elections South Africa was the undemocratic country that was governed by the apartheid government. New educational policies and practices, which never existed before came into existence. The system of education was restructured, by the new government to generate and apply new policies and practices that had high access to education for all, without discrimination, and equality in education (Taylor, 2009). Berkvens, Van Den Akker, and Brugman (2014) specified the policies declared that no child should be denied access to education, regardless of their socio-economic status, physical condition, race or gender. All students including those with disabilities should be offered education. The International Council of Associations for Science Education (2013) as cited by Ngubane-Mokiwa and Khoza (2016) agreed that admission to quality education is an essential right to all.

The old medical model of disability system advocated that the disabled students should be taken to poorly resource special school with employment mismatching curriculum. Irrespective of democracy achieved in South Africa and the policies mentioned above, students with disabilities are still disadvantaged because they attend special schools even if they can make it in mainstream education. The fact that they are disabled automatically deprive them. Special schools are classified by Takala (2007) as schools made to help children with special needs in their studies and adaptation in schools. Takala (2007) continues that the primary aim of special schools is to help and support the child during the learning process. The fact that students with disabilities had their own schools was viewed as discriminatory (Takala, 2007), because they were not given

exposure to a diversity of learners. This exclusion goes a long way, as the students are not in a diverse class, they lose communication skills. Student with disability fail to communicate with their colleagues when they are in the working environment. In 2001, the then Minister of Education, Kader Asmal, launched a paper (White Paper 6), Building an Inclusive Education and Training System, which called for the application of what was an international development: "Education for All" by 2020 (Department of Education, 2001). This introduced inclusive education as a new route to address past discrimination against people with disabilities. Engelbrecht (2006) clarified that inclusive education in South Africa was introduced to eliminate past discriminations and to construct a free democratic society.

Inclusive education is the term used for a non-discriminatory education system and the integration of disabled students in mainstream classrooms (Engelbrecht, 2006). Green (2007), inclusive education is the promoter in the education field towards the credit of human rights and promotes a tendency to education for all. Understanding the experiences of the physically disabled students in TVET College will assist the college to close the existing gaps. The study will serve as an advisory document to the Department of Higher Education and Training (DHET), leading the TVET Colleges, on the essential alterations vital in its curriculum policy documents.

1.3 Focus and purpose of the study

The study is focused on the TVET College that has enrolled the physically disabled students. The main aim is to know the experiences of the enrolled students in the college as the college is the higher educational institution. The institution started enrolling these students in 2015.

1.4 The Rationale of the Study

I am working in the Technical Vocational Education and Training College at King Cetshwayo District in KwaZulu-Natal as the Diversity and Inclusive Education Support coordinator under the curriculum department. Some of my responsibilities are to negotiate training interventions with the surrounding stakeholders, public and private sector. My other responsibility is to ensure that new programmes and training projects are initiated in the institution based on the public and the private sector needs. The college has the Memorandum of Understanding (MOU) with the Department of Health to provide in-house training for the department employees. It was through

this project that I was afforded an opportunity to be National Marker for the Public Management N4 subjects in June 2014. I saw a script of a student, written '*the candidate is blind.*' I was thereafter triggered to know how the student learnt up to the examination point. In September 2014, the chairperson of People with Disabilities from the local municipality, who is also blind, visited my office to enquire about the learning opportunities for people with blindness in this institution. He comes with 10 potential students with a visual impairment who was keen to study in this institution. They all had the grade 12 qualification. I started my basic research for the basics of the project to start in 2015 by visiting many places searching for information and resources, as the project was new for the college. In one of my visits, I visited the Department of Health offices in Durban where I met, a Head of the Department, a gentleman who was born blind. The gentleman was pursuing his PhD and his wife who is also blind has an Honours degree in Social Sciences. She is a social worker and founder of blind school in Pietermaritzburg. That was interesting for me as I could not imagine a blind person going that far. They informed me about a school for the blind in Pietermaritzburg (Arthur Blackwell Blind School) where I could get further guidance and resources required.

I scheduled an appointment with the principal of that school. The school principal was willing to provide voluntary mentorship and also get the project started. As part of mentoring, the principal recommended that I should try to get the disabled lecturer, preferable a visually impaired lecturer as most of the students were visually impaired. I took the advice. The lecturer from Gauteng who is blind was interviewed and appointed. She had an Honours degree in Education.

The second challenge was with the resources, they were not in place which called for another visit. The college team of three, including me, visited a Society for Blind and Deaf in Pietermaritzburg. As we arrived at school, we were blind-folded and taken around the campus to feel the pain of being blind. After that session, they informed us about resources that can be downloaded for free from the internet, such as non-visual desktop assess (NVDA) software which can be installed on the computer. The software helps to read the document for the student once inserted in the computer. It was thereafter installed on the computers with by an Information Technology (IT) person of the college. That was a further achievement for the project. In January 2015, 12 students were enrolled for the Public Management programme, a programme leading to diploma qualification. The student must have a matric certificate in order to qualify for enrollment in the

programme. The programme is semester-based starting from N4-6 over the period of 18 months with National Student Financial Aid Scheme (NSFAS) which pays for their tuition, accommodation, books, human assistance and learning devices such as personal laptop, braille printer, recorder, talking pen, talking calculator and more needs that arise during training. The student is thereafter required to get other 18 months in-service training to qualify for the national diploma. That was such a huge success for the college. In 2016 the college also enrolled the visually impaired students in the National Certificate Vocational programme (NCV), business studies. The requirement for enrollment in this programme is grade 10. The entry-level is the National Qualifications Framework (NQF) level 2, the exit level is NQF 4. This one student was not enrolled as part of the project but formed part of an inclusive classroom which was scary to the involved lecturers due to non-exposure. The number of students with a disability has thus increased gradually over the years.

The difference with NCV is that the student exit with experience which makes him/her employable. As it was for the first time the college had such students the college decided to have separate classes for them to try and give special attention except for the only one who was doing NCV programme, the college could not have the separate class for him. The lecturers were reluctant to enrol the NCV student. However, the college management influenced them and referred to the South African constitution that promotes equality and quality education for all (RSA, 1996). The student was thereafter enrolled which meant a transition in normal teaching practices of the lecturers to accommodate the student. The number of disabled students has increased since then.

This was the first college to practice inclusion in the KwaZulu Natal province which made it difficult to get assistance when having difficulties. In this study, I want to know the positive and the negative experiences of our students so that the programme can be sustained and be able to advice other educational institutions that are scared to practice inclusion as it was the case with the college in question. Furthermore, I want to answer my research questions.

Kapp (1991) argues that physically disabled students require education that suits their needs for them to fulfil their studies otherwise they will fail and feel demotivated. It is for this reason that I want to know the quality of education received by the students in question. The teachers of disabled students require special training (Jones, Youngs, & Frank, 2013). My aim is to find out

which training did the teachers of disabled students get to meet the needs of their students. I also seek to understand if the suitability of the training received about the lecturers if there is any. The physically disabled students require special resources (Palmer, Gildea, & Kingsbury, 2005), for example, braille for the visually impaired. I want to know which resources are available in the institution and how do they assist them. I want to know how suitable the infrastructure is for the students and get their voices as their slogan says "Nothing about us, without us".

1.5 Types and cases of disability

In this document, I have unpacked the types of physical disabilities as they hinder the students in the TVET College in their studies. The United Nations Convention on the Rights of persons with Disabilities defined disability as:

> "*Disability is an evolving concept and that disability results from the interaction between persons with long-term physical, intellectual and sensory impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others* (UN General Assembly, 2006, p. 1)".

1.6.1 Physical impairments

The physical impairments can be acquired during birth or can be acquired as the person grow due to some diseases. There are physical impairments that are visible and their others are not visible, fluctuating or sporadic, chronic, progressive or stable. A physical impaired person may seek the assistance to use some assistive devices for assistance with mobility, for example, a wheelchair, walking stick or crutches and the learning assistive device in this matter. Physically-impaired also involves the people who require some adaptations to be made in order for them to contribute fully in society (Nazarov & Lee, 2012).

1.6.2 Visual disability

There are many factors that can cause visual disability, including disease, hereditary illnesses and accidents. The visual disability may result in short-sightedness or total blindness differing in their needs as their level of impairment differs. The causes of visual disabilities may include cataracts, diabetes (progressive blindness) and retinal detachment (loss of vision) (Nazarov & Lee, 2012). These were some of the causes of visual impairments in TVET College.

1.6.3 Albinism

Although albinism is not a disability the student might struggle in the classroom, it is an inherited condition. The main symptom is that the person does not have the normal colouring of the skin, hair and eyes. They usually develop visual impairments (Braathen, 2005). As they lose sight they could not see the board and could not cope with the severe sunlight as they easily develop skin cancer. According to African myths and superstitions, albinos vanish during theirs.

1.7 Theoretical and conceptual frameworks

There are four models of disability: the rights-based, rights-based, social and medical social models. My study will employ the social model of disability. This model regards disability as caused by the organization of society. The medical model uses the medical practitioners to focus on what needs medication attention not what the person needs, as a result, there are too expectations created and that leads to people with disabilities to permanently depending to the so-called normal. They choose them and control their lives (Kaplan, 2000). If the barriers are removed, disabled people can enjoy independence in society control over their own lives. This thesis will also use the inclusive model of education.

1.8 Legislation on disability

The constitution of South Africa is the supreme law. The South African Constitution (South Africa, 1996, Section 29), provides for the funding of the TVETs in South Africa including governing and assessing them.

The Education White paper 6 (2001) Inclusive Education, Educational institutions are obliged to provide for an equal educational opportunity to all learners including youths with disabilities (DOE, 2001). The 2006 United Nations Convention on the Rights of Persons with Disabilities reaffirmed that all people with disabilities should have the human and fundamental freedoms equal with others, and classifies extents where editions to be made to allow people with disability to effectively apply their rights (UN, 2006).

There is less consideration, less education, less stimulation, inadequate medical assistance, poor upbringing and sometimes no nourishment compared with other children for persons with

disabilities (Oliver, 1996). Tthere should be acknowledgement of and campaign of equal treatment of youth and the preferment of a gender-inclusive approach to the progress of youth, where the social effects of gender, disability, and the influence of sexism and the particular conditions of young women are recognized" (UNESCO, 2001, p. 6).

The White Paper on Rights of People with Disabilities (DSD, 2015), persons with disabilities have the constitutional like all the South African citizens therefore both citizens and the educational institutions should collaborate to seek for the creation of a caring and inclusive society

The South African Schools Act No 84 of (1996), the White Paper 6 of (2001) on Special Needs Education creating Building an Inclusive Education and Training System in combination with the White Paper on the Rights of Persons with Disabilities (2015) arose from the social model of disability. The White Paper on Disability clarified that "All the disability policies and acts were conditioned to embrace inclusion, equity and equal access across the education setting for learners with disabilities" (DSD, 2015, p. 31). In this study, the social model of disability and the inclusive model of education have been chosen to direct this study, due to its relevance to disability.

1.9 The Context of TVET colleges

The TVET come after further education and training colleges (FET). It abbreviates the Technical Vocational Education and Training. The programmes offered in these higher educational institutions are vocational or occupational by nature. The student obtains education and training that will make the student employable upon completion. The programmes are in a specific range of jobs or employment possibilities (DHET, 2013). Some programme requires a lot of theory yet others require more practice. The programmes are classified as business and engineering. There certificates that lead to a diploma and there are programmes that lead to certificates.

Most of the students qualify for admission to a University of Technology to further their studies for the degree purpose at an advanced level in the same study field as they were studying at the TVET College after completion. The public TVET Colleges were formulated and functioned

under the guidance of the Continuing Education and Training Act 16 of 2006 and exist under the Department of Higher Education and Training (DHET, 2013).

Higher Education and training minister, Dr Blade Nzimande stated on 16 January 2014 that there was no national policy on disability to monitor education and training institutions in the post-school area. Each educational institution had to implement the policies to deal with a disability as a sole entity. Each educational institution had to allocate the resources within the institution according to their needs, as levels of commitment toward disabled people is not the same, it varied considerably between institutions. The minister, Dr Nzimande criticised the poor enrolment of students with disabilities in the colleges, irrespective of the fact that the bursary funding for learners with disabilities was provided.

1.10 Definition of terms

1.10.1 Disability

The disability may occur due to many causes like cerebral palsy, epilepsy, being blind or physically impaired. It may entail social limitations accrued by the disabled person. The disability may be categorised according to the medical model and the social model methods to disability which assumes that the cause of disability lies within the student whereas the social model considers the impact of the student's environment (Seale, 2013). According to the UNCRPD (UN General Assembly 2009, p. 1), disability emanates from "the contact between people with impairments and attitudinal and environmental obstructions that impedes their full and real participation in society on an equal basis with others."

As a researcher, I intend is to investigate the inaccessibility and barriers using the environmental definition of disability in this study. Disability is viewed as "the connection between an impairment individual and an environment that is not adaptable. Disability is viewed as the possessions of the environment and not the person" (Oliver & Barnes 1998, p. 18).

1.10.2 Impairments

I have used impairment in this research study as "a condition of the body or mind, such as lacking a limb or being partially sighted" (Burchardt, 2004, p. 736). Impairment is known as a component of an individual whereas the environment regarded as motionless and impersonal. The individual is expected to modify to fit into society. Impairment can be regarded as a biological function,

while disability is the social reaction to people with impairments. "Impairment is actually the cause of disability and the difficulties encountered by people labelled disabled" (Barnes, 2010, p. 4).

1.11 Barriers to learning

According to The World Health Organization (2001, p. 214), the barriers are defined as "aspects in someone's environment that, due to their non-existence, minimise the functioning and construct disability."

This research study refers to a barrier to learning as whatever stands in the way of a student against effective learning (Borland & James, 1999). The person with an impairment is usually disabled by the surroundings that are inaccessible. Some students have more than one barrier to learning throughout the education cycle.

1.12 Access and success

1.12.1 Access

The concept of physical access talks to matters regarding how easy it is to get to the classroom or move around, whilst epistemological access is about how suitable the curriculum in regard with the level of terms, language and content furthermore social access refers to other activities and accountabilities that each student have, comprising of their socioeconomic conditions (Dhunpath & Vithal, 2012).

1.12.2 Success

This concept in this study may have vast dimensions for SWDs. basically, for SWDs, it may involve meeting academic achievements e.g. passing one class and moving to the next class.

1.13 Research Questions

- What are the experiences of physically disabled students in a TVET college?
- How does learning take place for physically disabled students in a TVET college?
- Why do the physically disabled students in a TVET college experience learning the way they do?

1.14 Research objectives

- To explore learning experiences for physically disabled students in a TVET college.
- To understand learning experiences for physically disabled students in a TVET college.
- To understand why learning for physically disabled students in a TVET college happens the way it does.

1.15 Location of the study

This study was done in the TVET Colleges located in the KwaZulu-Natal province of South Africa, King Cetshwayo District. The college is in the semi-urban area with electricity and the running water. The total enrolment of the students for all the programmes is about 2000. It is an estimation because some students are doing short programmes so they come and leave timeously. The college has the hostels for the students that accommodate 1250 students. The rest of the students stay outside the college using public transport, (the buses and the taxis). TVET College offers two main programmes and the short courses programmes simultaneously, which are National Certificate Vocational (NCV) and National Assembly Training and Education Department (NATED).

1.16 Research Design, Methodology and Paradigm

This study is a case study of the physically disabled students in TVET College. The study used a qualitative approach method within an interpretive paradigm to generate data on the experiences of physically disabled students in a TVET college. These students were selected as participants to gather the outcomes of this study which used semi-structured interviews, observation and focus group. The main aim of the study is to explore the experiences of physically disabled students in TVET College.

1.17 Structure of the Dissertation

This study has five chapters:

Chapter 1-In chapter one the reader is orientated on my intentions as the researcher to conduct a study on the experiences of the physically disabled students in a TVET College. This chapter initially provides a solid background to the study, the focus and purpose of the study as well as

the rationale as the justification to conduct the study. It sketches the research question. In summary, it outlines the research method used in this study, to orientate the reader to the research methodology of the study.

Chapter 2-This chapter expatiate on the literature review on the experiences of the physically disabled students in the TVET College. It has subsections that discussed the preferred terminology to refer to people with disability. It gives an understanding of inclusive education as a system in education. It further elaborates on the theoretical framework that unpins this study which the social model of disability.

Chapter 3-The methodology to be used is discussed in this chapter, research approach, paradigm, participant selection, data collection plan, and limitation of the study. The issues of validity and trustworthiness are also discussed.

Chapter 4-The data gathered through observation, semi-structured interviews and the focus group of the physically disabled students in the TVET College is provided and analyzed in this chapter. The findings were analyzed and interpreted using the social model of disability as the theoretical framework for the study.

Chapter 5-The findings and understanding of the study are stated in this chapter. The recommendation is made to close the existing gaps, and conclusion of this study is provided.

1.18 Conclusion

In this chapter the important factors have been outlined such as, the background of the study, Focus and purpose of the study, Types and causes of disability, Access and success, Legislation on disability, Theoretical and conceptual frameworks, The context of TVET colleges The definition of experience, 13 Research Questions and the research objectives, Location of the study, Research Design, Methodology and Paradigm, Structure of the Dissertation
This study has five chapters.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the background to the study; the rationale for exploring the experiences of the physically disabled students in the Technical and Vocational Education and Training (TVET) College. It has also specified, the research questions and the objectives to which the study aims to respond. It has in summary, provided a methodology on which the study is grounded. This chapter is based on the literature review of this research. It is important to do a literature review to distinguish the gaps and also the issues that need to be highlighted in this phenomenon. what has been researched from what still needs to be researched by Hart (2018). The chapter reveals what has been done about the students with disabilities both in national and international in higher educational institutions. Disability has both national and international history, as a result, some of my readings and citations will be very old with an attempt to cover history and background of disability.

2.2 EXPERIENCES AS A PHENOMENON IN THIS RESEARCH

Experience is the information of an occasion obtained through participation in it (Flook, Repetti and Ullman, 2005).

According to Khoza (2015) experiences are categorised into three levels namely; self-experience, informal experience as well as formal experience. Khoza (2015) defined self-experiences as an experience that puts the individual teacher at the core of the teaching context. Metzinger (2000) concurs with Khoza (2015) in unpacking self-experience as those experiences that consist of a state of individual perception to shape one's own state of reality. Furthermore, Jansen (2001) outlined that self-experience for teaching constructs a context that assists teachers to create their own exceptional individual identities. This suggests that self-experience is determined by one's individual aptitude to process information and to store it. However, the informal experience is defined as the experience that put society at the core of the teaching contexts (Khoza, 2015). McHugh& Bozikovic (2017) further defines informal experiences as those experiences that are interpreted and created socially via the ideas of other people. However, Kraft and Gilmour (2016) are concerned that informal experiences can take up a lot of time as teachers try to accommodate

all learners compare to other experiences. Moreover, the formal experience is an experience that places discipline or profession at the core of teaching and learning context (McHugh, 2017). This teaching experience is also influenced by performance or vertical curriculum where the intellectual field has more privilege than other fields (Khoza, 2016). Seemingly, teachers seek to use their experiences in order to understand the deal with challenges which relates to language transition when teaching natural sciences and technology in grade four as they transit from using their mother tongue language as the medium of instruction.

I am the South African citizen so my research is based on pre-1994 democratic government and post 1994 apartheid government in South Africa. In my practical observation as the disability coordinator in the higher education and training institution, I have observed that the voice of with disabilities is missing, they are not represented for example in the student leadership there are no disabled students who represent them in an academic board meeting where operational decisions are taken. Hearing their voices would help the institution to have the answer to my research questions. The different types of physical disabilities are spina bifida, traumatic paraplegia and quadriplegia, traumatic brain injury, post poliomyelitis, muscular dystrophy, multiple sclerosis and ataxia (Landsberg, Kruger and Swart 2016). The common needs arousing from the physical impairments are psychosocial needs, mobility, loss of sensation and pressure sores, incontinence and other implications.

There are values and principles in various policy documents relevant to people with disabilities such as the Integrated National Disability Strategy (Office of the Deputy President, 1997), the Education White Paper 3 on the higher education transformation system (DOE, 1997a), the Education White Paper 6 (DOE, 2001a) and the National Plan for Higher Education (Doe, 2001b). The approach of the South African government on physical disability from a social model. The white paper six of 2001, inclusive education policy talks to reasonable accommodation and diversity in the educational sector. It emphasizes that there should be a reasonable accommodation in education irrespective of ability and disability. My argument is the policy is not in practice in the higher educational institution more especially for the physically impaired students. On admission, the student has to wait for three to six months for the funding of learning devices from the National

Student Financial Aid Scheme which disadvantage them in terms of learning and classroom performance. Secondly, the South African constitution of 1996 declared education as the human right but this is impossible without proper provision of resources and the assessable infrastructure for the disabled student and learners.

Matshidiso (2007) argues that students with disabilities are given formal rights and not the actual rights or rights in practice. The rights of disabled students in higher education are not real rights. Howell (2006) agrees that there is no provision given to students with disabilities in higher educational institutions. This is failing the students with disabilities in the higher education sector. Blundell & Society (2010) argue that due to the missing voice of the disabled students in higher education their experiences are not known. I agree with the researchers, to emphasize that, we are not sure whether to call them disabled students, challenged students, impaired students, students with disabilities or students leaving with disabilities. This is because their voice is missing otherwise, we would know how to call them. Oliver and Barnes (2010) also agree that there is a lack of information about our disabled students in higher education. Institutions need to get information for the disabled students from them otherwise the gap will never be closed (Tinklin & Hall, 1999).

