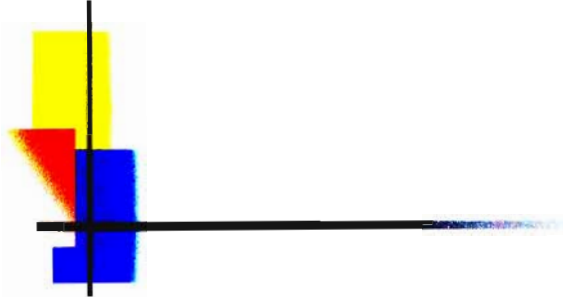


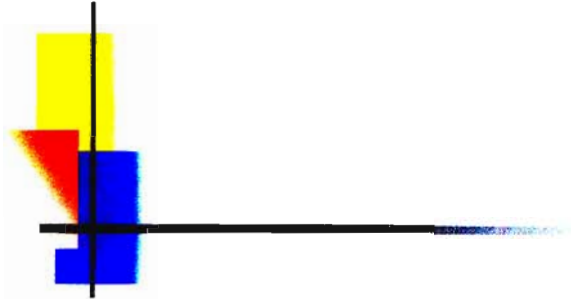
**THE ATTITUDES OF PRIMARY SCHOOL  
EDUCATORS TOWARDS THE  
SOUTH AFRICAN POLICY OF  
INCLUSIVE EDUCATION**

**RAMESH RAMDEO**

**2006**



**A DISSERTATION SUBMITTED TO THE  
SCHOOL OF EDUCATION STUDIES  
UNIVERSITY OF KWA-ZULU NATAL  
[EDGEWOOD CAMPUS]  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
CO-ORDINATED MASTERS IN  
EDUCATION AND TRAINING**



## DECLARATION

I HEREBY DECLARE THAT:

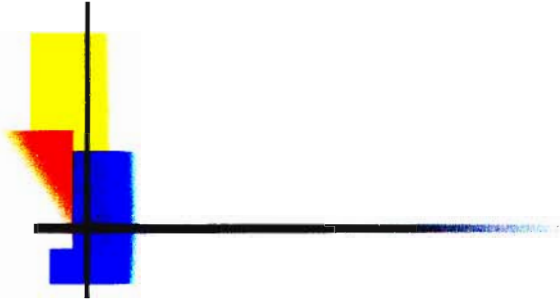
ATTITUDES OF PRIMARY SCHOOL EDUCATORS TOWARDS THE SOUTH AFRICAN POLICY OF INCLUSIVE EDUCATION is my own work and that all sources that I have used and quoted have been indicated and acknowledged by complete reference.

.....  
RAMESH RAMDEO  
APRIL 2006  
DURBAN

## ACKNOWLEDGEMENTS

I wish to express my most sincere gratitude to the following people for their resolute support, indispensable help and contribution in the completion of this study:

- ❖ ALMIGHTY GOD who granted me the wisdom to undertake and complete this study.
- ❖ My supervisor, HENRY MURIBWATHOHO, lecturer in the School of Education Studies at the University of KZN [Edgewood Campus], for his inspirational guidance, constructive criticism and encouragement he gave me during the course of this study.
- ❖ The Department of Education, KZN, and the principals of the schools involved in this study for having granted permission to undertake this research project. The educators in the Phoenix/Verulam/Tongaat areas for their time in completing the research questionnaire.
- ❖ My wife, SUNITHA, for her constant interest and encouragement, and especially having remained a persistent source of inspiration and beacon of light throughout this intellectual exercise.
- ❖ My son, RAHUL & daughter, AISHWARYA for being a source of inspiration.
- ❖ My mother KALAISPATHI RAMDEO & late father RAMDEO SOOKHOO for having provided me with my education at difficult and trying times.
- ❖ My brother UMESH RAMDEO, brother-in-law UMESH HARIDUTT, colleague UMESH JAGNARTH, nephew ASHEEL RAMDEO for their support and encouragement throughout this study.