I am geared to conduct my research due to experiences experienced by our physically disabled students in TVET College. Steyn (2018) put emphases on the medical model of disability that is still dominating in South Africa against human rights as laid in the South African constitution. Most of the higher educational buildings are old and were inherited from the apartheid government which make them inaccessible for the physically disabled students. Cutter et al. (2008) advocate that emancipatory research approach should have an emphasis on environmental obstacles, and must highlight the information and understandings of people with disabilities. Most of the research done about disabled students failed to involve them. My research will differ in a way that my research participants will be the students with disabilities. I want to get the information from the horse' mouth that will be accurate.

The Department of Higher Education and Training is the new department that comprises of Universities, Sector Education and Training Authorities, Adult Education and Training. Very little research has been done in terms of disabilities, most of the activities are still left with the

Department of Basic Education and Training as the TVET colleges were inherited from the department of basic education and training. My study seeks to identify the gaps in the TVET sector as the new sector under the Department of Higher Education and Training

Lavay and Sport (2016) agree that learning disabilities are hard to define because they are poorly understood by the general public and other educational professionals and some cannot be seen by the human eye. Smith & Strick (2010) argue that the confusion about understanding the term 'learning disabilities' is that it does not refer to a single disorder, but there is a wide range of handicaps that affect areas of performance. In addition to this, learning disabilities cannot be traced to a single cause.

2.3 THE DEFINITION OF EXPERIENCE

The study by Dewey, (1925) was mainly used to create understanding about the term 'experience'. Within the field of experiential learning (Dewey 1925) could be said to be a leading authority in this field. McCarthy and Wright (2004) agreed that "experience marks the heart of Dewey's work" (p. 64). He defined experience as what affects one's life personally as a result of acquiring new information through the experiential or experimental approach of the mind (Dewey, 1925). As experience is a process, he proposes that it is not 'ready-made' (p. 45) but needs someone to be involved in the process of learning. It is an outcome of what one's exposure (Dewey, 1925). He further expressed that experience relies on how someone interprets the knowledge and information acquired, grounded on his/her background and personality (Dewey, 1934). This implies that a person's background tells how one understands the existing situation based on the past involvements or experiences

In the work context, experience refers to previous work-related knowledge and skills learnt over a period of time useful to the existing employment (McDaniel, Schmidt, & Hunter, 1988). Generally, the experience is the main source of knowledge (Einstein, 1956). It is a great teacher (Julius Caesar, 40 BC), is not what occurs to someone but what one does with what happens to him or her (Huxley, 1998). McCarthy and Wright (2004) regarded experiences as shaped to discover new knowledge.

Dewey (1925) avowed that experience is what notifies one's conclusion about the existing situation. It could be settled that experience impacts on a person's choice for the future. In this regard, the students are adults and have life experiences. It is advisable that the lectures for these students get the background and the personal experiences of such learners so that they know what is known by the students and their capabilities.

2.4 'PEOPLE WITH DISABILITY' OR 'PEOPLE LIVING WITH DISABILITY,' WHICH PHRASE TO USE?

Some debates have taken about the correct phrase to be used between 'people living with disabilities' and 'people with disabilities.' The 2010 sixth annual American Psychological Association (APA) on the dignified phrase to use be used, was agreed that the latter term 'People With Disability' (PWD) was favoured as it identifies a person first before disability (Beauchamp-Pryor, 2011). The South African Disability Rights Movements distinguishes "disabled" people and 'people with" disabilities". It is emphasised that the person should come first not the (Mégret, 2008). The rearticulate 'living with disability' suggests "disability" to be an illness or disease.

Disability is not an illness but dysfunction of some part of the human body (Yeo and Moore (2003) specified that persons with disability do not like being sympathised nor being treated specially as they are not sick. Some live a better life compared will the able-bodied. In fact, disability is not a problem of a disabled person but just a human creature (Vaughan, 2009). Distinguishing a people or person first by using 'person with disability' (PWD) is vital while networking with these people or having a conversation with or about them. It shows that you see them first than disability comes after. Furthermore, it is important to involve them in decision making to be sure that the correct phrase is used. They are always available for their input.

2.5 TVET COLLEGES CURRICULUM ON INCLUSIVE EDUCATION

The FET act (1998) advocated for the establishment of the Further Education and Technical (FET) which latter changed and called the Technical Vocational Education and Training colleges (TVET). TVET colleges arise from a colonial and apartheid period that provided academic training to craftsman and artisan training. The Minister of Higher Education and Training, Dr Nzimande declared in the FET conference of 2014 that the name was to change from Further Education and

Training to Technical Vocational Education and Training (TVET) colleges (Dlamini, 2014). This was in line with the new curricula that is vocational education and training other than artisan training and development.

There are two curricula concurrently offered in the TVET colleges which are, The National Assembly Training and Education Department (NATED) programmes beginning from N1-N6 on Business and Engineering studies. The student who has passed grade nine can enrol for N1 programme as N.1 is equivalent to National Qualifications Framework 1 (NQF.1) and proceed up to N6. The student with matric certificate can enrol for N4 and proceed up to N6. Upon the completion of N6, the student should do 18 months of in-service training to qualify for the diploma. The NATED programme was to be eradicated in 2007, the feeling was that it was not uplifting the economy of the country and had to be replaced by the new curricula known as National Certificate Vocational (NCV). This new curriculum was introduced in 2007 to start from the National Qualifications Framework (NQF) level 2 to NQF level 4. The curriculum was developed for all students who possess a grade 9 qualification (Ansah & Ernest, 2013) to start vocational education and training. Makinana (2012) clarified that it was an advanced grade 10-12 qualification to retain students in colleges so that they can leave TVET Colleges at the age of 18 years when equipped for a vocational career. Makinana (2012) highlighted that there has been a large sum of money budgeted for TVET Colleges for practical training of students within the vocational education sector.

Before the introduction of the National Certificate Vocational (NCV) curriculum the Minister of Higher Education and Training, Dr Blade Nzimande made the below announcement:
"Department's highest priority is to strengthen and expand the public TVET colleges and turn them into attractive institutions of choice for school leavers. … Key objectives in strengthening colleges include improving their management and governance, developing the quality of teaching and learning, increasing their responsiveness to local labour markets, improving student support services, and developing their infrastructure (Republic of South Africa, 2013)."
TVET Colleges have specific and attainable objectives. However, disability is not fully covered and accommodated in the plan. According to The South African Qualifications Authority (SAQA, 2007), the TVET college curriculum is meant to equip students with matching skills needed by the industry to uplift the economy of the country.

NCV curriculum in TVET colleges is meant to provide an answer to the importance of skills demand of the modern economy in South Africa SETA (2012, p. 26). The TVET curriculum aims at producing students who can close the gap of skills demanded by the country, it is not clear how will this purpose be archived the students with disabilities. It is also not clear on inclusive education and how this type of education should be implemented in TVET colleges. The White Paper 6 of 2001 only covers basic education. The Seoul Congress (2007) called the TVET Colleges to be reachable to all, which is in line with the idea of sustainable development (Berkvens, Van Den Akker, & Brugman, 2014). Powell (2012) emphasised that TVET Colleges have an important part to play in alleviating poverty in the country. The major role of each TVET college is to educate and train youth for the skills needed for the country's economic development while concurrently speaking to past apartheid inequities by giving excellence education to those who were previously disadvantaged (Badroodien & Kraak, 2006). Students with disabilities were also disadvantaged so they should be involved in the proposed developments. TVET College's curriculum does not offer anything to students with disabilities whereas they have to be accommodated by the curriculum. The voiceless identified in the TVET curriculum regarding matters of inclusivity demands for its amendment to provide for the needs of all students, abled or not.

Fraser and Maguvhe (2008) stated that a curriculum which does not meet the needs of the students will delay visually-impaired and the blind student from learning and fully participating in the learning intervention to their full potential. Jansen (2001) argues that South African policies are endorsed due to political agendas, without the voice of those affected. I agree with the statement. In my institution, we have been developing the disability policy without the involvement of the students with disabilities. A study conducted by Ngubane-Mokiwa and Khoza (2016) also agreed that, for TVET curriculum to meet the needs of the students with a disability, students voices should be heard, if students take are involved in the formulation of the curriculum, the curriculum could meet the needs of students. The TVET curriculum has such admirable goals of guaranteeing quality education for all students but it should be vocal on how students with a disability are involved and benefit from the curriculum. Understanding the curriculum will help in understanding the experiences of the physically disabled students during the curriculum desermination by the lecturers to the students.

2.6 POSITIVE RESPONSES BY HIGHER EDUCATION INSTITUTIONS

There is proof of positive responses to the needs of students with disabilities from the UK. Tinkling *et al.*'s (2004) study on policy and provision for disabled students in higher education in Scotland and England established that about 90 HEIs had structures and staff to care for disabled students. The other study about institutional attitudes to disabled students in HEIs in England and Wales in 2008 found passion and innovation amongst staff in determinations to advance the service provisions for disabled students (Harrison, Hemingway, Sheldon, Pawson & Barnes, 2009). Even outside of the UK, good experiences are stated. The study on the experiences of students with mobility disabilities in Cyprus, concessions and more time was given to the disabled students during examination time (Hadjikakou & Hartas, 2010). In a study of the experiences of disabled students in HEIs in Northern Ireland, students confirmed timely delivery of provision (Redpath, Keaney, Nicholl, Mulvenna, Wallace & Martin, 2013). In Namibia, Hugo (2012) and also in Tanzania (Tuomi *et al.,* 2015) there were positive experiences in the study reported.

Best practice was stated in teaching and learning in the sector of higher education (Fuller, Bradley & Healey, 2004; Madriaga, 2008). The Geography study for the disabled students' experiences, Earth and Environmental Sciences at HEIs, Hall and Healey (2004:23) report that:

> *"The most amazing finding is that more than half of disabled students, and as many as three-quarters of them, have not experienced the barriers related to the disability with different methods of teaching and learning. Even field inspections, where it could be predicted that the barriers to learning would be at a higher level, only one in five disabled students stated that they had experienced problems".*

About teaching and learning, there is an issue of assessment. Positive experiences were reported (Fuller *et al.,* 2004). Students at Waterfield and West's (2006) appreciated concessions for all formative and summative assessments, modules were spread over and allowing the course to spread over five years instead of the traditional four years. These findings are significant in stimulating undesirable preconceptions about the responsibility of society represented by the

social model approach to disability, not everything in society constrains the goals of disabled students. The outcomes also emphasized the importance of embedding inclusive cultures in HEIs. However, there are signs of inconsistencies and problems in the recent provision for disabled students.

2.7 CAUSES THAT LEAD TO THE POOR ENROLMENT OF THE PHYSICAL DISABLED STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

In this section, I will argue and address barriers that hinder disabled students in higher educational institutions. Most aspects to be discussed will be the culture of silence amongst the disabled students especially the blacks, the curriculum as the main carrier of content to be studied, the barriers amongst the society more especially those involved in the education of students with disabilities, accessibility and validity of information to the students with disability.

It has been proven that academic and social barriers can deteriorate teaching and learning more especially for the students with disabilities that is revealed by some research done in South Africa. Tugli, Zungu, Goon, Anyanwu, and Dance (2013) did an investigation on the students with disabilities in Limpopo Province. His findings agreed that academic and social barriers are the main course of poor performance and failure of students with disabilities in higher educational institutions. He further used his findings as a step towards the development of guidelines to encourage the placing of students with disabilities in higher educational institutions. He further recommends that the Department of Higher Education and Training should have policies that will suit the needs of students not only the institutions. Daniel, Naidoo, Pillay, and Southall (2011) agreed that before 1994 the department of education was divided into eighteen racial departments but not even one had the disability policy. At the moment there is no national disability policy for students in higher educational institutions but the institutions develop their own policies to suit them, not the learners as the consumers of policies. The disability policies should help to embrace disabled students in the higher educational system (Holloway & Society, 2009).

Tugli (2013) argues that policies should be developed to meet the needs of disabled students. The policies should cover from application, registration, admission, teaching and learning and residence

within the campus. The policies should be the policies of practice not only the policy for audit purposes. According to (Prinsloo, 2001) the students with disabilities face numerous problems in the higher educational institutions such as the policies do not protect their rights as the students, in fact, it's like the institutions are doing them a favour by admitting them. Prinsloo (2001) further stressed that students with disabilities are not accommodated from some educational programmes. From my experience, as the disability coordinator, I agree with the statement. Most of the students we have in our institution are blind and are doing Public Management. One of the subjects they do is Computer Practice from N4-6. The students do their computer Practice N4 using Jaws Software without a problem when they reach N5, they encounter problems because the system used does not read the graphs and mathematical symbols, as a result, the students fall apart. To counteract the situation the college, replace a computer subject with a theory subject. This is only happening for visually impaired students. Basically, this is exclusion as the students are given an exclusive curriculum. According to White Paper 6, inclusive education of 2001, the student with a disability should be included in the class and more support should be given to the student. The student should not be given the economic and employment mismatching curriculum. There should be one policy that will be used by all the institutions not that each institution develops its policy that suits its needs and leaves the students behind.

My argument is that the computer is very important for the visually impaired person as he or she does most of the things using computers, taking away computer is like taking away the part of the human body. In 1994 South Africa become a democratic country. In 1996 the new South African Constitution was endorsed which declared education as the right of all South Africans irrespective of ability and disability. In 2001 the White Paper 6, on inclusive education was endorsed which also declared education for all irrespective of ability or disability. According to White Paper six, the government systems of education should be changed to meet the needs of students. There should be an understanding that we learn differently as a result diversity should be accommodated in the educational institutions. The Council of Higher Education (2005) advocated that the constitution of South Africa value the education for the students with disabilities. More policy documents pertaining to disability such as National Disability Strategy were established.

From my experience, I agree that students with disabilities are still discriminated by the educational system. The concept of diversity in education needs to be unpacked. My

understanding of diversity is that people are different in terms of, racial groups, background, education, religion, gender, capabilities, abilities and disabilities. We should learn to love and respect each other irrespective of differences. Inclusive education should be supported otherwise it becomes a dump zone for those in need. According to (Vora & Quarterly, 2015) in the USA at the University of Texas, educational content is still a problem in most of the higher educational institutions. The content is not yet assessable to the students with disabilities investigated in the United Kingdom at the University of Gloucestershire that disability is the main barrier in higher education. The study strongly emphasized on social discrimination and constraints and inequalities in learning. Kendall discovered difficulties in an inclusive education setting in the university in the United Kingdom. The aim was to render qualitative findings to notify pending establishment (Goode, 2007). In these studies, the two models of disabilities i.e. social model and academic models were used. The finding is that disabled learners can do very well in their studies if barriers are eliminated. The barriers within the education system are disabling the learners e.g. if the campus has the ramps for the wheelchair users, the wheelchair users would easily access all the buildings without seeking assistance hence disabling disability within the student.

Gibson and Society (2006) also conducted research in disability in the United States of America, establishing that the culture of disability in the students with a disability played the major role in discriminating the disabled students and failing the inclusion. She suggests that policies be made to promote inclusive education and be practised. She further appeals for the intervention of relatives, students, schools and educational authorities for the silence to be stopped and eradicated at all. Disabled people should be involved in decisions pertaining to them since their slogan says "Nothing with us, without us".

Holloway and Society (2001) did research in the United Kingdom on a small scale into the experiences of students in the higher educational institution. Her endorsements were based on practices and policies. The semi-structured interviews were used as the data generating method with the participants. The methodology revealed each participant's experience in learning at a higher educational institution. Most of the experiences were discriminatory and marginalizing.

Vickerman, Blundell, and Society (2010) reported on highlights of the opinions and involvements of students with disabilities in the United Kingdom. The data was generated through interviews and questionnaires. The main aim was to hear the voice of students with disabilities in higher education institutions. Harrison *et al.* (2009) emphasized the shortage of embedding of disability matters in a more broad way within HEIs. Again, Fuller and Healey (2009, p. 176) capture this:

More support on a proposition to disabled students is still surrounded within deficit models. Universities in this project are still trapped in the custom of making alterations for disabled students as conflicting to making more practical supportive learning environments.

Other educational institutions do have Disability Support units but are of less assistance since they are not trained and they are not sure about their responsibility. There is no proper job profile for them. With the lack of information to make informed decisions, disabled students experience a lot of stress and anxiety and make it difficult for them to prepare for higher education learning. There is This resulted in the high drop rate of students with disabilities in most countries including the United Kingdom (Vickerman et al., 2010).

This also applies in the TVET colleges in South Africa, the buildings of the TVET colleges are very old and most of them were inherited from the former colleges of education that were built without considering the disabled students. At the beginning of each year, the minister of education tells the students to go to the TVET colleges only to find the infrastructure is not enough for the abled students and not suitable for the disabled students which create a nightmare for our students. Because of government legislation, the colleges are compelled to enrol students with disabilities. The outcome is that they get discriminated as they cannot assess information due to the shortage of resources, for example, the visually impaired students need special resources for their learning otherwise, and they fall out of the system. The wheelchair users need ramps otherwise they lose their dignity and confidence as they have to rely on other students for assistance. The National Skills Financial Aid System pays for the learning assistive devices and human assistance but very late. The student has to first apply for funding and wait before it is released. The students find it very difficult to cope without assistive devices. Most of the TVET Colleges are not the educators by the qualification, they were employed by the college because they are scare skilled. Mentoring is needed for the lecturers who are not the teachers by qualifications.

2.8 THE ASSISTANCE REQUIRED TO ASSIST DISABLED STUDENTS IN THEIR STUDIES

The research has been conducted by different scholars in regard to students with disabilities in higher education and training institutions. In this topic, I will look at the findings by Gentzel (McCall, 2013) to understand the factors that delay admission and completion studies for students with disabilities. I have covered the societal barrier, assess of information barrier, silence as the cultural barrier and the barriers within the institution to cover my research question.

McCall (2015) studied the successes of students with disabilities in different higher educational institutions study revealed the impact of informal contacts of the disabled student "Investigation that was resulting from in complexity consultation emphasized a series of familiar provision transitions that they applied in their transitions (e.g., self-advocacy, support from the family, high school peers and staff) . The study emphasized the informal support within the system of education. It was discovered that programs that inspire high levels of family contribution are more likely to intensify academic development, self-assurance, and progress and self-advocacy skills amongst our students.

McCall (2013) studied how students with disabilities can be retained in higher education. The main aim was to find the vital skills that are needed by the students for the successful completion of their studies. The data was generated using the semi-structured questionnaires and the focus group. The finding was that self-determination is important for their tertiary education (Gertzel, 2013). The author found that tertiary education needs more self-determination than secondary school education. The student needs to allocate time accordingly to read the text, assignment completion, note review and study without parental or teacher supervision irrespective of the busy destructive college life. The difference between the college and the high school life is that at the college environment requires students to organize their day and night and manage their time effectively. This dramatic change in individual independence combined with the mandate for critical thinking and self-governing education can be devastating for the students without self-determination (Gertzel, 2013)

Social relationships within the college are another significant influence that contributes to the achievement and success of students with disabilities in higher educational institutions. Pham and Murray (2016) studied and explored the relationship between the educators, parents or guardians,

the peer student and the mentors have the important role to play for the student with a disability to adjust in the post-school education. The outcomes showed that parents or guardians, educators, and the mentors contribute the most to refining the emotional, social and the school-based outcomes for these youth. It is suggested that "hard work to develop or advance youths' bond with adults, rather than peers, maybe more real at educating the youth with disabilities" (Pham & Murray, 2016).

The above articles can, therefore, be confirmed that students require self-determination abilities, family participation and care and also educator support to be fruitful in post-school education. "Disability should not be a problem to accomplishment but unfortunately, many sources admit that students with disabilities experience numerous challenges and obstacles in their educational environment" (Fuller, Healey, Bradley, & Hall 2004, p. 303). It is against this rearing that the articles were involved as a technique of recognizing success factors in Higher Education Institutions (HEIs).

Howell (2012) studied on behalf of the Council on Higher Education (CHE) and generated information about the different ways in which the higher education and training institutions should work to upturn admission for students with disabilities. The combination of surveys and interviews method was used in this study. These methods helped by authorising researchers to classify a variety of practices in relation to disabilities. A social model of disability was applied in the study, as this model sees the states of the public with disabilities and the judgment that they face as a socially created phenomenon. They discovered that acceptable financial means are a key factor in producing a qualifying teaching and learning situation for disabled students. Also, individual approaches show an even more part in easing access and affirming equity (Howell, Chalklen, Alberts, & agenda, 2006).

The results mention the necessity to expand internal systems to recognise students with disabilities and their profiles, to know their needs, and to monitor the level to which these requirements are met at institutions.

2.9 ADULT STUDENTS WITH DISABILITIES AND EDUCATION

In this section, I will introduce research that was done in public education among adult students with disabilities as my research will be done with the TVET College students who are adults. Peerce (1995) stated that most adult students with disability experience educational difficulties. This is because most of them experience difficulties in their childhood and also come across discrimination. This results from insufficient educational opportunities for them. This specifies that disability is a specific system of a hindrance. Peerce (1995) also assumes that there is still imperfect research data on behalf of disabled persons' voices. It was established that most disabled people who developed disabilities from childhood had less chance of attaining a specialised qualification as adults; this is particularly the case for women. The increasing importance of TVET College courses can contribute to answering to the previous institutionalized education of students who need to learn the expertise of self-advocacy and basic literacy. Preece mentioned equivalent opportunities in adult education for students with disabilities. She used the themes of incorporation, self-respect, enablement and consultation to support this call (Preece, 1995).

Nuwagaba, Rule, and Society (2015) researched the attitudes and involvements of adult students with disabilities about education in KwaZulu-Natal. The study drew on an interactional model of disability and an emancipatory action research approach. Adult students with disabilities were involved in steering the research. The study disclosed that "Adults students with disabilities had mostly bad experiences of education than children with a solid aspiration to learn as adult students with disabilities".

Nuwagaba et al. (2015) discovered blockades to learning that students with visual impairments face about microfinance in Uganda. They established that the students with disabilities are discriminated against by able-bodied society in the context of microfinance. Seeing these blockades as difficulties can lead to poor participation in learning and the violation of the constitutional right to education. The barriers that they classify are connected to the social model of disability.

In this section, I will unpack inclusive education. According to White Paper 6 (2001) inclusive education advocates for equal education for all irrespective of ability and disability. Educational

systems should be changed to address the diverse needs of students. "Inclusion has been well-defined as comprising a number of important viewpoints, policies and practices such as dropping every obstacle to learning and involvement for all students including those with disabilities and learning from efforts to eliminate obstructions to the access and involvement of students. The researchers paved a way for students with disabilities to articulate the blocks and chances that they experience in their studies. Although study conditions for students with disabilities have enhanced, sustenance for them is not yet rooted in all institutional policies and procedures (Blundel & Society, 2010) in the area of teaching and learning, too little has been achieved. The institutions of higher learning should involve their students with disabilities so as to be aware of the problems and barriers they encounter.   Such information will assist by providing stakeholders with views on the growth of that institution's policies and practices for inclusive education and also eliminate the conflict that arises between the students and the higher education and training institutions (Fuller, Bradley & Healey, 2004).

According to Ainscow, 2005,) inclusion is the main problem facing educational systems around the world. Ainscow (2005) suggests some levers that can contribute to enabling systems in a more inclusive direction. These comprise learning mindful with adjustment and learning how to learn from transformation. The hindrances would be seen more positively as stimuli for nurturing learning amongst adults' students with disabilities" (Ainscow, 2005). The author maintains that many of the obstacles met by students originate from predominant ways of thinking. The author interpreted inclusive education as an improvement that caters and welcomes diversity amongst all students. The writer further maintains that the main aim of inclusive education is to eradicate social exclusion as an answer to diversity. Education is a human right that does not need to be confiscated to any South African (Ainscow, 2005).

Ash et al., (1997) studied attitudes towards students with disabilities in three colleges of further education in the UK. They found that many non-disabled students are not conscious of the numerous matters facing students with disabilities at the colleges. Common interaction between disabled and non-disabled students is not extensive, although those who have to go to school with disabled students are sociable to them. Whilst non-disabled students intensively upkeep inclusive education, most view inclusion in the mainstream as dependent on the particular impairment of an individual. In my institution, we started the practice of inclusive education by having separate

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classes for disabled students. We knew that what we were practising was not allowed but we wanted to master disability. Our justification was that it is positive discrimination as we were doing it for the benefit of the students with disabilities. The challenge we have now is that when we try to integrate the learners, some staff members do not want them in their classes. Disabled and non-disabled students support the view that early social and educational contact results in greater mutual understanding, and is of benefit to all students (Ash et al., 1997)

2.11 THEORETICAL AND CONCEPTUAL FRAMEWORKS

In this part of this chapter, I will look at the theoretical and conceptual frameworks of this study. A theoretical framework can be assumed as a strategy or travel plan for a research study (Sinclair, 2007). It is a framework for concerned information to be researched and understood. The social model of disability is an important influence to our information and accepting of impairment and disability as suggested by disability scholars, students with disabilities and their actions (Barnes, Mercer, & society, 2005). I have selected this model as a framework for this study, with the impression of inclusive education in higher educational institutions.

2.12 The FOUR MODELS OF DISABILITY

The model of disability tells about the different perceptions of different peoples about disability.

Figure: 1-The disability models, adapted from Yokotani (2001)

Disability has four models that will be unpacked in this section and be used as the framework of the study. The public interpretations of disability have advanced from the impression of whole exclusion of students with disabilities, whereby the problem was seen as the student with disability's impairment or failure, to the model of inclusion where we all have equal access to the same services specifically educational services. The mindset of the public is viewed as the problem causing barriers which unavoidably disable people. The barrier-free environment would eliminate disabilities from the student with a disability because the student would enjoy independence, for example, the Orientation and Mobility training for the student with visual impairment would teach the student the basics of the environment and the student would be independent. Leone, Krezmien, Mason, and Meisel (2005) state that separation embraces out a model of punishment, diminishing and separation as society's response to disability and because this could occur to anyone.

2.13 THE CHARITY MODEL OF DISABILITY

The charity model sights students with disabilities as victims of their impairment. The main disadvantage of the charity model is that it perceives disability as a disaster. This model may lead to self-fulfilling prediction with disabled people feeling desperate and powerless to perform any societal duties (Brostrand, 2006). The Department of Social Development is even giving grants to such students.

2.13.1 THE MEDICAL MODEL OF DISABILITY

The medical model reflects students with disabilities as persons with physical sicknesses which need to be cured. The major problem of the medical model is that it needs students with disabilities to be normal and therefore sees them as abnormal (Kaplan, 2000). It is believed that they can be cured through special treatments or medication by medical practitioners. The medical model, therefore, can stimulate the way students with disability think and feel about themselves and can create feelings of low self-esteem. This can then lead people to feel that their impairments halt them from contributing to society, which can lastly lead to further separation and elimination (Barnes & Mercer, 2010). The main disadvantage of this model is that it eliminates the students with disabilities from the community, workplace and even the educational institutions.

2.13.2 THE HUMAN RIGHTS MODEL

The constitution of South Africa clearly states that disabled people should participate in society. It addresses disability as the fulfilment of human rights. This discourse promotes the right to equal chances and contribution to society. The rights discourse of disability positions disability in the setting of all forms of harassment, including racism and sexism (Shakespeare & Watson, 2001).

2.13.3 THE SOCIAL MODEL

The social model is linked to the rights model. It perceives disability to be a consequence of the way society is organized and perceive people with disabilities, if the society is inclusive, disability would not be a strong societal issue and if the society is discriminatory, impairment becomes the disability. The social model of disability executes obstacles that stop people with disabilities from contributing as equal citizens. It, therefore, drives for revolution from society to safeguard all people with equal chances to use services (Kaplan, 2000).

2.13.4 INTERACTIONAL MODELS

The recent scholarship has sought to link social, psychological and biological extents of disability in a holistic approach that distinguishes both internal and external factors ((Mackenzie & Teaching, 2013). This approach tries to overcome ambiguities between impairment and disability, individual and society, and mind and body. It differentiates that different models of disability may be suitable for different drives and situations or conditions.

2.14 APPLICATION OF EACH MODEL

A student with disabilities who is on a wheelchair could be viewed in another way by each model. The charity model would feel shame her for being on the wheel and maybe provide assistance such as food parcels instead making mobility easy for the student and eliminate impairment. The model may even suggest that she may never be able to lead a normal married life whereas in practice there are many people with disabilities who have happy families. However, the medical model may propose that she gets a specialist doctor or physiotherapist to see if there is any treatment that can assist her to walk again like able-bodied people.

According to the social model the community needs to build ramps for her to partake in social life. The rights-based model may also propose that her company should build rooms which have wheelchair admittance, for her to usage.

Scherer, Schorr, and Johnstone (2001) recommended that it is the public that prolongs the oppression and exclusion of disabled people. The responsibility is removed from the individual with an impairment or disability to the limitations executed by the structure of the social and physical environment and the behaviour of organizations.

Through models of disabled people are shaped the way they treat people with disability. There are some who trust that disability occurs to unlucky individuals and that their circumstances are heart-breaking. One example is about the people with albinism, in my culture it is believed that they if their death time comes, they just disappear and there is no grave for them but if you follow that you find that the family bury them in a secret grave that will be known only by the family. It is believed that the traditional healers would come and dig their bodies to use them as the lucky portion. This

is a terrible belief about albinism. Disastrous disabilities are those with no cure, where efforts at cure fail. This has been created the personal tragedy theory by around disability scholars (Barnes & Mercer, 2010). Others understand disability as a disease, something to be cured, an irregularity to be corrected (Barnes & Mercer, 2010). This usually leads to bad stereotyping about disabled people, thus deteriorating the situation.

2.14.1 The social model of disability

This research is grounded on a social model of disability on the premise that "the world must adjust to house the diverse needs of its whole people irrespective of ability or disability (Fuller, Healey, Bradley & Hall, 2004). Barricades should be removed since they discriminate students with disabilities and negatively impact on students' learning. The social model maintains that disability cannot be categorised only as a medical condition in need of medical attention, but there is a problem of a discriminatory in the social order. There is a difference between disability and inability. Inability refers to unwillingness whereas disability means willing but not afforded an opportunity. Disabled people are not given opportunities to exploit their abilities fully because of barriers that are placed by society. If given a chance, they can live healthy productive lives. In my experience with the students with disabilities, I have noticed that given a chance they do their level best but the system eliminate them in most instances.

Philosophies of the social model of disability were created from disabled people through revealing their experiences (Fuller, Healey, Bradley & Hall, 2004, p. 303). They moulded the disabled people's movement with the slogan" Nothing about us, without us". The slogan clarifies that people with disabilities should be involved in decision pertaining to them. These concepts were further industrialized by civil rights movements through campaigns. Disabled people difficulties are formed by society and not by the impairments of people's bodies (Kaplan, 2000).

This model defined disability as the forfeiture or constraint of opportunities to take part in the life of the community on the same level as others (Burchardt* & society, 2004). In this model, social obstacles may comprise bad attitudes and discriminatory policies that reject and separate people with impairments from complete participation in education.

For physically challenged person impairment means a medically well-defined illness but disability is something executed on top of impairments; by the way, people are eliminated and exempted from participating in society (Barnes, 2003). The expression social model of disability means a shift away from an emphasis on person's impairments towards the ways in which, physical cultural and social environments eliminate or disadvantage people with disabilities (Barnes, 2003).

From my experience as the disability coordinator in the Technical Vocational Education and Training College, the students are discriminated by the society. In South Africa at large, there are two TVET colleges that embrace inclusion that means in my college we have students from the Northern Cape and other provinces because the students with disabilities are not embraced. Even in my college, there is no variety of programmes to choose from which compel the students to do the programmes they do not like for the sake of getting an education. From my experience, I have noticed that given the opportunity, the people with disability they use it for the best.

2.14.2 Advantages of the social model of disability

According to Oliver (2013), the social model is a tool to develop people's lives. This model of disability provides hope for people with impairments. Currently, no other model has put forward the variety of ways disability may be experienced and be accommodated. Barnes et al. (2005) state that the social model of disability has confirmed political victory for disabled society and has been used successfully for political involvement.

The model navigates for persons with disabilities to know what needs to happen so that they can enjoy their human and political rights. It further offers an understanding of how society should be formed to provide accommodations for people with disabilities (Carson, 2009). The model liberates people with disabilities from social detention. They can fight for their rights. The social prison that they live in will be preparing more humanitarian, for what occurs to disabled persons reflects where humankind is going wrong

Model of social disability advocates that all the people with disabilities have the right to partake in society (Carson, 2009). The disabled people have denied opportunities, restricted to their voice, choice and self-determination. The inadequate control of support systems in their lives led to people with disabilities to question the norms underlying the traditional supremacy of the medical

model. Through this model (social model), disability is understood as an unequal relationship within humanity in which the needs of individuals with impairments are often given slight or no attention (Carson, 2009). The social model of disability, for its part, has been a basis of disclosure and stimulus for action. It can dismiss uncritical expectations that handicap is natural and compulsory.

The social model of disability states that a person should be respected regardless of their disability status. Obstacles should be known and detached without discrimination (Tugli, 2013). Diversity should be practised and all students involved in learning not only enrolled but involvement is very important. Good relationships should be encouraged. The social model should serve to empower and develop persons with disabilities.

2.15 DISADVANTAGES OF THE SOCIAL MODEL OF DISABILITY

Shakespeare and Watson (2001) explored the background to British academic and political discussions about the social model. The three central criticisms of the social model focusing were presented: the impairment; the impairment/disability dualism; and the issue of uniqueness (Shakespeare & Watson, 2001).

The social model of disability is criticized for failing to avail another model to address what is currently happening to disabled people (Oliver & society, 2013). Observed that the social model itself is just a model and as a result, it cannot clarify all the aspects of disability. He sustains that models are merely ways to help us to know the world better. We do not need to expect models to explain, rather than aid understanding, they are bound to be found wanting (Oliver & society, 2013). I support Oliver, and have confidence in that the social model of disability is not an out-dated philosophy, as peoples with disabilities are truly deprived by society, mainly in situations of the South (including South Africa) where the fight for disability rights rests a crucial arena and where liberal policies, where they exist, are often not fully applied, if at all.

The above literature can conclude that the social model of disability also has more or fewer disadvantages. It is not elastic enough to cover all the aspects, it needs more flexibility. It awards a partial and, to such extent, faulty understanding of the relationship between impairment, disability and society, thus situating an outline that needs explanations and extensions and presents bounds to

the achievement of its own aim of inclusion. It has been usually either avoided or excluded the issue of impairment. According (Watson et al., 2001) It overlooks the individual experience of discomfort and limitation which is part of impairment. It is out-dated and thus creates more difficulties than solutions".

Condemnations of the social model have revealed how the social model ignores or disregards differences associated with particular groups of disabled people, women and traditional subgroups, and how the model does not represent the benefits of people with the particular `forms of impairment, for example, visual impairment or deafness (Oliver & society, 2013). The model fails to identify the difference in an effort to overcome discrimination. According to the social model, there is a difference between illness (illness is the disease or sickness that need to be cured by the medical practitioner) and disability is an obstacle or barrier that limit someone from performing to the full potential).

According to Oliver and society (2013) asserting the whole distinction of disease and impairment or, on the opposing, their contiguity, might have more to do with language than with theoretical differences. He further admits that there might be some likenesses between the two circumstances and that some disabled people may have an infection at some points in their lives. However, he also claims that disability as a long-term social state is not remediable medically and is not undoubtedly treatable. Many people with disability experience much curative intervention as, at best, unfortunate, and, at worst, cruel (Oliver, 2013).

The subject of sickness and impairments, Crow (1996) supports Oliver by declaring that the model also disregards illness which is part of impairment, whereas studies on chronic illness sustain that the people may be physically impaired and also ill. Impairment in the form of chronic illness or discomfort may restrain activity and involvement to the extent that the restriction of the outer world is not relevant and impairment will remain, yet without disabling barriers (Crow, 1996, p. 209).

Current improvements of the social model of disability have occupied an intersectional approach, connecting disability to aspects such as gender, and the fundamental value of the structural and social emphases of the model (Travis, 2014). This applies to the associations among disability, gender, class and poverty in the present study.

Like the social model of disability, I personally reject all these articulations about impairments and illness, although I do acknowledge the problem of disability. However, I strongly feel that the problem lies within the society which fails to provide the needs and services of people with disabilities. This is interpreted as discrimination against people with disabilities. I think the personal tragedy theory is inappropriate because I believe that disability is a social state and not a medical condition. The problem is that society views disability as an illness which is curable rather than as a social condition which should be dealt with by society.

To conclude this section, I have chosen to use the social model of disability as it provides a useful lens for understanding social factors in relation to disability. It was also found useful in barrier removal. This entails the delivery of individualized services. Furthermore, it also endeavours to change the way society is structured, for example, ramps as access to buildings, and to change social attitudes towards disability from exclusive to inclusive. The use of assistive devices will promote the inclusion of people with impairments and lead to social change. If the environmental factors are favourable to SWDs, this will help in improving their quality of life.

2.16 INCLUSIVE EDUCATION

2.16.1 Definitions of inclusive education

Inclusive educations have been defined by UNESCO (2001), as humanistic restructuring that supports and welcomes diversity amongst all learners irrespective of ability or disability. It emphasised the belief that education is a straightforward human right and the foundation for a more just society. It unpacks and diminishes barriers to learning and partaking in education for all students irrespective of ability or disability. The elimination from ordinary learning will be reduced as all the needs of students will be combined. This is supposed to help in acquiring quality suitable education that will make the students with disabilities employable.

Similarly, the 2015 White Paper on disability defines inclusion as "a universal human right" that:

> *"Aims at embracing the diversity of all people irrespective of race, gender, disability or any other differences. It is about equal access and opportunities and eliminating discrimination and intolerance for all. It is about a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can best fully participate in society with no restrictions or limitations* (DSD, 2015, p. 8)".

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The post-1994 democratic government express the issues of the same admission for all in education including the students with disabilities. The infrastructure and environment were also to be renovated and the new buildings to be made suitable and more useful for people with different disabilities (DSD, 2015). It has been hard to put this government initiative into the fruitful application. The purpose of inclusive education is to eliminate social exclusion (DSD, 2015).

2.16.2 South African context, society and legislation

This study will apply an inclusive model of education more suitable to in higher educational institutions. Disability is the national and international issue as it affects us globally. There are many people with disabilities in this country who have never been afforded education due to discrimination and stigma attached to them (Howell & agenda, 2006)).

In 1994 the first democratic government was voted in South Africa. The government then adopted the new constitution in 1996. The new constitution declared education as the right all South African citizens. The constitution is the supreme law; no legislation supersedes the constitution. In 2001 the democratic government introduced inclusive policies to address disability. The framework for an inclusive education system is laid out in *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training.*

The aim of the policy is to address the diverse needs of all, including special needs students, by dropping obstructions within educational institutions. Irrespective of South Africa's' improvement in stimulating inclusive education, access to education for students with disabilities is still challenging. There are inconsistencies between policies, the policies do not serve the purpose of eradicating and assisting students with disabilities (DSD, 2015, p. 22).

South Africa has accepted an inclusive education policy in order to address barriers to learning in the education system. However, the application of inclusive education is disadvantaged by a curriculum and syllabus that could not address an extensive range of learning needs. According to the Education White Paper 6, the needs that should be catered for are*,* defending the rights of all individuals and ensure that all students are treated fairly and equally; making sure that all students can contribute completely and alike in education and society, and ensuring that all students have equivalent access to a single, inclusive education system and curricula (DHET, 2013).

2.16.3 The model inclusive of education

The inclusive model encourages improved social initiations, relationships and networks between the disabled and the able-bodied students (Barnes, 2003). Salamanca Statement was adopted by UNESCO as a foundational policy shift promoting an inclusive approach to students with special needs education (UNESCO, 1994). The Salamanca statement maintains that regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all" (Ainscow, 2005, p.110). I agree with the statement; in my institution, we do have physically disabled students and they are doing very well. The curriculum is adjusted for them so that they can successfully do their studies. Inclusive education delivers a real education for the majority of students and advances the efficiency and cost-effectiveness of the whole education system.

The inclusion and integration of families of the students with disabilities into the community leads to increased inclusion in future environments. Thus, inclusion is a process which places stress on uncovering and minimizing obstacles to learning and increasing the contribution in the education of all students within the area of learning whatever the origin of their barriers (Lomofsky & Lazarus, 2001). The inclusive model of education speaks to issues of disability that involve inaccessibility of physical environment and inflexible curriculum that can be used to change cultures and practices in promoting of diversity (Lomofsky & Lazarus, 2001).

In conclusion of this section, I have elected the inclusive model as it is important in ensuring the perfection of accessibility and in providing equal opportunities for all students especially those who live with disabilities. The model benefits us by understanding how inclusion and exclusion related to access and success in education. There should be no problem in access to education for students with disabilities in both higher and basic educational institutions. The students with disabilities should not be excluded from the educational system and also should not be dumped in poorly resourced special schools. The curriculum should be flexible, and proper assistive devices are provided to address their learning needs bearing in mind that the National Student Financial Aid Scheme pays for the student learning devices.

2.17 LIMITATIONS AND CRITICISM OF INCLUSIVE EDUCATION

Education is the human right irrespective of ability or disability but not everyone is happy about inclusive education mainly in the mainstream classroom setting. The dispute over full inclusion triggers attention in education. The impression that every student, including those with disabilities, must and can study in a regular classroom has taken stable root in many educational institutions. To be in conflict with inclusion would seem to campaign for exclusion. Some scholars maintain that full inclusion is not always the best way to meet student needs. I argue that inclusion should not just practice for the government compliance purposes but proper arrangement should be done to accommodate the students with disabilities otherwise they will be discriminated and fall out of the system before they finish their studies.

Criticisers of full inclusion ask whether even those students with the most severe disabilities benefit from placement in regular classrooms. It goes beyond that, is the staff well trained? What measures are put in place to council them should they fail? What if the conditions are perceived to be critical that the person with a disability can never be accommodated in any study fields? The enrolment of each student in the educational institution is a promise to a brighter future so it is important that false promises are not made by enrolling the students to the programmes that they could not cope with. The good example is that the educational institution is not supposed to enrol the wheelchair user into the programme that will require climbing the ladders as it is impossible for such learner to perform such activity. Inclusive classes may require more than one teacher more especially the classes with visually impaired students and the deaf students. The deaf student might require the sign language interpreter whereas the visually impaired student might require the scriber. Teachers and students may need specific technology to help students with disabilities perform better. The visually impaired student requires the computer with the Job Assisted with Speech software (JAWS), the software is the talking software, and it reads the document for the student. The disadvantage of the software is that it cannot read graphs and mathematical signs which makes the learner rely on the scribes for further assistance.

The native students with disabilities who have in the past been excluded are still continuing to be highly vulnerable to exclusion from the educational system, both in the higher education system and basic education system (DSD, 2015). Students with disabilities have stated being deprived of access to positive courses because they are believed to be unable to meet the course requirements

due to impairment. This goes beyond the classroom. In most cases, students need to do in-service training in order to complete their qualifications. The tragedy is that when they go for in-service training their mentors are not sure what to do about them. They will stay there until they finish the in-service period. The next thing is that their responsibilities will be fabricated for them to meet the graduation requirement. The visually impaired students will be seated in the reception area to answer the telephones irrespective of the qualification they possess. This destroys their self-image.