## ANNEXURE 1

### ACCRONYM

- ❖ NCSNET NATIONAL COMMISSION ON SPECIAL NEEDS IN EDUCATION AND TRAINING
- ❖ NCESS NATIONAL COMMITTEE ON EDUCATION SUPPORT SERVICES
- ❖ NILLD NATIONAL INSTITUTE FOR LIFELONG LEARNING DEVELOPMENT
- ❖ COLTS CULTURE OF LEARNING, TEACHING AND SERVICE
- ❖ NEAP NATIONAL ENVIRONMENTAL ACCESSIBILITY PROGRAMME
  
- ❖ HEDCOM HEADS OF EDUCATION DEPARTMENT COMMITTEE
- ❖ DPO DISABLED PEOPLES ORGANIZATION
- ❖ SASL SOUTH AFRICAN SIGN LANGUAGE
- ❖ SACE SOUTH AFRICAN COUNSEL OF EDUCATORS



## CHAPTER 1

### INTRODUCTION

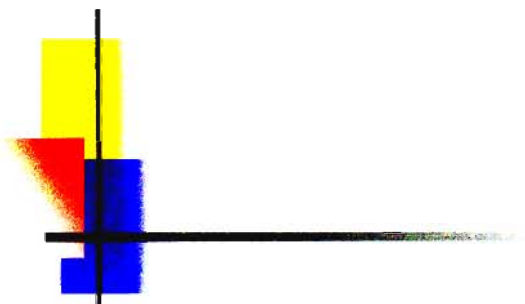
1.1 Motivation for the study	1
1.2 Statement of the problem	3
1.3 Aims of the study	5
1.4 Hypothesis	
1.5 Critical questions	
1.6 Definition of concepts	6



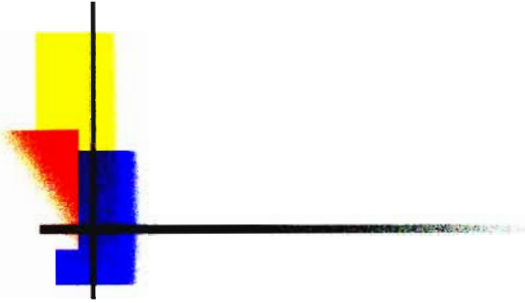
## CHAPTER 2

### LITERATURE REVIEW

2.1	Introduction	9
2.2	Further definitions of the concept: Inclusive Education	10
2.2.1	What is inclusive education?	11
2.2.2	Integration	14
2.2.3	Mainstreaming	16
2.2.4	Normalisation	
2.2.5	The essence of inclusive education	17
2.3	Who are learners with special education needs?/ who are the disabled?	18
2.4	Legal Framework	22
2.4.1	The Constitutional Provision	
2.4.2	The South African Schools Act	23
2.4.3	White Paper on an Integrated National Disability Strategy (INDS)	
2.4.4	Education White Paper 6	24
2.5	Research on Inclusive education	28
2.5.1	An overview of inclusive education in developed countries	
2.5.1.1	Inclusive education research in USA	
2.5.1.2	Inclusive education research in Australia	32
2.5.2	An overview of inclusive education in	



developing countries	34
2.5.2.1 Inclusive education in Zambia	
2.5.2.2 Inclusive education in South Africa	36
2.6 Summary	40



## CHAPTER 3

### THEORETICAL FRAMEWORK

3.1 Introduction	41
3.2 A meta-approach	
3.3 The development of an inclusive philosophy in the wider social context	44
3.4 Learners with special educational needs [LSEN]	51
3.5 Attitudes	62
3.6 Development of attitudes	63
3.7 Components of attitudes	65
3.8 Teachers'attitudes towards inclusion	67
3.9 Conclusion	72