Some think that just because students with disabilities have an "impairment", they have a mental problem as well which is not true. In my institution we once had a disability awareness day whereby we invited principal from the school of intellectually impaired students, the students were not happy about the guests because they thought that we associate them with mental impairment. If students with disabilities acquire such attitudes, they interpret them as hostility; it becomes hard for them to accept their disability.

It is therefore clear that inclusive policies in South Africa have not been able to practice the individual rights of the students with disabilities effectively. "Downgraded and silenced voices are not heard about the students with disabilities, as a result, they still experience exclusion" (Prinsloo, 2001). In this study, I argue that disability is not accidental or normal, but a social infliction. The barrier-free environment and society would mean practical and real inclusion.

Although the inclusive model has increased acceptance in education, it has continued ill-defined in its application and exercise. It was expected the change from apartheid to democracy, the education for numerous students with disabilities would recover. It is suggested that the education and training system should endorse education for all, and foster the expansion of inclusive and supportive canters of learning that would allow all students to contribute actively in the education process so that they can upgrade and spread their potential and participate as equal members of society.

2.18 CONCLUSION

In this chapter, I explored related literature pertaining to essential subjects linked to the research topic. To enlighten this study, I observed at the anxieties, arguments and debates about numerous issues of disability. The main theories and methods that were used from different articles.

I unpacked the meaning of the term experience as my topic speaks to the experiences of the students. I looked at the arguments about how to call the students in question, the curriculum of the TVET sector has been unpacked, the challenges pertaining the access of students in question have been unpacked, the possible solutions towards failure to take the students has been discussed. Assessment is used to rate the student performance in the class so different assessment methods for the visually impaired student has been discussed, the institution on which research will be conducted is a higher educational institution with adult students so the issue of adult students with disabilities has been unpacked, theoretical framework has been discussed and the national together with international literature review has been discussed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter I explained an account on which literature review tells on suitable terminology for referring to persons or people with "disability", the inclusive education policy implementation, what has been researched on the experiences of the students with disabilities in the higher educational institutions mainly in the TVET sector as my research is based. I have chosen the social model of disability as the theoretical framework for this study.

In this chapter, I provide a methodological approach, the research paradigm and research design for this study. I outline the limitations and how each ethical issue was addressed in the study. This study used the qualitative approach within an interpretive paradigm because its primary aim is to view the world. A case study methodology was used in this study, allowing an in-depth data generation on experiences students with a physical disability. A semi-structured interview was used as a data generation tool to generate data on the experiences of TVET college students. The responses from the semi-structured interviews will help me answer the research questions as stated in chapter one. Two sampling procedures used were purposive and convenience selection. The data generation design clarifies data generated plan, providing an explanation for data generation. In this chapter, I discussed the ethical issues, limitations and data analysis plan.

3.2 RESEARCH METHODOLOGY

Research is described by as scientific method (Kothari, 2004, p. 8) which requires a coherent application. The efficient usage of scientific methods is called methodology which is a structured practice, principles and methods useful knowledge on a certain area (Peffers, Tuunanen, Rothenberger, & Chatterjee, 2007). This section outlined procedures applied to search the experiences of TVET College physically disabled students. These procedures and principles are the paradigms, research approach, data-generating procedure and sampling to as applied to explore the

experiences of physically disabled students in the TVET College and help to answer my research questions.

3.4 RESEARCH APPROACH

As I conduct this study I am free to choose a suitable research approach in which to base the study according to the data required for the study (Bertram & Christiansen, 2013). As the researcher, I may select either a qualitative, a quantitative or a mixed method suitable for the study. This study was situated within a qualitative approach to research as against quantitative research approach which is a numerical data generating method used to analyse large samples. In this approach, I had a plan to collect data and analyse the phenomena. The emphasis of the quantitative approach is on objective measurement and statistical or numerical data collected pools, questionnaires or surveys (Black, 1999; Fraenkel, Wallen, & Hyun, 1993; Wrench, Thomas-Maddox, Richmond, & McCroskey, 2008).

According to Fraenkel et al. (1993) qualitative approach is a research in which the researcher study naturally occurring phenomena in all their complications Kothari (2004) declared that this kind of research determines the main objectives or reasons for human behaviour. Kothari (2004) further said that this approach studies the feelings of and their thoughts. Ryan, Coughlan, and Cronin (2007) emphasized that qualitative research emphasise more on understanding participants' experiences, attitudes and feelings than statistical analysis. The main intention is to understand their social world. A qualitative study should use the language that is lively rather than passive in nature to capture more realities (Frowe, 2001).

As a researcher I had to choose between qualitative and quantitative research approach after considering both, depending on the kind of data the I was aiming at the gathering, either quantitative (statistical) or qualitative (textual). I decided to base this study within a qualitative approach because my aim is to gather data the textual data on the experiences of the physically disabled students in the TVET College. De Vaus (2004) upheld that a qualitative approach helps to comprehend participants' feelings, attitudes and experiences while networking with them. Salkind (2012) agreed to the above statement that the contact takes place as a researcher inspects the individuals and the phenomenon in the situation in which it occurs. Salkind (2012) advocate that the interaction between the researcher and the participants should be constant. The face- to- face interaction between the

researcher and the participants was sustained. The nature of the inquiry was totally value determined (Plack, 2005). I found it very helpful to clarify the process of the study to the participants as they were scared and not sure what was going to happen after the study.

A qualitative approach is mostly regarded as subjective (De Vaus, 2004) as it tolerates for individual opinions and feelings. Vishnevsky and Beanlands (2004) also agreed that in qualitative research the reality is never regarded as objective truth but rather as subjective reality experienced otherwise by particular individuals. In this research, the information was gathered from human beings who are the students at TVET College. Salkind (2012) emphasized that using a qualitative approach helps in attaining a researcher's goal of acquiring in-depth insight on an individuals' behaviour and the purposes for their behaviour and conduct. Qualitative approach as mentioned by Salkind (2012) helped me in attaining my goal of acquiring more understanding into experiences of the physically disabled students in the TVET college. Denscombe (2014) stated that qualitative research approach is used in social and behavioural fields. I am working in the TVET college which is the social field hence this approach is suitable in attaining my aim of exploring the experiences of the physically disabled students in the TVET college.

3.5 CASE STUDY

A qualitative research approach utilised case study methodology in this study. A case study is a methodical and in-depth study of a specific case in its situation to generate knowledge (Rule & John, 2011, p. 3). It allows researchers to make an in-depth understanding of a certain situation, part or incident (Rule & John, 2011). According to Flyvbjerg (2006), a case study is useful in developing a study hypothesis. Case studies are not made to study the whole organisation but just an individual subject, portion or component of the study (Noor, 2008). This suggests that a researcher who uses a case study should study an individual organisation or a collection of individuals to understand their conduct in a specific situation. In this research mission, a case study was utilized to understand the experiences the physically disabled student in the TVET College (visually impaired) in KwaZulu-Natal (KZN). Their experiences become a case to be studied. Furthermore, an experimental study on their experiences was gathered within a real-life context. According to (Louis Cohen, Manion, & Morrison, 2002) case studies have both strengths and weakness.

Some of the strengths of a case study inclined my choice of using a case study methodology in this study. Case studies give a better understanding of the participants and their relationships in a certain condition (Neale, Thapa, & Boyce, 2006). This gives allowance to the researcher to have a complete understanding of a phenomenon within a specific environment (Noor, 2008). It further allows the researcher to building a relationship with the participants which cement trust and allows the participants to open up about their situation thus increasing the strength of the findings (Rule & John, 2011). The case study allows a voice to the voiceless (Nieuwenhuis, 2007, p. 75). According to Patton (1999) case study methodology is valuable when a researcher aims to comprehend a phenomenon to identify primary data desirable for the study. The primary aim of this study was to explore the experiences of the physically disabled students in TVET College and a case study achieved this aim.

The weaknesses or criticism of a case study as specified by different scholars and how those weaknesses were handled in the study. Noor (2008) specified that a case study cannot offer scientific rigour and dependability. Basically, it does not permit the generalizability of the findings. Generalisability is explained by Leung (2015) as when the findings of the study are useful to a broader population. This study did not generalise the results of this study to all TVET College students but was limited to only one TVET College students. Shaughnessy et al. (2003: 290–9) explained that case studies to lead to biasness. The use of participants' exact spoken words was then sustained to avoid the researcher's biases manipulating the findings of the study. Yin (2009) stated that case studies are descriptive and detailed, maybe lengthy and time-consuming to read. Neale et al. (2006) warned data should be trimmed and be pruned. This was proven in this study as the data was generated and transcribed, the report becomes very long and could lose the interest of the reader. As a result, only data that was carefully selected and declared relevant was used to explore the experiences of the visually impaired students in the TVET. Irrespective of the weaknesses emphasised about the case study methodology it sustained relevance to this study.

3.6 RESEARCH PARADIGM

After ascertaining the methodology of the study, I as the researcher must select the research paradigm to use in the study. Searching for the fact, different researchers use a variety of theoretical lenses to understand the world in order to understand the nature of the phenomena

studied (Cohen, Manion, & Morrison, 2013, p. 5). This lens is referred to as a paradigm. Different scholars outline a research paradigm in different ways. Hennink, Hutter, and Bailey (2010) define it as a way of being realistic and use the frames of reference used to systematise observations and reasoning. Bertram and Christiansen (2013) further stated it is a way of understanding the world while Guba and Lincoln (1994) clarify it as the main belief system or world view that leads the study. It could be determined that a paradigm gives the researcher the contextual grounds on which to put their opinions which could be positivism, critical or interpretive. Creswell, Hanson, Clark Plano, & Morales (2007) suggest that one's world view is guided by ontological, epistemological and methodological considerations. Ontological and epistemological aspects concern what is commonly referred to as a person's worldview which has a significant influence on the perceived relative importance of the aspects of reality (Mason, 2017). Two possible worldviews are the objectivistic and the constructivist worldviews. This paradigm aligned perfectly with the research topic as it sought to venture into experiences of students with physical disablement in the TVET College.

Using the interpretive view as the lens to view the world, Bertram and Christiansen (2013), argue that an interpretivist paradigm is defined as a paradigm in which an investigator does not aim to foresee what people will do, but rather to define how people create a sense of their own worlds, and how meaning is made of their actions. It intends to understand the phenomenon (Bertram & Christiansen, 2013, p. 23). Cohen, Manion and Morrison (2013) retained that interpretivists understand the individual world through individuals' practice. Scotland (2012) maintained that truth in the interpretive paradigm is individually made, therefore. This was evident when I was conducting this study because each student individually constructed his/her own realities about their experience of studying in the TVET College. An interpretive paradigm was used to avoid predicting how students have experienced studying in the TVET College ad answer my research questions. The students' experiences were valid and important because as an interpretivist, I trust that truth is multiple. Krauss (2005) furthered that within the interpretive paradigm information is proven through the meanings about the phenomena studied.

An interpretive paradigm does have some weaknesses like any other paradigm. One of them is that interpretivists depend on subjective data from the participants which can be inclined by an individual's emotions which regularly change (Cohen, Manion & Morrison, 2013). To overcome this weakness, as the researcher I afforded the participants an opportunity to look at the findings of the study and make alterations should they fill like. Irrespective of the weakness in an interpretive

Creswell, Hanson, Clark Plano, and Morales (2007) suggest that one's world view is guided by ontological, epistemological and methodological considerations. Ontological and epistemological aspects concern what is commonly referred to as a person's worldview which has a significant influence on the perceived relative importance of the aspects of reality. Two possible worldviews are the objectivistic and the constructivist worldviews (Mason, 2017). This paradigm aligned perfectly with the research topic as it sought to venture into physically disabled students. Data were generated in terms of students' experiences of this topic and the data were interpreted in terms of their constructed knowledge of psychological services.

This is outlined in the figure below:

Figure 2: The worldview Diagram (Crotty, 1998)

3.7 DATA GENERATION INSTRUMENTS/ METHODS

In this study, I used a semi-structured interview. An interview, in general, is a verbal dialogue between two or more people with the aim of generating information about the phenomenon Longhurst (2003, p. 5). According to Cohen, Manion and Morrison (2011) semi-structured

interview is an oral face- to- face or telephonic transaction where an interviewer has a prepared set question with an allowance for new views to arise from the discussion. It means that questions in a semi-structured interview are open for explanations and clarity. McMillan and S. Schumacher (2010) clarified that semi-structured interview questions are made that allow individual responses because questions are open-ended yet require specific responses. Maree (2007) maintained a semi-structured interview gives guidance to participants to answer prearranged questions while permitting the researcher to enquire for clarification when necessary. The semi-structured interview (face- to- face) in this study helped me to gather in-depth data on the experiences of physically disabled students in the TVET college. I probed follow-up questions for clarity during the interview, where necessary for necessary data gathering for my study. Face- to- face interviews helped me to read and understand the participant's non-verbal cues to better understand their experiences in the college. Cohen, Manion and Morrison (2011) clarified that semi-structured interviews are consistent open-ended interviews where all participants are offered similar questions in the same order.

The experienced limitations with using a semi-structured interview were that, since questions were in an agreed order, the participants' thoughts were already being moulded by the questions before they actually answered (Chilisa & Preece, 2005). The semi-structured interview also required some interview skills which I found to be challenging as I am new in the research field. The flexibility of the interview may influence the reliability, and open-ended questions are not easy to analyze without losing the meaning. I sometimes had to compare the answers which I found difficult. Comparability and flexibility threaten because the same topics may be spoken indifferently, thus complicating comparisons difficult (Steinar, 1996). Regardless of the sustained limitations, a semi-structured interview was chosen as the most appropriate method to use in generating data for this study by enabling me as the researcher to make follow-up questions in order to get more in-depth data that was for this study.

3.7.1 SELECTION OF PARTICIPANTS

For effective data generation, the selection of participants was cautiously done to ensure that selected participants will be provided with relevant information and data for the study that will respond to the research questions. McMillan & Schumacher (2010) clarified that qualitative

researchers use persons, reports, journals, and clusters as their main tools of data generating. Creswell (2009) agreed that participants should contribute with relevant data which will assist the researcher to understand the phenomenon and to answer the research question.

According to (Bertram & Christiansen, 2014) purposive sampling means that a researcher makes "precise selections about which people or participants to include in the research sample. I used four students who are visually impaired as my study focused on the experiences of the physically disabled students in the TVET College with the main focus of the visually impaired students. Howitt and Cramer (2007) clarified that the size of the participants should not be too large because some participants do not get a chance to participate and not be too small as the information will be too limited. The four participants would make my study to be manageable. Kothari (2004) referred to purposive sampling as deliberate or non-probability sampling. He further stated that this technique comprises the selection of research participants. Cohen, Manion, and Morrison (2013) argue that the fact that the usage of purposive sampling gives access to knowledgeable individuals with in-depth information and understanding on a specific subject. Purposive sampling afforded me to contact with students with physical disability in the college and listen to their voices.

I had some challenges as I was using a purposive sample in selecting participants who were appropriate for the study. Some students were reluctant to participate in the study and very cruel as they thought that I wanted to victimize them or even get rid of them in college. However, after negotiating with them they were willing to participate. The selected participants were visually impaired students in the college. Some challenges emanated from their personal commitments because they needed more time for their studies which became a challenge and resulted in rescheduling the scheduled interviews which resulted in some delays in the completion of this research project.

The second used collection technique was a convenience sampling technique. According to Bertram and Christiansen (2013), a convenience sampling technique is where a researcher uses a sample that is easy to reach. Kothari (2004) agrees that the researcher chooses participants who are ease of access Marshall (1996) agreed to the above notions asserting that a convenience sampling technique comprises the nomination of research participants who are easily accessible. He expands by maintaining that using this technique is cheap in terms of money, time and determination. The

students sampled through a purposive sampling were reachable because we are in the same college. There were no travelling costs for TVET College. I also had some challenges with this method as some participants due to lack of interest in the study withdrew from it. I had to recruit more participants to close the gap. The participants indicated below in figure 1 are the participants from whom the data was generated.

Observation will also be used in this study. Classroom observation is an important tool to identify the gaps in teacher development. Teachers are the conveyors of the curriculum so it is important that they understand it for the benefit of students. The professional development of teachers is paramount (Pianta, 2003), systematic observation helps to notice the teachers' strength and weaknesses (Pianta 2003). Effective teachers are those who produce achievements (Hanushek & Rivkin, 2010), and (Rockoff, 2004). Observing both the teacher and the students in the classroom helped me answer my research questions. In this research, I also used the focus group. Focus group is a way of generating data with a small number of participants in an informal discussion, focusing around a particular topic or set of issues (Wilkinson, 2004). Focus groups put the research participants at ease and the environment becomes conducive for discussion, ideas, perceptions, thoughts and opinions (Krueger, Casey, & Casey, 2015). Focus groups have been used for decades (Morgan & Scannell, 1998). In the 1920s they were used to conduct research. Venables, Stirling, Batchelor, and Marriott (2015) used the focus group to conduct a study sponsored by the government to examine the attitude of the involvement of the United States in the world war. My main of using a focus group was to answer my research questions of which it did.

3.7.2 WORK PLAN

No	Pseudonym	Gender	Years of acquiring disability
1.	Orange	Male	18
2.	Grape	Female	15
3.	Banana	Male	20
4.	Apple	Male	2

Participants One

Mr Orange is a gentleman from Cape Town. He is the 33 years old single gentleman. His disability condition is sight. He is completely blind and has the condition of albinism. He was born with the condition of albinism. He lost his sight in 2006 while he was doing grade 11. The cause of the loss of his sight was inertia detachment at the back of his eye. This led to blindness and he could not complete his matric.

Participant Two

Mrs Grape is a 43 years old married woman. She is the mother of three children, one daughter and two sons. She had matric as her highest qualification before she enrolled in the TVET College. She enrolled in 2018 for the Public Management programme. The programme requires that the student should have passed matric irrespective of the subject combination. The nature of disability for Mrs Grape is the visual impairment and abdominal operation. She lost her eye while she was young. As she grows was employed in Mandeni factories. She got TB and "the upper lung was damaged," she emotional said.

Participant Three

The third participant is Apple, a 33-year-old gentleman. He arrived in the college in 2018 with matric as the highest qualification. She registered for the Public Management programme which requires that the student should have passed matric irrespective of the subject combination. The nature of disability for Mr Apple is visual impairment and cerebral palsy.

Participant Four

Mr Banana is the single 38 years old gentleman from Eastern Cape. He comes to the college in 2018 with matric as the main qualification. He lost his sight while he was doing grade 12. "*Ngavala amhle ngaphinda ngawavula ngicabanga ukuthi ngizobona kodwa lutho*" (He said he tried to open and close his eyes with the hope that he would see but nothing happened). The cause of the loss of his sight was glaucoma.

DATA GENERATION PLAN

The table below is the data generation plan.

Table 1 Data generation plan adapted from Vithal and Jansen (2012)

Question 1	
Research questions	What are the experiences of the physically disabled students in a TVET College? How does learning take place for physically disabled students in a TVET college? Why do the physically disabled students in a TVET college experience learning the way they do?
What was the research strategy?	Semi-structured interviews, observation and focus group were used to gather the required data for the study
Why was the data being generated?	The data was gathered to answer the research question for the study
WHO were the sources of data?	TVET College students who are physically disabled.
How many data sources were assessed?	Four college students were interviewed.
How often was data generated?	Each participant was interviewed once only during the semi-structured interview, focus group and observation was also done in the classroom and outside the classroom.
Justify the plan for data collection (Why was this the best way of generating data for this critical question?)	The interviews were done with the physically disabled students who provided the most direct account on disability since they are the ones who are experiencing disability. The semi-structured interview allowed me to ask more questions and allowed students to share their experiences freely which was fundamental for this study. The focus group also assisted in information sharing as it was conducted as a discussion. The students were addressed about the observation and to put them at ease. The selection of 4 participants in this study was also

	manageable and provided sufficient data about the students' experiences.

3.7.3 ETHICAL CONSIDERATIONS

As a researcher pursuing the study, I should deliberate numerous ethical issues. In this study ethical thought occurred earlier as studying human beings, needs more reflexion of ethical issues. Burton and Bartlett (2004) specified that ethical issues should be considered before and during a research project. Before embarking on this study authority to do it was requested for and permitted from the Department of Higher Education and Training and also from the University of Zululand Research Council. The authorisation letter to the gatekeeper, the college principal was granted in writing to conduct the study in my college. Burton and Bartlett (2004) specified that ethical issues are ruled by various principles which are independence, knowledgeable consent, non-maleficence, beneficence, confidentiality and anonymity.

The participants were offered informed consent letters about the study and informed consent letters to sign after guaranteeing respect, autonomy and voluntary participation in the study, they can withdraw from the study at any stage of the study should they wish to do so. I clarified the aim of the research and their important role as participants and how they would benefit from it which bound with the principle of beneficence. I assured no destruction to the physical, psychologically, mentally and otherwise, by this I was addressing the principle of non-maleficence. I also guaranteed that their names would not be exposed in the study, pseudonyms would be applied. They will be unknown thus addressing the principle of confidentiality and anonymity. The participants were told that unprocessed data generated would be kept safely in the university locked cabinet to be destroyed after five years. The report will not associate the participants with the study. The participants were engaged after the findings to ensure that data represents their voice.

3.7.5 DATA PRESENTATION AND ANALYSIS

After the data generated through the data generation method, semi-structured interviews, observation and focus group of the four participants took place, the data were transcribed, coded

and interpreted by means of drawing interferences from the raw data (Wahyuni, 2012). A lot of data was received. This agreed with Merriam (1998) who specified that since data is huge it needs to be trimmed in order to be meaningful. The big amount of data cut down to enable me to present the real experiences of the physically disabled students in TVET College. The analysis was associated with the analysis process by Nieuwenhuis (2007, p. 99) which drew that the participants' insights, outlooks, accepting, information, morals, moods and experiences are analysed in order to understand their interpretation of the phenomenon. The patterns and classifications were used to present data to ensure that only relevant was presented, to answer my research questions using the social model of disability as my theoretical framework

3.7.6 TRUSTWORTHINESS AND VALIDITY

The concept of trustworthiness is used in qualitative research to authenticate the authenticity of the study (Guba & Lincoln, 1994). The fact that this study is within a qualitative approach the notion becomes appropriate to the study. Trustworthiness ensures that the data is a true image of the generated data and can be trusted (Guba & Lincoln, 1994). As mentioned to by Guba and Lincoln (1994) about the questions of validity and trustworthiness, as the researcher I will provide proof which reflects the truth of an empirical study done on physically disabled students in the TVET college.

McLaughlin and Mertens (2004) and Christiansen, Bertram, and Land (2010) all agree that the concepts of, credibility, transferability, dependability and conformability should be used to guarantee the excellence of the study. Each principle will be evaluated and provide the evidence on how it was certified.

The first principle is credibility. This is how I as the researcher guarantees firmness in the research process and interconnect to others on how they have done their work (Lincoln & Guba, 2000). Whittemore, Chase, and Mandle (2001) understands it as a researcher's mindful determination to maintain assurance in a correct understanding of the meaning of data. This advocates that a perfect technique was followed while generating data and interpreting it exactly provides trustworthiness to the study. As conducting semi-structured interviews, the researcher had a tape recorder for accurate capturing of data and the whole process.

Transferability happens when a reader is willing to simplify the outcomes of the study (Gasson, 2004). The setting of the participants in this study is clearly described so that if data could be moved to the same setting it could produce the same results.

Dependability covers the stability in reporting the outcomes across time, researchers and data analysis technique (Gasson, 2004). The participants' exact words were cited exactly to guarantee that the study becomes a true reflection of the experiences of the physically disabled students in the TVET College.

Eventually, confirmability is grounded on the fact that research is never objective. As a result, the outcomes should signify, the condition being researched rather than the views, pet theories, or favouritisms of the researcher (Gasson, 2004). The study adhered to the principle of confirmability, after transcribing individual (semi-structured) interviews, the focus group and observation was returned to the participants to make alterations on the data where they felt unhappy about their inputs. This was accordingly to McMillan & Schumacher (2010) who mentioned that the researcher could "check casually with participants for accurateness during data collection.

3.8 CONCLUSION

In this chapter, I discussed the research methodology and the approach used in this study. The reasons for using a qualitative approach and case study methodology were provided. The paradigm used in the study to be interpretive was provided, to understand the experiences of the physically disabled students in the TVET College. The data generation method used was a semi-structured interview, observation and the Focus group to generate the finding of the study. It also stressed some problems experienced during the data production stage. The selection of participants was through purposive and convenience sampling.

Ethical consideration was also addressed and explained to show how they were accomplished to keep the participants free from harm. Eventually, the subjects of validity and trustworthiness were addressed with greater importance on the four principles which are credibility, transferability, confirmability and dependability.

The next chapter four analysed the findings gathered through the semi-structured interviews, observation and focus group.

CHAPTER FOUR

THE RESEARCH FINDINGS

4.1 INTRODUCTION

In this chapter, I will reveal the finding for the conducted research. The information was generated in the TVET College using the four participants who are the physically disabled students. The semi-structured interview was conducted on one on one basis with the students. The second method used was the focus group that was conducted after one on one basis to cover the gaps left by the semi-structured interview. The last data generating method used was the unstructured observation that allowed me as the researcher to observe the students in the classroom and outside the classroom. The pseudonym will be used for confidentiality purposes.

4.2 BIOGRAPHICAL INFORMATION AND THE SEMI-STRUCTURED INTERVIEWS

4.2.2 The first participant: *Orange*

Mr Orange is a gentleman from Cape Town. He is the 33 years old single gentleman. His disability condition is sight. He is completely blind and has the condition of albinism. He was born with the condition of albinism. He lost his sight in 2006 while he was doing grade 11. The cause of the loss of his sight was inertia detachment at the back of his eye. This led to blindness and he could not complete his matric.

Mr Orange come to the college in 2018 to do Transport and Logistics, NCV programme. The programme requires that at least a student should have grade 10 for admission. The student starts at NQF Level 2 and exit at NQF Level 04 in the three years period. Mr Orange is currently doing Level 3. The NQF Level 4 is equivalent to matric, the student can thereafter proceed to the University of Technology to further the studies. The main reason that brought him to this very far college is that in his province there is no institution that accommodates the visually impaired students. Upon the arrival of the college, he was not sure of the programme to study. He was thereafter introduced to the Transport and Logistic Programme as the only programme in the college that could accommodate him. He is very happy about the programme as it explores new things and also leads to NQF 4, equivalent to matric as he needed it the most.

When asked the success story, he answered "*Pass level 02 last year*" He said that with a huge smile on his face. "*I managed to pass six subjects*". This was a major success to him considering the fact that it was his first time to experience college life far away from his home. The research with the NCV programme is that it is highly peached as a result the students fail as it requires the grade 10 for admission. To counteract that the lecturers have opted to enrol the grade 12 students for the programme, at least they make it. For Mr Orange it was the other case, he had grade 10 passed, he had the visual impairment as the main barrier. He has to work very hard and he is coping.

When asked what motivated him to study in this college he answered, "*Special needs students are not excluded*" he elaborated that as the students with disabilities are welcome in the institution, they find themselves at home. In fact, they have regained their confidence as students with disabilities.

 "*Through my studies, I am assured of the bright future*" he proceeded with confidence and a smile on his face. "*We are given an opportunity to learn not isolated*" unpacking this statement he said he is happy of the classroom and the learning environment.

The fact that inclusive education is practised in the institution affords him to learn the skills to use in an inclusive working environment. "*No employer would seek only the disabled people*" he furthered that the special schools exclude the disabled students from the mainstream educational system, he is wondering if there is a single employer in the world who would say I want only the disabled employees in my workplace.

He raised his positive feelings about inclusive education in these institutions. Jokingly he mentioned:

> "*The fact that I am disabled does not mean that my life is disabled, I can do much better than the able-bodied students, for example, I passed my Level 2 yet a number of able-bodied students failed such that they could not proceed to the next level. My disability is not intellectual*" he proceeded with a smile on his face.

Unfortunately, the intellectual disability is not visible hence the intellectually disabled students regard themselves as normal as if the disabled student is abnormal.

He further elaborated on the event that helped him to learn. For the visually impaired student, the hard copy books do not help them at all. They cannot see so obviously they cannot read the hardcopy document. For them to read their books should be made the audiobooks and insert in the computer with the JAWS software that will read the book for the student. Audiobooks and a computer with JAWS software promote independence for the student. When asked about one event that helped him to learn, he gives numerous responses.

> "*An effort to get books, when I come to the college there were no books for us as the visually impaired students which made it difficult for us to learn, we had to go to the classroom and listen to the teacher, we could not go back and study what was leant in the classroom*" his statement was true, the college was struggling to get the books for the visually impaired students. In fact, the college did not even know what to do in order to get the audiobooks. He elaborated "*I converted my books to softcopy*".

When asked how he responded "*I used my connections that I sometimes have to pay for*" He became a bit emotional but could cope and recover.

The participant was further asked about the barriers he is facing. He responded, "*The shortage or the late arrival of the learning material we use as the disabled students*". Hard copy material does not serve the learning purpose for them. They are not given mobility training. The institution should have an orientation and mobility instructor who would give them the environmental training that will promote independence. The main responsibility of the orientation and the mobility instructor is to do an orientation with the visually impaired student so that the students can leave independently. They can walk on their own to the classrooms, student residence and explore the campus at their own without seeking the assistance from their peer students. "Other students can assist but sometimes they refuse because it is not their responsibility". Disability awareness is required for both the students and the staff.

> "*Some students would stand on our way, sit on the pavement on the steps*" this becomes a barrier for us hence disability awareness is required, *When we bump to them they feel that we are rude, we do not expect them to synthesize for us but rather empathize for us*" he said.

When asked about the benefits they get from their educators, the student answered " *Our lecturers are giving us education*" he emphasized " *Upon my arrival in the college, I did not know anything about transport and logistics but now I can share some information*" He said with a smile on his

face. The information we are getting will help in the working environment since it is of good quality.

The students gave a highlight of how he deals with the problems in the institution. The problems are not the same if it is the problem in the classroom the student would first approach the lecturer involved. If the problem persists, the student would involve the class representative. If the problem still persists the student would involve the Student representative council who would cascade the problem to the disability office. Fortunately for the student each problem he head did not go past the disability office. If the problem is on the residence, the other route will be followed. The housefather or housemother would be informed. If the problem persists the student support unit would be involved.

4.2.3 THE SECOND PARTICIPANT: *GRAPE*

Mrs Grape is a 43 years old married woman. She is the mother of three children, one daughter and two sons. She had matric as her highest qualification before she enrolled in the TVET College. She enrolled in 2018 for the Public Management programme. The programme requires that the student should have passed matric irrespective of the subject combination. The student needs to spend three semesters in the classroom from N4 –N6. After the completion of N6, the student is thereafter required to do 18 months in-service training in order to qualify for the National Diploma.

The nature of disability for Mrs Grape is the visual impairment and abdominal operation. She lost her eye while she was young. As she grows was employed in Mandeni factories. She got TB and "the upper lung was damaged," she emotional said.

When asked if she gets any family support she said: "Lukhona size engilutholayo njengoba nomyeni Wami angishada ngikhubazekile" (I get assistance from my husband as he married me with my disability) you could see the smile on the face confirming the statement. She proceeded that "Ekhaya ngibuye ngibe nomsebenzi wezingane njengomama" (At home I take the responsibility as the mother) it could be seen that she was enjoying to mother her children that she regarded as the blessing from God. "Uma ngiphume late umyeni wami uyabalanda abantwana esikoleni" (If I am late from school my husband takes the responsibility of fetching the children from school) she said.

She further highlighted the relationship between her and her fellow classmates.

> "*Abantu abefani, abanye bangiphatha kahle abanye byasixwaya*" (Some are good and some are not good at all). "*ngelinye ilange omunye wabafundi wenza sengathi ukhubazekile njegathi*".

> (one day one of the students imitated disability).

One day one student imitated us as the disabled student, which was painful. The student pretended to be blind and the other student held her with a hand as if she is blind. Because I can see with one eye, I noticed that and shouted at them.

Irrespective of the hardships they had, the student had the success story to share. "*Ngajabula uma ngithola isikhala sokufunda ekubeni ngikhubazekile*" (I was happy to be enrolled even though I am disabled). "*Ngazizwa ngemukelekile, nephupho lami lizofezeka*" (I felt welcome, my dream will come true).

The student went on stating what motivated the student to study in this college. "*Lelikholeji alinalo ubandlululo*", (this college is democratic) there is no discrimination in this college. I heard by one learner that this college is enrolling the disabled students and I come for enrollment. The student thanked the disability office of the college for the assistance they give.

Elaborating about the experiences in the college, the student that "*ukhodinetha wasitholela othisha abanesineke futhi abasithandayo*" (the programme coordinator organized us the patient and the lovely lecturers) She elaborated that the lectures ensured that their enrolments become a success.

> "*Ngiyakhathala ngoba lilodwa ihlo elisebenzayo*" (I get tired as only one eye is functioning" but I am happy because our lectures understand us and give extra time allowance to finish our studies more especially during the assessments.

Mrs Grape further highlighted some barriers in their learning. In the beginning, the college had a separate class for the students with disabilities with an aim of mastering disability and the fear of having the students with disabilities in the campus. Mrs Grape said, "*Kwakumnandi sisafunda sodwa*" (it was nice before the integration). I knew that whoever is in the class is disabled so there

was no mocking or feeling of betterment amongst us as the students. Their teachers were sympathetic even if one of them is sick.

"Kodwa ke nalabothisha esinabo abefani, abanye baonzwelo, abanye abanalo, abanye bayasithanda, abanye abasithandi, abanye bayasesaba, abanye abasesabi" (the lecturers we have now, have the different feelings and the perspectives about us).

4.2.4 THE THIRD PARTICIPANT: *APPLE*

The third participant is Apple, a 33-year-old gentleman. He arrived in the college in 2018 with matric as the highest qualification. She registered for the Public Management programme which requires that the student should have passed matric irrespective of the subject combination. The student needs to spend three semesters in the classroom from N4 –N6. After the completion of N6, the student is thereafter required to do 18 months in-service training in order to qualify for the National Diploma.

The nature of disability for Mr Apple is visual impairment and cerebral palsy.

"Ngakhubazeka ngenxa yomkhokha" (He refers to his disability as the ancestor issues) while I was working in Kimberley. *"IsiZulu sithi induku ishaya imviki, ngangithi ngiyalamula kwalimala mina"* (I was trying to make peace but I was victimized).

One got infected and could not see. He went to the hospital but the cause could not be diagnosed due to *"umkhokha"* (ancestral issues). Eventually all the eyes could not see and he became blind.

Addressing the issue of family support, he raised the point that his mother is his pillar of strength. Other family members are there but they give no support at all. *"uma ngifuna ukuhamba ngihamba nomama"* (wherever I go I go with my mom). He further addressed the issue of lecturer support in the college. *"uma ngingena esikoleni ngiyalubona usizo, sengihleli nefamily enyeenginika usizo, njengothisha nabafundi"* (at school I get the assistance I feel that I have the new family which are the students and the teachers).

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Different people are different. In this context the different students treated the physically disabled students differently, others good and others bad. "*Bayasinaka e kitchen noma sibhala zivivinyo*" (they take good care of us in the kitchen and even when we do our assessments). The disability coordinator issue scribes that are paid under the disability grant from both the department of higher education and training and NSFAS funding.

"*Okubi ukuthi ama scribe siwathola uma sibhala kupela hhayi uma sifunda noma sinomsebenzi wasendlini, kwesinye isikhathi ukhukhela umuntu ukuze akusize endlini*"(the bad thing about th scrives is that we only get them during the summative assessments, we have the problem during the assignments as a result we pay for them from our pocket*"

There are success stories to be shared by the student."*uma ngifika ngamukeleka kahle, ngaphasa ngedlulela ebangeni elilandelayo*"(upon my arrival I was worm welcome, I managed to pass and move to the next level*). The student was issued the assistive learning devices which were the laptop with jaws software, the three in one scanner, printer and copier machine, and the recorder to record the classroom lessons. "*Ngajabula kakhulu, ngiyabonga e office lakwa disability*" (I was so glad and I thank the disability office", "*ukufunda kwami kwehlisa izinga lokucabanga, ngoba kwabuyisa ithemba*" (my stress level has deteriorated since I started studying in this college). The student emphasized that as they are here, they have one common goal, to learn, get their qualifications, get employment and start their families.

The student also reported some barriers such as uncertainty as the disabled person. "|*Kwaze kwabuhlungu ukungaboni*" (It is difficult to be blind) said the student with emotions) though there are challenges the student also highlighted the benefits of education. "*Bengingacabangi ukuthi ngisayokwazi ukuphinda ngikhulume isingisi ngenxa yokungabi namathuba njengomuntu okhubazekile*" (I had the fear of losing English as I was not afforded an opportunity to learn as the disabled person). When the student was asked how he deals with his daily challenges he voiced out that he uses the college protocol.

4.2.5 THE FOURTH PARTICIPANT: *BANANA*

Mr Banana is the single 38 years old gentleman from Eastern Cape. He comes to the college in 2018 with matric as the main qualification. He lost his sight while he was doing grade 12. "*Ngavala amhle ngaphinda ngawavula ngicabanga ukuthi ngizobona kodwa lutho*" (He said he tried to open and close his eyes with the hope that he would see but nothing happened). The cause of the loss of his sight was glaucoma.

Mr Banana come to the college in 2018 to do Transport and Logistics, NCV programme. The programme requires that at least a student should have grade 10 for admission. The student starts at NQF Level 2 and exit at NQF Level 04 in the three years period. Mr. Banana is currently doing Level 3. The NQF Level 4 is equivalent to matric, the advantage is that it is matric with experience, the student is employable.

The student stated that he does get moral support at home and in the institution but financially he is supported through NSFAS for his studies and through government disability grant for his personal needs. He mentioned that the relationship between him and the fellow classmates "*inhale kakhulu, mina ngiyazikhulumela*" (It is very good and I am an extrovert), "I do not mind to be mingled with the others" he said.

Mr Banana had some success stories to tell. He was working at blind and deaf as the supervisor. His main responsibility was to counsel the newly disabled people who could not cope with disability. "*Ten disabled people have degrees,*" he said that with the smile and the sense of achievement. Furthermore "I was chosen to play the National Blind cricket," He said.

He felt motivated by the fact that "*the cause is interesting, seeing the blind student doing transport*". He felt that "*the lecturers gave worm welcome*". They believed in him, as "*they push me to do my level best*", the smile on his face could tell more than the words do.

He further stated some barriers he encounters in the college. "Even though lecturers are supportive there are those parts that need training". He complained that the lecturers need some training to deal with the disabled students. "*izifundo ezidinga ama diagram sisasele kakhulu*" (he emphasized that with diagrams they are still left behind he further stated that he is thankful that the college issued them the assistive learning devices, but the challenge is that the software in their laptops could not read mathematical signs, graphs or diagrams. He further raised the issue of scribes. "*During the assessment we use scribes*". The college pays the scribes only for

the final examinations but does not pay for continuous assessments such as assignments and tests. He mentioned that "*sometimes we pay students for scribing*" He suggested that the college issue the audiobooks together with the assistive learning device as "combo". He further emphasized that the department of higher education and training should find a way to force NSFAS to pay the allowances on time. He recommended the education issued by the college. "*I benefit a lot, as sihlezi emakhaya umqondo uba narrow*" (if we are at home doing nothing, we become narrowly minded). He further suggested that special training should be given to the lecturers who teach them as disabled students. They should be involved in the decision making more especially if it pertains them. He said "Mabangasicabangeli" (they need not think for us)

4.2.6 THE FINDINGS FROM THE FOCUS GROUP AND THE OBSERVATION

This sub-section covers what was emanated in the focus group. The focus group was held with the research participants to cover the gaps not covered in the semi-structured interview. Initially, I had the four participants but during the focus group, one participant could not come due to commitments. I respected that.

When asked if the participants if they can recommend the college to another student who wants to come and study. The answer was yes to all the participants.

"*The qualification is accredited and acknowledged,*" said Banana. In terms of what needs to be improved Banana stated: "*we do not encounter the same challenges*".

He also voiced that he could not speak for others. "Disability awareness and the mobility instructor are in need" he furthered his statement that both the lecturers and the students are not sensitive towards disability. He highlighted that he does not blame them as he made an example about himself,

"*Akaze ngimbone umuntu ongaboni until mina ngingaboni, I thought ukuthi uma ungaboni ufaka izibuko bese uyabona*" Banana was making an example about himself to clarify the situation, he said that he did not see a blind person until he became blind, he thought a blind person needs to have spectacles and thereafter the person could see.

He was of the concern that maybe the students have the same challenge he had. "*The appointment of mobility instructor*" Banana further arose the concern about the appointment of the mobility instructor in the college, "*that would promote independence*", he emphasized. "*We wish we can have audiobooks before we go to the class*" the participants stated that for them going to the classes without the books is like starting a war whereas knowing exactly what you will lose. Grape said "*siyashesha ukulimala emoyeni*"(*we easily get emotionally hurt)* the students who call themselves normal should be trained to deal with the disabled people.

When asked about any policy they know. The participants voiced that all the college policies exclude them as disabled students. "*Policy ye college ikhuluma ngomfundi wonke, ayikho ingxenye lapho ikhuluma ngomfundi okhubazekile*"(there is nomsection whereby it specifically covers the student with disability) Banana. They feel that the policies should be reviewed to protect them as college students. It like the college is doing them favour yet the government constitution of 1996 declared education as the right for all South African citizens. There is a questionable examination policy that deals with the exam concessions, the policy says that the student with a disability should be given 15 minutes extra time per hour for example if the student is writing a three-hour paper 45 minutes should be allocated. The question with the policy is who determined those 15 minutes. Disability differs in level so no one solution could cover all. This goes back to the involvement of students with disabilities in decision making.

"*Sibuya emakhaya angefani*"(we come from the different families) said Apple. We came from different families. Other students are good and the other students are treating us badly. " *Sike saba nenkinga kodwa yaxazululeka*" Apple (we one had a problem but was soon resolved). Grape emphasized that one of the lecturers taught them about self-esteem. She taught them how to boost their self-esteem as students with disability. "*Angifuni ukudatshukelwa*"(People must not feel sorry for me) said Banana. He was emphasizing that people should not pity them as disabled students. The disabled students are not sick, most of the time they are disabled by the environment. Elimination of barriers would enable the disabled student. The issue of disability awareness campaigns also come into existence. The participants felt that not only the campaign should be done but the practical experience should be given to those students who call themselves normal. They should be blindfolded to experience visual impairment. They should be seated on the wheelchair to experience mobility impairment. The participants emphasized

that upon their arrival, there should be a session to develop all the involved stakeholders about disability. The college does have curricula activities. Some activities like music can be done by the person with a disability so there is no excuse for not participating.