## CHAPTER 4

### RESEARCH METHODOLOGY

4.1	Introduction	73
4.2	Research tools	
4.2.1	Questionnaires and interviews as a research tool	
4.2.2	Development of questionnaire items	74
4.2.3	Format and content of questionnaire	
4.2.4	Pilot testing and evaluating the questionnaire	76
4.2.5	Final questionnaire	
4.2.6	Covering letter	
4.3	Administrative procedures	77
4.4	Follow-ups	
4.5	Summary	



## CHAPTER 5

### ANALYSIS OF DATA

5.1	Introduction	81
5.2	Educators' knowledge about inclusive education	82
5.3	Perceptions	83
5.4	Changes that may need to take place for inclusive Education to be possible	85
5.5	Some of the factors that may result in learners Failing to learn or being excluded from education System.	87
5.6	Perceptions of respondents regarding promotion of Inclusive education	93
5.7	Who among the disabled learners should be included In the mainstream classes	98
5.8	Allocation of financial resources for inclusive education	103
5.9	Perceptions of respondents regarding curriculum	104
5.10	Leadership and management roles can promote inclusive education	107
5.11	Difficulties in coping in the mainstream	109
5.12	Willing but feel incompetent to teach a disabled child	110
5.13	Need to know more about inclusive education before deciding to teach in it	111
5.14	Disinterest and need for knowledge about inclusive Education	112



5.15 Strengthening or abolishing of special schools	
5.16 Opinions on the strengths and weaknesses of inclusive education	115
5.17 Summary	117



## CHAPTER 6

### FINDINGS, RECOMMENDATIONS & CONCLUSIONS

6.1 Research findings	118
6.2 Recommendations	124
6.3 Conclusions	126

## **ABSTRACT**

Education policy in South Africa seems set to follow the international trend towards inclusion of learners with special education needs. [LSEN]. Research has shown that the attitudes of educators towards mainstreaming are one of the most important factors impacting on the success of the implementation of this philosophy. Against this background, the study investigated the attitudes and views of educators regarding inclusive education. To achieve the objectives, a quantitative research approach was used. The questionnaire was administered to one hundred and twenty five primary school educators in the Phoenix/Verulam/Tongaat areas. The questionnaire assessed the perceived competence of these educators, their willingness to teach in inclusive settings as well as their attitudes towards the implementation of inclusive education policies in South African schools. Respondents' views on which learners could be successfully mainstreamed and suggestions for measures that would need to accompany the introduction of mainstreaming were also explored. Responses to the questionnaire provide reason for concern about teachers' attitudes towards the adoption of an inclusive policy in South African schools. The results suggest that unless interventions are able to change educator attitudes the implementation of mainstreaming could encounter serious problems.

## CHAPTER 1

### INTRODUCTION

1.1 Motivation for the study	1
1.2 Statement of the problem	3
1.3 Aims of the study	5
1.4 Hypothesis	
1.5 Critical questions	
1.6 Definition of concepts	6

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 MOTIVATION FOR THE STUDY**

For many years special schools have been the pivot of the education of learners with special needs. In South Africa the education department has put a great deal of effort to provide an effective and widely accepted system of special schools. In these schools all the available expertise has been concentrated in an attempt to educate learners with special needs. Because of the unusual, special instruction provided in these schools, many function as separate independent schools. This system of separate schools was seen as an expression of care for learners with special needs.

However this system of special schools has gradually changed. Knowledge, expertise and facilities are still of utmost importance to the education of learners with special needs, but the segregation of these learners is now perceived as unacceptable (Draper & McMichael, 1998).

The prevailing view is that they should be educated with their peers in regular education settings to promote social acceptance. The consequences is that regular and special education as separate systems disappear and replaced by a single system that includes a wide range of learners. In such an inclusive system all learners attend in principle the same schools.

During my early socialization process, disabled children were not children to be friends with. Whenever, accidentally, they happened to be around they were target of jokes, objects of curiosity and pity, and provokers of fear for the “unfortunate tricks that life can play”. Disability had better remain hidden because it was associated with feelings of guilt and embarrassment.