The issue of assistive learning devices was also brought forward by the participants. The students thanked the college for offering the assistive learning devices. "*Sinawo uma basinika babesifundisa*", Grape (we have them and we were trained how to use them). I was pleased to have the laptop he said "*lokhu ngazalwa bengingayazi laptop, kodwa ngokufika layikhaya sengiyayazi*" "I started using the laptop in this institution". He was grateful. "ngaphasa ngerecorder" (the recorder helped me to pass", Apple emphasised.

Banana raised his concern that "abanye othisha abawufuni umsebenzi othayiphiwe" his concern was that (some lecturers do not want the typed work) yet he as the blind student could not use his hand to write. He can only type. To satisfy his lecturers he has to type his work and ask for the assistance of the sighted learner to handwrite his work. That has the financial implication on him as he sometimes has to pay such student.

Banana also raised the issue of consultation.

"*There should be consultation with us before the college procure the assistive learning device for us so that the required device be procured e.g. the college bought the pearl camera for us, the camera does not promote independence. It does not pause it goes from the top to the bottom, it also does not save the document for future use, if there was a consultation we would prefer the three in one printer, scanner and fax machine, with this machine assessments would be scanned and be saved in a computer to promote independence for the student*"

Apple elaborated about his personal feeling about the education he is receiving in the TVET College, "*imfundo esiyitholayo iseqophelweni eliphezulu kakhulu*" (we get the high-quality education) said Apple. If you are serious enough you make it to the best, the participants agreed. It is true that inclusive education is new in the college, most of the lecturers are not sure of what to do, the solution is that they must as the students what can be done to assist them. These are the grown-up students, they have been in the educational institutions before, and they know what has helped them. It is advisable that they are involved in decision making. The students highlighted that most of their lecturers understand that they learn differently so different

teaching methods should be practised in the classroom. Apple said, "*amalecturers azama ngayo yonke indlela*" (our lecturers try by all means to accommodate us" whereas Grape "*Uyangethusa uthisha ongahleki*" (I am scared of the teacher who teaches without a smile).

4.3 THE COLLEGE FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF PHYSICALLY DISABLED STUDENTS AS TVET COLLEGE

During my interaction with the participants I found the factors that they are affecting the performance of the physically disabled students at the TVET college were: the lack of support from Student Support Services of the College, the lack of the assistive learning resources for the physically disabled students at the TVET College, poorly accessibility building for physically disabled students at the TVET College and lack of support from their parents. All these mentioned factors participated in making it difficult for physically disabled students to develop academically at TVET College.

4.3.1 THE STUDENTS SUPPORT SERVICES OF THE COLLEGE

The participants mentioned that there was a shortage of support at the TVET College which also has a negative impact on the academic performance of physically disabled students. The stakeholders such as the lecturers, student support services unit, student liaison officers, the student representative council as the student leadership and the college management should have played a significant role in assisting physically disabled students. More support was required for the assistance of physically disabled students to cope with their studies.

The lack of support and assistance eventually led to the physically challenged students at TVET College not to have qualified staff to teach and support them. There was no proper counselling in the student support services as it was always overcrowded which led to the fear of the students to approach it for assistance. There is an office for the Disability Support Services but the office is understaffed as it has one coordinator and intern who serve as the administrator for the office. The participants highlighted the issue of in-service training for

the lecturers so that they get a comprehensive understanding of the disabled students in higher education, specifically in the TVET College.

The participants voiced the feeling that as physically disabled students, they required more support with their studies and the shortage of support could have negative effects on the emotional being of physically disabled students in the TVET College. The lack of support from both the student support services and from the college management resulted in the huge negative impact on the academic development of the physically disabled students at the TVET College. All the participants raised the issue of the lack of support from students support services and from the college was raised by all the participants.

They also stated that there are student support services that could not provide them with the essential support needed for their academic success. They further mentioned that the insufficient support had affected their academic development which has also led to them underperforming.

One participant raised a concern that the lack of support meant that the student support services, disability office together with the TVET college management should work together to solve the problems of the physically disabled students in the college. The college did not train the lecturers about teaching the physically disabled students and the lecturers did not know even the language to use while referring to them. That was belittling them and also had a negative effect on their academic development at the college. Gewer (2010) stated that there is a shortage of information about the efficiency of student support services within the TVET colleges. Gewer (2010) further argues that where there are services they are poorly utilized by the students and the academic staff. The findings from an investigation of national certificate vocational (NCV) students at FET Colleges in 2009. Further education and Training Colleges (FET) are now transformed to be Technical Vocational Education and Training colleges (TVET) recommended that there were inadequate student support services available. Hall et al (2004) also maintain that until we distinguish the difficulty in understanding disabled students` interests and show readiness and capability to house those needs, legislation should be made to ensure that the needs of the students are catered for.

The Participants also voiced that during the induction they are told nothing about the counselling arrangement. No information is available to them. The student support services are overcrowded such that there is no privacy yet counselling should be done in a private place without disturbance. The college does not have a disability unit. The students' Participants mentioned that Disability Support Services should have been available at the college. It was also reported that having no disability support services had harmful effects on the emotional state of physically challenged students. With regard to counselling, the college had tried to hire some counsellors, but there was still a shortage of counsellors at the college according to the participants. The college needed to hire more counsellors that were trained for each campus. Participants also reported that lecturers that were members of student support services were not fully trained to deal with physically disabled students.

Participants also voiced the issue of lecturers who were not receiving in-service training in as far as physical challenges were concerned. All stakeholders such as lecturers, student support services, counsellors, the student representative council and the college should, as reported by participants, play a major role in assisting physically challenged students.

Participants raised some concerns about the absence of ramps at the college for physically disabled students impacted negatively on their academic development. The Department of Education (1997) highlighted the barriers to learning as poorly inaccessible environments, for example, the absence of ramps in educational institutions, and negative attitudes towards students with physical disabilities that make these students highly defenseless and position them exclusion or to experience an academic breakdown. Hall et al (2004) specified that the attitudes of the lecturers who do teaching and learning for the physically disabled students should be sensitized. The lecturers should abstain from negative remarking when physically disabled students struggle to understand the subject content in the classroom. Students with disabilities should not be degraded in front of their peers in the classroom and should be sensitized of the needs of disabled students. The chronic shortage of support from the student support services and from the college as raised by the participants led to a negative image and the poor performance for the college as a whole. Grayling (2008), emphasized that the student support services are vital in providing individual assistance to students with disabilities. Grayling (2008) further enlightened it is not the role of the

institution of an institution alone to take care of disability but all the appropriate role players should be accountable for making an inclusive environment of embracing differences, rather than simply tolerating students with physical disabilities.

Grayling (2008) argued that the divisions for student support services are should provide individual support and address the institutional limitation, they should take care of both the able-bodied and the abled students in the institution without discrimination. It was also highlighted by the participants that an integrated support service was necessary in order to accommodate them and meet their needs for effective provision of support.

4.3.2 The lack of resources

Grape *"there is a mobility crisis, ramps for us. The toilet facilities do not accommodate the students with disability. We do not have a toilet as physically disabled students"*

Banana *"we are unable to study without learning resources"*

Apple stated: *"The College promised us the ramps last year (2018), but nothing is happening, we are frustrated"*

Orange stated *"if we ask the lecturers ask about resources, they say that the college management will address the issue of resources"*

All the participating students in this study become emotional as they were the physically disabled students in the college. The lack of assistance from student support services, disability office and from the college management had a huge impact on the academic performance of physically disabled students at the TVET College. The participants mentioned the matter of the nonexistence of support from students support services and from the college at large.

They also mentioned that they had student support services, but they did not provide them with the necessary support they would have liked to have. They also reported that this inadequate support had affected their academic development.

One participant stated that this lack of support means that the student support services, together with the college should play roles in order to try and meet the needs of physically challenged students. As reported by Banana, the college did not train lecturers about physical disabilities and the lecturers sometimes treated them like normal students. This would have a negative impact on their academic development at the college. With regard to the lack of support from student support services and from the college, the findings showed that this lack of support had a huge impact on the academic life of physically challenged students at Mango FET College. All the participants raised the issue of the lack of support from students support services and from the college. They also mentioned that they had student support services, but they did not provide them with the necessary support they would have liked to have. They also reported that this inadequate support had affected their academic development.

One participant stated that this lack of support means that the student support services, together with the college should play roles in order to try and meet the needs of physically challenged students. As reported by participant 3, the college did not train lecturers about physical disabilities and the lecturers sometimes treated them like normal students. This would have a negative impact on their academic development at the college.

4.3.4 INADEQUATE SUPPORT FROM PARENTS

Most of the students who were the participants raised a concern about the absence of their parents in their lives, there was too little role being played by parents in their education. Participants also specified that most of their parents did not even come when they were called to meet the lecturers. They do not know who their lecturers are, they never been in their college to speculate the environment for their children education. The parents of physically disabled students are the primary source of information about the disabilities of their children. They are

the ones who know exactly what led to the disability of their children, they have a history of their students.

While their children are in the higher educational institution the parents should feel confident that their children are receiving professional services in the college. There should have been a necessity for parents to be both emotionally and physically healthy for effective care to their children. Should parents not be physically and emotionally healthy, that would result in a negative influence on the education of their children. Parents would be of less help hamper the performance of their children and the children would not prosper and develop academically. Parents did not receive professional counselling, as a result, they feel that they are cursed and their curses are inherited by their children (Religious Model of disability) and did not have contact with other parents. Parents should have received counselling and the understanding to deal with physically disabled children. The above was witnessed by the interviews and the observation through the comments of the participants who were the students.

4.3.5 INACCESSIBILITY OF BUILDINGS FOR PHYSICALLY DISABLED STUDENTS AT THE TVET COLLEGE

In terms of buildings, the participants reported that the buildings were inaccessible for them which was one of the barriers against good academically achievements. The participants viewed that the college was doing nothing about inaccessible buildings for physically disabled students. The participants further complained about the stairs that were slippery, old and unmarked at the college classrooms and the student residents. "College management should do something about building accessible buildings if they still wanted to enrol physically disabled students" they suggested. Dowrick et al (2005) emphasized that students with disabilities find it difficult to obtain other measures from rescheduling classes to allow for the negotiation of accessible buildings for wheelchair users and the other physically disabled students. There was a complaint from the participants about the poor prioritizing of the college such as not taking them into consideration as they prioritize. UNESCO (1994) specified that

adequate accessibility and support services should be made to meet the desires of people with different disabilities should be provided.

Below are the figures of inaccessible buildings in the TVET College in question.

Picture: 1 -College Infrastructure

- There is a ramp provided which is the correct gradient making it easy for wheelchair users to access the hall whereas there is no signage outside the building.
- There are no handles on the stairs which would be required to provide support for mobility and visually impaired individuals. The student might fall due to lack of balance.
- The main entrance door is quite "heavy" to open and is difficult to hold open for wheelchair users or crutch users.

PICTURE: 2- TVET COLLEGE TOILETS

- There is a step up to the bathroom which makes it inaccessible for the wheelchair user and dangerous for the visually impaired person or students.

- The mirrors, paper towel dispenser and condom dispenser are placed high up on the wall which makes it hard for the wheelchair user to reach it.

- There are 6 toilet stalls with the doors opening very close to the toilet basin that does not give sufficient space for the wheelchair to move around.

- The soap dispenser will not be accessible for wheelchair users.

- There is no special toilet for the disabled students, they share the toilets with able-bodied whereas the students with disabilities require more time in the toilet.

- The mirror is provided but it cannot be reached by the student on the wheelchair.

PICTURE: 3 -THE STUDENTS IN THE CLASSROOM

- The desk is very small for the student.
- The class is overcrowded.
- There is no space for a wheelchair and for the visually impaired student using the cane.
- There are no blinds to protect the students with albinism from the sunlight.
- There are no assistive learning devices for students with disabilities.
- The classroom is not inclusive.

4.3.7 THE POLICIES IN TVET COLLEGE AS THE EDUCATIONAL INSTITUTION

The sector of the TVET colleges is new under the new department (Department of Higher Education and Training), which still lacks the disability policies. In the TVET colleges is there are no uniform disability policies to address the issues of disability. Each institution has its own disability policy that is made to suit the needs of the institution not the students as the consumers of the policy. The students are not involved in the policy-making which deprives them their rights of voicing out their needs. There is an examination policy that the college is using. The policy was developed by the Department of Higher Education and Training. The policy covers the examination concessions and the allowances to be given to the disabled students during the examination. The policy says that the disabled student should be given fifteen minutes extra time per hour. The main concern about the policy is that there was no engagement. The levels of

disabilities are not the same so we can never have one solution that will solve all the problems. The policy only covers the summative assessment, nothing is said about the continuous assessments. The disabled students are not expected to perform at the same speed as the able-bodied, my belief is that there should be agreed adjustments during the continuous assessments. In short, there are inadequate policies that embrace disability both in the Department of Basic Education and Training and the Department of Higher Education and Training.

4.3.8 LACK OF CAREER CHOICES IN TE COLLEGE

The major challenge of the disabled students on the campus is the limitation in their studies. The disabled students are not allowed to enroll in some programmes even if they like them and meet the registration requirements.

The college has only two programmes that accommodate the physically disabled students in one campus out of thirteen campuses. Due to their disability, lack of resources and poor training of the college staff, the college has the fear to enroll the students to other programmes. The desperation of the students makes them end up enrolling for the programme that they do not like as long as they can get an education. This goes beyond classroom training, for the students to obtain their qualification they need to have an in-service training where they practice what they have learnt in the classroom. During the in-service training, their mentors have to guide them towards achieving their qualifications. The tragedy they come across is that their mentors are not trained to deal with physically disabled students. They do not know what to do in order to assist the students. The student ends up seating, feeling helpless in the presence of the mentor. In the end, they get letters that recommend that they get their qualifications. The fact is that the qualifications they get do not open the gates for employment since they do not get the practice they require. Most of the visually impaired students are stationed in the reception area to transfer the calls as if that is the only thing they can do, not considering their qualifications.

4.3.9 DISCUSSION OF DATA

The finding by Howell's (2005, p.164) confirmed the lack of suitable and reasonable provision for students with disabilities in institutions of learning, and obligation to assist these students in

the Technical Vocational Education and Training colleges is still weak and hopeless. The White Paper on the Integrated Disability Strategy (1997) stipulated that very little attention has been given on addressing the concerns of the physically disabled students in the higher education system of South Africa.

It is not considered that students with disabilities need more assistance in order to fulfil their responsibilities, in fact, they are required to work within the same strict system as non-disabled students. Most of the TVET colleges do very little to accommodate their particular situations and some do not accommodate them at all. The able-bodied students distinguish them as ill, lazy or stupid if they encounter challenges. The White Paper on the Integrated Disability Strategy (1997, p.23) clarifies that that people with disabilities are usually regarded as useless and depending, as ill and always in need of care and medical treatment. They are also viewed as tragic victims. Furthermore, Water Meyer and Swartz (2006) assumed that the South African understanding of disability is viewed according to the medical model of disability since it emphasises the impairment of the body. Such bad perceptions do not afford students with disabilities equal access to the required curriculum. This is a discrimination that is a barrier for students with disabilities which hold them from reaching their full academic potential.

Lecturers should acquire an understanding of how students with disabilities do their activities successfully and how they learn differently. According to ableist assumptions, appropriate educational support for students with disabilities is not enough, thus leaving students with disabilities unaccommodated in the mainstream classroom. Howell (2005, p. 164) maintains this by stating that, the South African, black impaired learners are defenceless to exclusion from the education system. These exclusion processes are emanating from the broader practices which transmit to the marketization of higher education.

Educational policies are not the policies for real, they promote inclusive education but do not support its practice through the development of staff involved and the provision of infrastructure and resources and this does not translate into practice. Too little is done about the disabled students, especially in mainstream TVET colleges (Gibson, 2006). My personal feeling is that the solution would be to involve students with disabilities in an open dialogue about their main concern, solutions to problems and their human rights. The UK conducted studies found that the

elimination of barriers could lead to the accommodation of disabled students in an inclusive classroom (Goode, 2007).

4.4 GENERATION OF THEMES AND DATA ANALYSIS

In the previous section, I highlighted the life history each participant for the study at a TVET College in question which and their experiences in the college. I provided the findings from both the focus group and the unstructured observation on the campus. In this section, I have generated the themes and the codes that will be used to analyse the data generated for the study. The aim of this chapter was to acquire a more understanding of the findings so as to answer the research questions. The required data acquired from the life histories, interviews, focus group and observation revealed certain themes and patterns. Data were analysed through thematic coding. The findings were acquired to answer the research questions. There were three major themes that emerged from the four participants.

4.4. THEMATIC CODING

In this sub-topic, I classified the three different cross-cutting themes that are presented in Table 2.

Table 2, shows how the major themes were classified to respond to the research question on the experiences of the physically disabled students in the TVET College. In addition, table 3, was on the positive factors of inclusive education.

TABLE 2: THE IDENTIFIED THEMES

Open coding	Axial coding	Selective coding	Theme
Stairs Building Stereotyping Discrimination Social exclusion Intimidation Being ridiculed Judgemental Funny Names. Labelling.	Inaccessible environment Unfriendly attitudes	Physical factors Social factors	Othering
Bad teaching and learning methods. Discriminatory large classes Shortage of resources Hostile lecturers Poor lighting Poor classroom management by lecturers	Exclusive curriculum Non-conducive Bad learning environment	Epistemic factors	Academic Ableism

Housing	Shortage of resources	Economic factors	Poverty
Disability grants	The poverty of finance		
	Accommodation issues		
	Unfriendly of transport		
	Shortage of information		

TABLE 3: ENABLERS OF LEARNING

Major themes	Minor themes
a) Personal factors	Self-determination
	Positive attitude
	Self-advocacy skills
	Intrinsic motivation
b) Family factors	Guardian Support.
	Parental support.
	Friendship.
c) College factors	Lecturer support.
	Exam Concessions.
	Good assessment practices.
	Enlargement of papers from A4 to A5.

d) Government policies	Inclusive education (Whit Paper 6, 2001) Disability grants The constitution of South Africa of 1996

4.4.1 MAJOR THEME ONE: OTHERING

The first observed theme is othering on the presentation of the findings that will be presented within the two headings on social barriers and physical barriers. Physical barriers were viewed more in poor accessible environments and infrastructure. Social barriers were discussed under hostile unfriendly attitudes.

4.4.2 PHYSICAL FACTORS: UNFRIENDLY ENVIRONMENTS

Access to college buildings is the most important factor for educating students with disabilities. The poor physical accessibility was one of the barriers revealed by students with disabilities in the findings. They come across physical barriers to education due to poor accessible environments such as a lack of ramps and/or elevators in the buildings of the institution, heavy doors, and stairs. For example, one student with mobility problems could not go to the classroom to learn due to the stairs and inaccessible doors. The bathrooms had steps and were inaccessible. The student who was using a walking stick, had a severe problem as she is challenged by a poor accessible environment. She was moderately disabled when she came to college, but now she is being severely disabled because of the stairs. This student would, however, experience very little disability if she confronted with a completely accessible and supportive environment.

4.4.3 SOCIAL BARRIERS: HOSTILE ATTITUDES

The study revealed though othering that students with disabilities encounter bad attitudes and stereotypes at the TVET. They were called names, tormented, judged, labelled, mocked and excluded. The respondents stated during the interview that, that had a negative input on their relationship with their colleagues and the college staff. Students with disabilities reported being harassed and mistreated throughout their life histories.

Other forms of harassment and discrimination that the SWDs face involves teasing nicknames, and name-calling, jokes and pulling faces and pranks. For example, one of the participants raised that he is not happy the way able-bodied students imitated the way he walked. The students would imitate the visually impaired student as they know that the student could not see. The other student complained about the way able-bodied students imitated the way she was shaking her head as it was part of her physical impairments.

The participants differed when it comes to social life with the able-bodied students, some had the positive and the good relationship. One student commented that last year he had a good relationship with the classmates but now all the friends have vanished. He suspects that was due to independency and the fact that he was relying on them.

The findings also found that the college staff and able-bodied students felt that SWDs could not do their work because of their disability and impairments. SWDs were mistreated because it was assumed that they were ill-equipped mentally due to physical impairment. The unfair negative assumptions were also made against them, predeterminations and generalizations about them. There were feelings that SWDs were partial and lesser category and in some way inferior so they were not respected. One student voiced that the able-bodied students thought that they could not make it because of their impairments.

The findings from the interviews with the students with disabilities discovered that they were ill-treated by their able-bodied peers though the imitation of how they walked and made offensive, teasing and bad remarks about their disability. They verbally harassed them, for example, being called a slut, "*one-eyed, ichide and impumputhe*".

4.4.4 DISCUSSION ON OTHERING

The theme of othering appeared using selective coding as the physically disabled students defined the way they were discriminated at the TVET College. Generated data exposed that the students come across negative experiences such as stereotyping, bullied, nicknamed, ridiculed, judged, rejected, teased, prejudiced and discriminated.

By othering, I refer to the action by which a person or group is classified by someone as someone who does not belong to the group or particular population. Othering is labelling someone as being in some way no complete human and unworthy of respect and dignity than others (Smith, Foley & Chaney, 2008.p 303). Rule and John (2008, p.80), emphasized that "the verb 'othering' stresses upon the way of variance and can mean a process of making strange, of separating and belittling in some way to someone, it differentiates, subordinates and exclude. More terms can be used to elaborate this notion, as specified by Rule and John (2008, p. 80) include:

- Disowning

- Distancing

- Extermination

- Scapegoating

- Stigmatization

Shakespeare (2002, p.27) argues that:

"Part of the hostility to disabled people may lie in the tendency of non-disabled people to deny their vulnerability and frailty and to project these uncomfortable issues onto disabled people, who they can oppress, exclude and ignore".

Moreover, able-bodied students use various languages to describe them like a handicap, cripple and invalid. Yet no one's body works perfectly. We are all in some way impaired and illness is just a human condition (Shakespeare, 2002).

In this context, othering also implies discrimination in the provision of services, for example, the lack of assistive devices. It is also discriminatory of government to design buildings that

people with disabilities will never use. The fact that only certain people can now use those buildings makes it exclusion or bigotry. It is like spitting in the face of those with disabilities.

Othering stems from the intentional or unintentional behaviour of people that reduce the potential for others to be fully human. Disabled people are also targeted for ridicule, abuse, harassment and violence. As a result, they lack the freedom to pursue their interests or plans as they are made to feel less than human.

Marginalization is also part of othering. "It is a process of exclusion that effectively positions certain groups as not only 'inferior' within society, but also makes that group largely 'invisible' within society" (Smith, Foley & Chaney, 2008, p. 303). Marginalization expels students with disabilities from full participation in social life. This creates a situation of helplessness and powerlessness but also a culture in which the disabled not only become invisible but may be expected by the able-bodied to be invisible.

Through marginalization, disabled people are indoctrinated with negative images about themselves. They are often treated as objects rather than people. "Able-bodied students refer to other "different people" for example when talking about a peer with impairments. This in a way suggests that disability is a discursive category" (Shakespeare, 2002, p. 10).

From my experiences as a TVET lecturer, efforts to prepare disabled persons adequately for participation in skills development are not realized. Mere enrolment of disabled people in such programmes often results in failure. Such failure, due to lack of adequate preparation, further reinforces negative stereotyping of disabled persons. Similarly, Murgol, et al. (2014) conducted a study in Kenya and found that students with disabilities in TVET institutions were discriminated against and isolated. They were also unable to access some of the school buildings and were also barred from enrolling in certain courses that they desired to enrol in, and were instead just registered in any available programme.

It is not surprising that people with disabilities are still viewed differently today. Historically, disabled people faced much more extreme forms of repression. In Germany during the 1930s, the first victims of the Nazis were 100 000 disabled people – or "inferiors", as they were called.

People with physical and learning disabilities were butchered as a consequence of Hitler's ideology of "racial purity.

People are different. They have different backgrounds, racial groups and cultural backgrounds. I personally think that it is unfair keeping people separate or othering them because of their differences.

4.4.5 MAJOR THEME TWO: ACADEMIC ABLEISM

The key findings that emanated from this study in relation to the theme of academic ableism were on participants' curricular and pedagogical challenges. These included large class sizes, lack of assistive devices in learning, poor room arrangements, poor curricular delivery and assessment approaches, and unsupportive academic staff. In this section, I arrange the findings under the headings of 'Rigid curriculum' and 'Non-conducive learning environment'.

4.4.6 RIGID CURRICULUM

The curriculum was found to be rigid and not flexible for disabled students. The lecturers were not expected to do favours for the students but more assistance is needed to allow the physically disabled students to perform up to their best level. Rigid curriculum indicates inflexibility regarding time, space, resources and methods. Interview findings revealed that there was no time or resources to support disabled learners at TVET College. Curricula and teaching methods were rigid. Assessment guidelines were written for "normal" students or for those who did not have impairment-related needs.

4.4.7 NON- CONDUCIVE LEARNING ENVIRONMENT

Lecture rooms were frequently overcrowded and there were no trained lecturers capable of regularly handling the individual needs of students with disabilities.

From the above data, Academic ableism can be described as discrimination within academic institutions against students with disabilities. These may include a non-conducive learning environment such as large classes, lack of resources, unfriendly/untrained lecturers, poor room arrangement and inadequate materials.

Examples of academic ableism at the TVET College that are evident in the data include:

- *Shortage of learning assistive devices.*

- *Lack of light or excessive lighting that affects those with visual impairments.*

- *The large noisy classrooms*

- *Overcrowded classrooms make it difficult to move around with a wheelchair.*

The lecture rooms were often too crowded and very noisy. They had white shiny boards that gave students with visual impairments problems. Some data on academic ableism was gathered during the transect walks. The students were of the opinion that the lack of relevant assistive technology in learning; the negative attitudes of people towards disability and services; systems and policies that are either non-existent or that hinder their involvement, and an inaccessible environment were all seen as barriers that hampered the students from learning. It is interesting to note that students with disabilities also want to see equality within their educational institutions. They feared being ridiculed, judged and discriminated against because of disability.

4.4.8 EMERGING THEORY: ABLEIST ORTHERING

In this subsection, I have unpacked the theory of ableist othering.

Othering and academic ableism often lead to ableist othering as shown below.
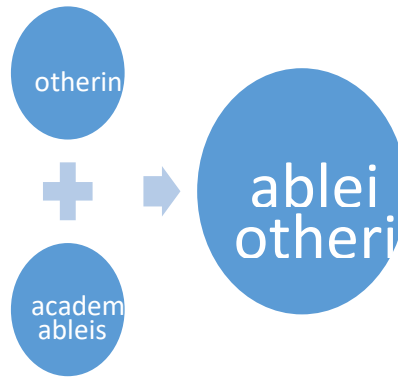
FIGURE: 4 ABLEIST OTHERING AND SUB-COMPONENTS

Ableist othering suggests differentiating students with disabilities as not normal.

The following are some responses that indicate ableist othering from the data:

"The seating arrangement does not allow the smooth movement of the wheelchair" (Banana).

"I bump myself to the students who seat on the walkways since I am blind" (Apple).

"Some lecturers deny us in the classroom and move with the movers" (Grape).

These students are regarded as less of a human (subhuman), faulty or freaks rather than as persons with identities. If they were the factory-made product they would be regarded as the rejects. They are enrolled in the classroom but too little attention or assistance is given to them to support them with their academic life as the non-abled peers. They are also depersonalized. Due to their disability, they are viewed as the object of different treatments and forms of support. They also face poor gender respect for example, in public toilets their toilets are not separated according to gender as it is the case with the able-bodied. In most cases, only one toilet for disabled people is provided, irrespective of gender differences.

Tugli (2013) conducted a study in South Africa, it was found that academic and social barriers failed the students with disabilities from learning. Vora (2013) in his study done in North Texas revealed that disabled people are locked out from learning because of the lack of access to content, for example, the blind student cannot receive the content of it is written on the hardcopy.

For the blind student to access the information it should be loaded in a computer with the JAWS software so that the computer can read for the student.

4.4.9 MAJOR THEME THREE: POVERTY

Disability is poverty are married and they are always together, it is for this reason that poverty was also a leading theme during all the data generation sessions and served as a major reason for not being in college or any educational institution, dodging classes due to hunger and having difficulties with learning. Poverty leads to poor leaving standard, lack of resources, and information. Failure to meet needs of SWDs at the TVET College also meant the shortage of learning assistive devices, and educational, vocational training and counselling services that should be provided by the Student Support Services and the Disability Unit. Findings discovered that some participants were coming from bad poverty-stricken homes with bad socio-economic lives. All the participants were receiving disability grants, which they used for survival with their families. These grants are too little for survival more especially if there is no other income.

> *"The family is there but I provide for myself through the disability grant"* (Banana).

> *"Noma ngiyaphi ngihamba nomama, angimazi ubaba" (*Apple).

The most parents and the guardians of the participants were unemployed, they, therefore, survived under very bad economic conditions which deprived them basic necessities like buying necessary assistive learning resources or devices that they needed for their studies. The college is a very old college inherited from the former college of education with the rundown facilities. During the transect walk, participants showed some places that were dangerous and were like the trap to them, like the air conditioners mounted on the passages and were very difficult for the visual ad the physically impaired students. Socio-economic factors like poverty were the main contributor to the creation of barriers to learning, and these problems made inclusion to be impossible.

One of the participants with physical disabilities faced difficulties in travelling to college. She had to travel a long distance and cross a very busy road with speeding taxis. Even if she finally

reached college, there were problems of stairs around the college. These are some of the comments provided by the respondents;

"I come from the other province, from here to my province cost a lot of money, I miss my family"

The experiences of poverty and the lack of education made them feel useless and hopeless in their lives, and their caregivers expected that their advantaged educated children would support them as they age. Rule and Modipa (2011, p.1) who emphasized that "Many adults with disabilities in South Africa did not have a chance for schooling or dropped out at an early age due to poverty and discrimination".

The Integrated National Disability Strategy White Paper stipulates that there is a major shortage of dependable information on the nature and occurrence of disability in South Africa. Previously, disability matters were regarded mainly within a health and welfare framework, hence medical approach was used. This approach led to a failure to integrate disability into mainstream government statistical processes mostly in education. There is insufficient dependable empirical data on the global poverty of people with disabilities, yet, there is solid proof that people with disabilities participate in making up a huge proportion of people living in chronic poverty. (Integrated National Disability Strategy White Paper, 1997). Poor people experience a greater opportunity of impairment or disability. To add, the existence of a disabled person, or the occurrence of disability in a family, usually place huge demands on family morale, creating more poverty as extra care is required (Integrated National Disability Strategy white paper, 1997).

The studies and data also found that the shortage of information is a major factor hampering admission of students with disabilities in higher educational institutions. Some did not apply due to the shortage of information about how the institution might be able to meet their learning needs while were unwilling to inform the members of staff about their impairment and seeking for adjustments and fitting in a place that could not accommodate them. Others had a fear of rejection or staff unwillingness to be flexible or understanding. They always thought that nobody could help and help for them was impossible.

Getzel and Thoma, (2008, p. 77) pointed that, "Some students choose for different reasons not to self-disclose their disabilities. These students may be concerned for a new beginning in an educational institution and set by not having to deal with labelling".

4.4.10 ENABLERS OF LEARNING

Under this sub-section, I unpacked the enablers of learning that were resulting from the data of the life histories and interviewed and observed participants. These helped me in answering the research questions: What are the experiences of the disabled students in TVET College? , How does learning take place for the physically disabled students in the TVET College? And why do the physically disabled students in a TVET college experience learning the way they do?

4.5 THE FACTORS THAT FACILITATE THE SUCCESS OF STUDENTS

WITH DISABILITY AT TVET COLLEGE

Personal factor

I this section I explored the personal factors for the students in question such as self-determination, self-advocacy skills and their positive attitude that were stated by participants as factors that empowered them to succeed.

4.5.1 Self- determination

The research participants emphasized their self-determination as a way of making things happen in their own lives rather than having others do things for them that promoted independence. They discovered that setting their goals and working on attaining them would help them in their studies. They got assistance from their friends, family members and assistive technology. Usually, people with disabilities have too limited choices about where and with whom they live. The few choices they have, limit them in terms of educational institution they will attend. They need to be more self-determined in order to enable them to have more of a voice in living in their own communities. The skills of self-determination are crucial for the physically

disabled students' success, such as problem-solving skills, learning about oneself, goal setting and self-management (Getzel & Thoma, 2008). Researchers have found that students with physical disabilities with high levels of self-determination are more likely to become citizens who are:

- Permanently employed;

- Successful with their lives; and

- Have independent lives, or with support, outside of their family members.

Similarly to the research participants, Getzel and Thoma (2008, p. 79) defined self-determination as "*Willingness to fight for what you need, with an understanding of your disability and how it influences your learning, having self-assurance without depending to someone.*" Banana said "as *a disabled person I always want to prove myself, as a result, I get the best".*

4.5.2 INTRINSIC MOTIVATION

Intrinsic motivation refers to the internal factor that motivates a person to do something. In this context, I looked at the intrinsic factor that motivated the physically disabled students to do their studies in the TVET College. When asked what motivated participants to study at the TVET college irrespective of the bad experiences that they had encountered, they showed that they wanted to pursue their learning goals, ambitions and succeed at the end. Success was an important factor for improving their self-esteem as everyone was looking at them with a negative attitude.

4.5.3 SELF-ADVOCACY SKILLS

Self-advocacy was labelled by most participants as learning to speak up and voice the needs irrespective of the feelings of the other people about you. It meant being able to represent yourself. It is learning to take responsibility and be more independent which builds self-confidence. The students with confidence feel better about themselves, are risk-takers, seek for the assistance and explanation, they need and eventually do better in education and in life at all. The most successful adults who obtained education yet disabled had identified the ability to self-advocate as the main

factor that contributed to success both in post-secondary education and in the workplace environment. When the students enter the higher educational institution it becomes highly significant that they are willing to voice their needs in a positive way, as they are supposed to be highly independent as the students. For example, one of the participants said: *"I can do some of the things that able-bodied cannot do"* said Banana

In this context, a positive attitude referred to the "I can" feeling which meant that the students had the feeling that they can do it irrespective of the difficulties as long as the barriers are removed.   A positive attitude assisted the students to cope more easily with the daily activities of TVET college life. It brought stability into their lives and eliminated worries and negative thinking about them. The positive attitude abled them to grasp the brighter side of life and expected the best to happen, which was a success and not a failure and also entrusted their abilities.

CHAPTER 5

THEORETICAL ANALYSIS OF FINDINGS

5.1 INTRODUCTION

The theoretical framework plays a crucial role in guiding the study. As a result, had to continuously check if my study is still in line with the theoretical framework when coding my data. I used the theoretical framework to analyse, interpreted and discuss the social model of disability and the inclusive model of education. The model of social disability regards disability the way society is structured. The main aim is the removal of barriers that limit life choices for people with disabilities, students in the case of my study. Inclusion is based on finding and eliminating the barriers to learning, and changing practices in educational institutions (TVET Colleges in this case) to accommodate the differences in the learning needs of each student.

My first discussion will be based on the findings that relate to the models of disability. The numerous limitations will then discussed in relation to the social model which include the physical, social and epistemic barriers. Eventually, the barriers to learning and the inclusive model of education will also be unpacked in this chapter.

5.2 FINDINGS AND THE SOCIAL MODEL OF DISABILITY

Looking at the social model of disability to acquire the understanding of the data, my argument is that the bad inaccessible TVET college environment creates impairments for the physically disabled students. The structural, attitudinal, linguistic and economic barriers that hamper access and success of SWDs further create impairment for the disabled students. Nothing was done the college on account the physical, social and mental differences of students with impairments which resulted in the bad life experiences of the physically disabled students in the college. This became a major barrier that deprived them their rights to live their fully independent life at the college. The situation disabled them since they were not fully accommodated. I argue that their disabilities were therefore not caused by their impairments, if the barriers were removed they would leave a fully independent life.

Godley (2001) posits that "(the social model) is worried about the barriers (intellectual, physical, attitudinal, etc.) amongst the people in the society, which disable the impaired people." Drawing from a social model view, disability is not due to people's impairments but rather by society's unwillingness to accommodate people with impairments and the limitations that these failures and unwillingness create.

Disability can, therefore, be regarded as social cruelty like racism, ageism or homophobia, but not an individual problem (individual medical model). Furthermore, disability is regarded as a form of psycho-emotional disablist which eliminates loss of self-confidence. This affects the personal strength of the people (Barnes & Mercer, 2004). I further argue that disability is created by the way the TVET in question is structured, and less of the students' impairments or difference. There should be a way of eliminating barriers that limit the life choices for SWDs. It is believed that when barriers are detached, SWDs can be independent and make choice upon their own lives. The ramp should be added to the entrance, classrooms, disability centre and the student residence so that the wheelchair user can be free to explore the college building. The social model would recommend making full-text audio recordings available when a textbook is first published. That should be requested from the publishers. This means students with visual impairments can independently participate in learning activities (Oliver, 2004).

The model suggests that the eradication of attitudinal, physical and institutional barriers would upturn the lives of people with disabilities with the same chances as others on a reasonable. Disability would be eliminated in a fully developed environment or society. The emphasis of this model is in it is retaining the responsibility upon the whole society and not the individual. Furthermore, it focuses on what the individual needs are. Overlooking impairments has been regarded as one of the weaknesses of the social model of disability by theorists like Morris (1993) and Crow (1996).

As individuals, most of us simply cannot pretend with any conviction that our impairments are irrelevant because they influence every aspect of our lives. We must find a way to integrate them into our whole experience and identity for the sake of our physical and emotional well-being, and, subsequently, for our capacity to work against Disability (Crow, 1996, p. 7).

The social model also describes disability as oppression. Most of the disabled people are discriminated against the non-disabled people hence they are oppressed group (Shakespeare & Watson 2002). Through this study, I found that non-disabled students and some lecturers are the causes of oppression amongst the disabled students. Furthermore, a non-conducive environment for learning for students with disabilities also oppressed the disabled students in the college. "An analysis of oppression within capitalist societies has shown that 'disability' is, in reality, an artificial and exclusionary social construction that penalises those people with impairments who do not conform to mainstream expectations of appearance, behaviour and/or economic performance" (Oliver, 2004, p. 20).

5.3 SOCIAL ASPECTS THAT CREATE DISABILITY

Through disability models, one can translate ideas into practice as they are crucial tools for identifying impairment. Furthermore, they offer the required measures which the government and society can plan strategies for meeting the needs of disabled people (Barnes, 2008; Oliver, 2013). They are often treated with scepticism as it is thought that they do not reflect a real world. Other theorists think that the models of disability encourage narrow thinking and do not offer thorough guidance for action (Morris, 1993; Barnes, 2008). Yet, they are helpful frameworks used to acquire an understanding of disability issues, and of the perception held by those generating and applying the models. They tell the ways in which our society makes or limits access to services (Oliver, 2013).

The other social aspects that create disability and disabling barriers is the medical perception of disability. The medical model focuses on impairment of the person involved than what can be done to help the person. The model perceives disability as the disconnection to the social or geographical environments due to disability. My argument is that the medical model relies on paper issued by the medical practitioner and do not afford the person in need the chance for a normal life. According to this model, a disabled person is labelled as sick and associated with medical treatment. It views disability as lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being (Oliver, 2013). Due to this, students with disabilities are stigmatised as "lacking" or "abnormal". The data reveals that SWDs have internalised this view, which others execute on them and that destroy them a lot. This is very disempowering and even cause them to drop out of the education

system. They regard themselves as abnormal as the able-bodied are regard themselves as normal.

Furthermore, tradition is the social aspect that creates disability. The traditional model's belief is that SWDs are witch crafted; demonic; sinners, or are facing the sins of their forefathers and being punished by God. This isolates and marginalises the SWDs by their able-bodied who avoid them since they are scared of associating themselves with the people who are labelled as evil. One of the participants mentioned that he lost his sight due to "umkhokha" (ancestral issues)

The assumption that impairment is a tragedy presents a disabling environment for SWDs. The able-bodied students regard students with disabilities as victims of the bad deeds by their parents or ancestors. The tragedy or charity model represents students with disabilities as victims of certain conditions (Oliver, 2013). Disabled students should also be treated as equal citizens in need of respect and not pity.

 Disability was also created by the cultural image as they are used to socially view the disabled people as an unwelcome as they are referred to as 'other' whose suppression is necessary to the perpetuation or reinstatement of mainstream society (Barnes, 2008, Morris, 1993). Such perceptions are shown in the negativity in media and in literature which portrays difference as unacceptable, evil, or a punishment from God (Morris, 1993). The negative expressions in the college emphasised that for example, ichide *and* isishawa . The social model of disability promotes that should be equalized and be valued. Barriers should be identified and eliminated. Required resources should be procured as the government prioritize the purchase of the learning assistive devices. Diversity welcomed should be practised in all the educational institutions.

The below diagram illustrates that the problems for the students with the physical disabilities in the institutions lie with the structures and attitudes within the TVET College population. These include: an inaccessible environment, stereotyping, prejudice, devaluing and a lack of beneficial education.
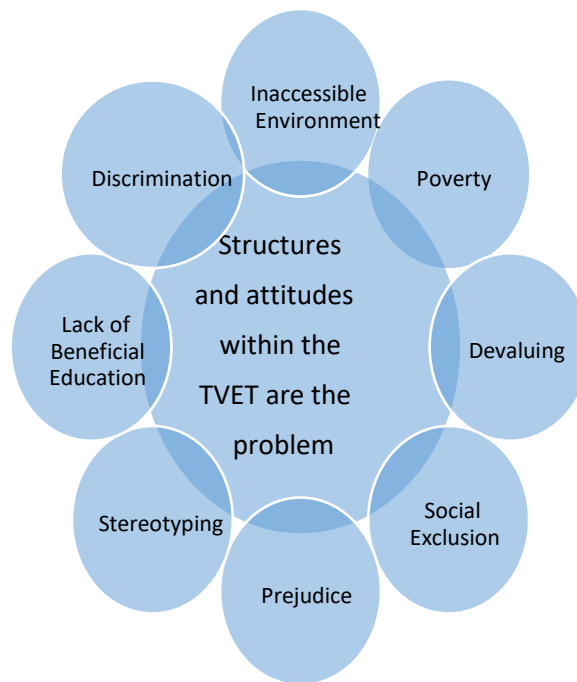
Figure 5: Educational barriers in the TVET College in question through the perspective of the social model of disability

5.4 THE INCLUSIVE MODEL AND BARRIERS TO LEARNING FOR STUDENTS WITH DISABILITIES

Drawing on inclusive education theory, I argue that the TVET College formally includes students with disabilities while excluding them at the level of curriculum, infrastructure, funding and social life through attitudinal barriers.

5.4.1 CURRICULUM

The curricular and pedagogical in the TVET College was not conducive for the physically disabled students. Large class sizes, lack of assistive devices in learning, poor room arrangements, poor curricular delivery and assessment approaches, and unsupportive academic staff excluded the physically disabled students in the education system.

A friendly curriculum was not issued for the assurance of quality education. Furthermore, there was a lack of assistive learning resources, teaching strategies was not adjusted for the effective education of this students meanwhile the inclusive model advocate for educational institutions to react to the diverse needs of all students irrespective of difficulties or differences they encounter.

The rigid curricula and teaching methods disadvantaged the students. The classes were which made it difficult for the untrained lecturers to cater for the individual needs of the disabled students. According to the NSFAS bursary scheme, the disabled student should have the assistant in the class, who would assist the student in note-taking and further go with the student to the hostel residence to assist the student. There is an allocation for such assistance under the human assistance section. My worry is that even there is such assistance, the college did not allow that to happen. For the visually impaired students, teaching materials should be made in an alternative format as the students could not use the hard copied material. Assessment and evaluation methods had a focus on academic achievement rather than each student development which was a disadvantage to the disabled students.

The inflexible curriculum did not allow the use of different teaching methods in an inclusive classroom. No different teaching methods were discovered in the study. Due to lack of training lecturers did not use different teaching approaches, as a result, the disabled students felt excluded within an inclusive classroom. The lecturers who were already straining under large workloads felt bitter about the added tasks of coming up with diverse approaches for the same lessons.

Inclusion is not just the physical access, it must also comprise of social, financial and epistemic features as per inclusive education lens. According to this study, it has been revealed that some students are admitted in the higher educational institutions but do not acquire any academic achievement irrespective of how hard they try to overcome the barriers in the environment. Some students would try to hide in the classroom due to the fear of being discriminated which might mean that the student cannot see what is written on the board. These findings match with those of the report from UNESCO:

I was taken out of all my classes and told just act pretty in the corner, smile and be happy, and you'll be fine… and I just sat there and looked at the four walls that were my day at

junior high …. I went to lunch; I went to the gym, ACADEMIC Ableism (UNESCO, 1994, p.856).

My argument is that the implementers of the college curriculum did not consider inclusive education. Some lecturers could not adjust their teaching method to suit the needs of the physically disabled students in the college. There was no flexibility in the teaching method, for example, limiting written work for students who could not write fast or considering the oral assessment to those who had challenges with written assessments. The inclusive model advocates that the expected learning objectives could be achieved using more different methods of teaching. There is no cooperation between staff and the students in the institution whereas open communication and coordinated planning is required for inclusive education to be effective (UNESCO, 1994). I suggest that lecturers and SWDs should meet for well-constructed strategies to identify and implement methods, accommodate, and specify goals to meet each students' needs.

5.4.2 INFRASTRUCTURE

The physical infrastructure of the college was also identified to be a barrier to inclusion. The classrooms were inaccessible to students on the wheelchair as they needed elevators, ramps, paved pathways and lifts to get in and around buildings. The student had to seek assistance to the peer students which became the huge downgrade to the student' dignity. The other problem is that student was overcrowded which made mobility to be difficult for those in wheelchairs. In the hostels it was not that bad but because the arrangement was made that the physically disabled students should use the ground floor as the institution did not have the lift to go to the top floors.

My observations discovered that the college is economically-deprived, rundown and has poorly cared-for buildings that further restrict accessibility. In fact, the college was using the old buildings that were inherited from the post-college of education that did not care for the disabled students. Some of these facilities vulnerable and they need renovation to accommodate not only students but human beings. The buildings are less prioritized by the government in terms of renovation and funding.

My findings revealed inaccessible building deprived the students with a disability their right to education and felt different and inferior to their (seemingly) able-bodied peer students. The elimination of barriers could promote independence for the physically disabled students in the college.

According to the findings, a campus that was hardly accessible and that created barriers to the degree of academic freedom to be enjoyed by the physically disabled students in the college.

5.4.3 FUNDING

TVET colleges had no funding budgeted for the development of colleges to embrace disability it is only now that there is Special Needs Education (SNE) grant in the TVET colleges. With this grant, the college has started to introduce some limited disability programme since the grant is too little. Besides that the grant is too little, it is paid in four quarterly trenches which means that it is the money in the paper but the college has to wait for it to be released.

The second funding comes from the NSFAS, this funding caters for the tuition, meals accommodation or travelling expenses of the student stays far away from the college if the student is disabled the funding covers the disability needs of the student. The funding is also paid in trenches which also means that the college has to first receive the numbers and money at the very late stage. This becomes a problem as teaching the disabled students needs more staff to support students' needs. The college finds itself struggling. My personal feeling is that it would much better if the funders prepare in advance and start procuring the devices for the students more especially the visually impaired students. The importance of the learning devices equalize to the part of their body. They use their devices like eyes. Basically, the absence of devices means that they cannot even start to learn, it is like going to the classroom and listen to the teacher without a book and be expected to pass.

5.4.4 ATTITUDES AS THE BARRIER

A set of assumptions and practices that promoted the differential and unequal treatment of people because of outward or assumed differences for SWDs was endorsed in the TVET College. I, therefore, have used terms such as "ableism" and "othering" to cover that kind of treatment.

My major findings of this study that relate to othering highlighted that students with disabilities encounter negative attitudes and stereotypes at the TVET. They were called names, judged, teased, isolated and ridiculed. Upon the interviews sessions, most of the participants specified the negative outcomes on their relationship with their peer students and lecturers. Morris's (1993) notion was that societal origins of disability are mainly negative as a result the disabled feel ridiculous and intimidated.   The World Report (2011) emphasized that labelling students in education systems have a negative impact in including stigmatization, rejection by peers, decreased self-esteem, decreased expectations, and lack of opportunities. Some students are not free to reveal their disability due to negative attitudes, as a result, they do not get the support they need. The findings of this thesis echo The World Report findings of (2011) that have quoted the people in other countries who suffer similar experiences of exclusion in society. It was also found that the acceptance of students with disabilities is still mysterious. During the break times, SWDs found themselves isolated without friends to socialise with. Tugli (2013) emphasize that the unwillingness to safeguard access to inclusive education a violation of human rights and also increases the burden on families and experiences of economic, social, and welfare costs.

It was cleared by the findings of the study that able-bodied students did not expect much from SWDs in terms of academic achievements. They expected that SWDs would fail to perform up to standard. The big mistake they made was to focus on a person's disability rather than the abilities of an individual thus excluding the physically disabled students.

5.4.5 STUDENT AGENCY

My argument is that disabled people also have a role to play in breaking attitudinal barriers. They can do that by working together in making people aware of disability issues and advocating for change. Luckily in college, I have done my research, the performance of the disabled students is very good. One of the disabled student said to me "Being blind helps me not to see what I am not supposed to see, I see only what I have to see that is why my academic performance is so good" There is a strong history of activism in the disability movement, as a result, the disabled people have their slogan which says "Nothing about us, without us", the slogan simply means that not a single person should take decisions for the disabled person

without consulting the person involved. The social model of disability emanate from the disability movement as an analysis of and struggles to transform, a society that is disabling (Oliver, 2013). Yet, in my study I discovered that physically disabled students at the TVET College usually felt, useless and helpless. They regarded themselves as the sufferers of the organization and the attitudes of the college. The study did allow the disability agencies to partake in this study due to its arrangement. I hope the other researchers will cover that gap. The study advocated allowing the SWD to have a voice. There is a lot to be done to address issues of disability in the college.

5.4.6 CONCLUSION

In this chapter, the findings are summarized in the relationship with the theoretical. The themes are examined through the social model of disability together with the framework of inclusive education. The social model of disability relating to physical, social and epistemic barriers to learning was examined. There was a debate about the inclusive model of education covering barriers to learning and enablers to participation in education. Poverty and disability were also considered in relation to the theoretical frameworks. It was discovered that disability and poverty are married in most of the time. The lens of the social model of disability was shown both in the structural and attitudinal barriers for the physically disabled students at the TVET College which ensured that the students' impairments became disabilities.

According to the inclusive education lens, the formal inclusion could occur whereas the students with impairments experienced exclusion within an inclusive environment due to physical, social, financial and epistemic levels. One can, therefore, It can, therefore, be construed from the findings that students with disabilities in TVETs experienced othering, oppression, inaccessible facilities and bad conditions, and academic ableism. The students felt undermined by the disabling and exclusionary learning environment.

CHAPTER SIX

RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

6.1 INTRODUCTION

I have come to the last chapter of the study which aims to assimilate the discussions and findings that arose from this study. I scrutinize the research questions in relation to the findings of the study and the literature reviewed. The suggestions and the recommendations emanating from the research of the study's limitations have been covered. Eventually, I have identified future gaps to be covered.

This study has findings that are dependent on what was voluntarily revealed by the participants. The information was coded, thematised and analysed. The themes were thereafter combined across the major themes that arose from the data analysis from all groups.

This an exploratory case study research which ought to gather an understanding of the experiences of the physically disabled students at a TVET College: Contributing issues that simplify or delay their access and success. The research questions are studied to relate to the findings and appropriate literature. The research question and sub-questions are covered in more details in the next section.

6.2 THE RESEARCH QUESTIONS FOR THE STUDY

6.2.1 CRITICAL RESEARCH QUESTIONS

- What are the experiences of the physically disabled students in a TVET College?
- How does learning take place for physically disabled students in a TVET college?
- Why do the physically disabled students in a TVET college experience learning the way they do?

6.2.2 BROAD OVERVIEW OF FINDINGS

My findings seek to answer the three major question. I will answer all the questions for the effective findings and conclusion of my study.

6.3 RECOMMENDATIONS

This study revealed that able-bodied students and lecturers were still believing in the old traditional medical model of disability. They believed that the disabled person seeks for medical assistance, is ill. "This model focused on individual impairment, and symptoms of any existing constraint of the activity or social disadvantage that the physically disabled person have encounter daily due impairment;" Hamell, 2006 cited in Ohajunwa, Mackenzie and Lorenzo (2015, p. 1). The social model was recommended to remove barriers, such as negative attitudes, inaccessible environments, infrastructure, systems and structures that disable the impaired person.

The following are some of the recommendations of the study that arise from the findings of the study:

- Improving social connections between SWD and able-bodied students.

- Braille should be provided for the visually impaired student.

- Lecturers to be trained on how to assist students with disabilities.
- The government should also provide assistive devices such as magnifying equipment or tape recorders to assist in learning.

- Provision of note-takers or to be given additional time for note-taking and also to be given extra time during exams.

- Putting lifts and ramps in all the buildings.

- Putting the disability signage in the campus

- Coming to college to collect notes and to write tests and exams.

- Having enlarged versions of textbooks as well as screen-reading software.

- Training lecturers to be more sympathetic to requests for extensions.

- Having special seating arrangements in exams to accommodate inclusion.

- Anti-discrimination legislation to be introduced to protect the rights of SWD.

- Holding classes on the ground floor for students with disabilities.

- Steps to be painted bright so as to make it easy to see the way up.

- Lecturers should consider removing obstacles and arranging furniture to ensure clear passage to where they sit in class.

6.4 LIMITATIONS TO THE STUDY

Since the study had a small sample size, it led to the limited generalizations and external legitimacy of the findings. It further had a negative effect on the study as it was difficult to transfer the research findings to other TVET college settings. The study was done on one campus of the college that has five campuses and eight skills centres. Basically, the findings may not be prolonged to a wider population with the same degree of certainty. It might lose content and strength.

One of the participants did not come to the focus group yet the arrangement was made, he closed his phone and he was nowhere to be found. I was doing the study in the college where I work, the participants were trying to please me such that I could see that they were fabricating the information trying to please me. One participant becomes very emotional and cried. She is a married woman and there were only two of us in the interview room, I become so desperate, useless and helpless to the learner more especially as she was we were only two and she is a married woman. Fortunately, the college has the SLO who is a qualified psychologist, she assisted both of us as we both needed counselling. I noticed that students with disabilities are very sensitive and emotional; they need more patience and when working with them.

6.5 THE IDENTIFIED GAPS FOR FUTURE RESEARCH

The findings of the study were from only one college campus of which most of them were specific to that TVET college campus. My recommendation to this study is that more research in many TVET colleges should be done on the experiences of SWDs. A study to detect approaches to overcome constraints encountered doing the research with disabled students should be considered. A policy on the assessment that will have the voice of disabled students in TVETs should be developed. To cover my study on limited impairments, extensive research to reveal more impairment is recommended.

6.6 PERSONAL REFLECTIONS ON THE FINDINGS

At the heart of this thesis, lies my passion to assist persons with disabilities to access inclusive, quality and free education. The dissertation was an eye-opener for me regarding the oppression of persons living with disabilities. The information I gained was much more rewarding than the emotional experiences I went through writing this thesis. Hearing the voices of students with disabilities taught me to appreciate my sight and mobility. I seemed to treasure them more than before.

Physically disabled students in the higher educational institutions of learning are neither dignified nor easy. Able-bodied students exercise more privilege than disabled students. Educational institutions should reinstate the dignity for the physically disabled students by eliminating barriers that hinder them from learning. Education is the constitutional right, irrespective of ability or disability.

6.7 CONCLUSION OF THE STUDY

This chapter presented and revealed the good and the bad findings of the experiences of (Students with disabilities) SWDs at a TVET College. Their versions revealed the need and the necessities for the variety and flexibility in all aspects of teaching and learning. The SWDs mirrored upon their own learning experiences and on which they provided the most important information on the improvement of the TVETs' operation for SWDs. It is anticipated that this will trigger more ambition and sensitize the TVET College to be more accommodating to the main needs of these students as they are the part of their community. Through this research, it has been revealed that

there is a necessity to eradicate that make inclusive education impossible in the TVET colleges more especially the college in question. This research has helped me to answer the research questions about the experiences of physically disabled students in TVET College.

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APPENDICES

Appendix 1 Ethical Clearance

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

11 October 2019

Mr Sizwe Absai Mb nse
(212559055) School of
Education
Edgewood

Campus Dear

Mr Mbense,

Protocol reference number: HSSREC/00000276/2019
Project tftle: Experiences of physicalfy disabled students in the TVET College at King Cetshwayo !District

Approval Notification - Full Committee Reviewed Protocol

This letter serves *to* notify you that your application received on 16 August 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC} on 25 September 2019 and the protocol has been granted FUU **APPROVAL**

Any alteration/s to the approved research protocol I.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and **approved through the amendment/modificationprior to Its Implementation. Incase** you **have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored In the** discfpllne/depanment for a period **of 5 years.**

This apgroval is vaug mr one year from 11 Octotzer 2019.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 mc;,nths before the expiry date. A close-out report to be submitted when study is finished.

fours sincerely,

Dr Rosemary Sibanda

/ms

H u manities & **Social Sciences Research Ethics** Committee
Dr Rosemary Slbanda (Cheir)
UKZN Research Ethics Office Westville
Campus, Govan Mbekl Bulldlng Postal
Address: Private Bag X54001, Durban
4000
Website: httQ:[Lresearch.ukzn.ac.za/B@searchfflcsl

Appendix 2

University of KwaZulu-Natal
Edgewood Campus
Private Bag X03
ASHWOOD
3605
15 July 2019

Dear Participant

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct research. I humbly request you to participate in this research.

The study aims to explore the experiences of physically disabled students in TVET College. It is hoped that the insight gained will assist the college in understanding the experiences of physically disabled students within the college. If you agree to participate in this study, you will be in the classroom when I observe the teacher while teaching you as usual. I will also conduct one on one interviews and the focus group interview with you.

Please note that you are free to withdraw your consent and discontinue participation at any time without penalty.

For more information, you may contact me at; Cell 073 208 8830. You may also contact my supervisor, Dr B. Ndlovu, her contact details are: Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za or contact the University of KwaZulu-Natal Research Office through Mariette Snayman on 031 260 8350

As an indication of your positive response to my request, please fill in assent form attached to this letter.

 I will greatly appreciate your help.

Yours Sincerely

………………………………………………………………………………………………

ASSENT DECLARATION

Do you understand this research study and are you willing to take part in it?

YES	NO

Has the researcher/teacher answered all your questions?

YES	NO

Do you understand that you can STOP being in the study at any time?

YES	NO

Audio recording

YES	NO

Classroom Observation

YES	NO

_____   _____

Signature of Student   Date

Appendix 3

INFORMED CONSENT DECLARATION

Informed consent declaration

I, …………………………………………………………………. the participant I fully give consent to my participation in this research study. I give consent to that the interview may be audio recorded and that I may be observed in class. I also understand that I am at liberty to withdraw my participation at any point without penalty.

Preferred method of contact (please circle):

home / cell / office phone / e-mail

Contact info:

_____

(number)

_____

(e-mail)

………………………………………   ………………………………

Signature   Date

Appendix 4

FOCUS GROUP DISCUSSION CONSENT FORM

I .... have granted consent that the information I shared during the group discussion {focus group interview} may be used by the researcher **Sizwe Mbense** for research purposes.

I am aware that the group discussion will be audio-recorded and I grant consent to ensure an accurate recording. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

I am aware that I will not receive any remuneration for my participation.

Participant's Name (staff): ....

Participant's Signature .... Date ....

Researcher's Name: S.A Mbense

Researcher's Signature .... Date ....

Appendix 5

Campus Manager's letter

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

EDGEWOOD

3605

15 July 2019

The Campus Manager.

Private Bag 5023.

RICHARDS BAY

3900.

Dear Mr Zulu

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ESIKHAWINI CAMPUS

I am a Master's student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. I am required to conduct research and to interview the students and the psychologist on The Experiences of the Physically Disabled Students in the TVET College at King Cetshwayo District.

The study aims to explore and understand the experiences of physically disabled students in TVET College. It further seeks to understand why learning for physically disabled students in TVET College happens the way they do. It is hoped that the insight gained will contribute to our understanding of learners' experiences in TVET College. The study will use semi-structured interviews and classroom observations with the students and the Student Liaison Officer as the participants. Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb teaching and learning. There will be an individual interview which will last for at least 45 minutes in September 2019.

Supervisor contact details	UKZN Research Office	Researcher's/ Student's contact details
Dr B. Ndlovu Tel: 031 260 3670 (office) E-mail: ndlovubl@ukzn.ac.za	Mariette Snyman HSSREC-Ethics Tel: 031 260 8350	035 902 9670 Cell: 0732088830, smbense@gmail.com

Visits	Activity	Dates	Type of activity
1st visit	Introducing myself as a researcher and meeting the research participants	14/10/19	To introduce myself and also give the research participants letters to sign
2nd visit	Semi-structured interviews	21/10/19	One on one interviews.
3rd visit	Focus group interviews	23/10/19	Either structured/unstructured
4th	Classroom observation/s	23/10/19	Either structured/ unstructured
5th visit	Data confirmation		To confirm the data generated and also make sure that what I have correlates with what they gave me.
6th visit	Thesis delivery/ Thank yours		To thank the research participants and their contribution to this research

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours faithfully.

Sizwe Mbense

Appendix 6

Assent letter

University of KwaZulu-Natal

Edgewood Campus

Private Bag X03

ASHWOOD

3605

08/10/2019

Dear TVET College student

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH

I am a Master in Education student at the University of KwaZulu-Natal, Edgewood Campus, in the faculty of education. As part of the requirements for the degree of Master of Education, I am required to conduct research and to interview the students on the experiences of the physically disabled students in a TVET College. I humbly request you to participate in this research.

The study aims to explore the experiences of physically disabled students in a TVET College. The experiences of the physically disabled students in a TVET College.

If you agree to participate in this study, you will be in the classroom when I observe the teacher while teaching you as usual. Nothing more will be expected of you.

Please note that you are free to withdraw your consent and discontinue participation at any time without penalty.

Researcher	Research Office personnel	Supervisor
S.A Mbense		Dr B. Ndlovu
Cell: 073 208 8830		Tel: +27 31 260 3670 (office)
E-mail: smbense@gmail.com		E-mail:ndlovubl@ukzn.ac.za

As an indication of your positive response to my request, please fill in assent form attached to this letter.

 I will greatly appreciate your help.

Yours Sincerely

…………………

Appendix 7

ASSENT DECLARATION

Do you understand this research study and are you willing to take part in it?

YES		NO

Has the researcher/teacher answered all your questions?

YES		NO

Do you understand that you can STOP being in the study at any time?

YES		NO

Audio recording

YES		NO

Appendix 8 Interview Questions

- Please tell me about your challenges in lectures, if you can

  …………………………………………………………………………………..

- What physical challenge do you have?

  …………………………………………………………………………………

- Are you able to see without any assistance?

  If not……………………….how are you assisted in the lectures?

  …………………………………………………………………………………

- How are lecturers presented in your lessons?

  ……………………………………………………………………………………

  ……………………………………………………………………………………

  …………………………………………………………………………

- What is your feeling about the way your lectures present their lessons?

  …………………………………………………………………………………

- Are you able to walk to the lectures without any assistance

  …………………………………………………………………………………

- How assessable are the classrooms?

  …………………………………………………………………………………....

- If the classes are not accessible what do you think the college can do so that they are?

  …………………………………………………………………………………

- Assessable especially for the students with a disability?

  …………………………………………………………………………………

- What is your feeling about the college disability policy?

  …………………………………………………………………………………

- If there's a section that you are not happy with, which one?

  …………………………………………………………………………………

- Are there any devises that you might need for your challenge?

  …………………………………………………………………………………

  - What are the attitudes of staff members towards you?

…………………………………………………………………………………………………

………………………………………………………………………………

- What are the attitudes of students towards you?

…………………………………………………………………………………………………

- Which assistance would you require from the college to fulfil your dreams?

…………………………………………………………………………………………………

- What is your input in college extracurricular activities?

…………………………………………………………………………………………………

- How can you rate the student support services of the college?

RATE FROM 01 TO 05 (Please tick)

Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding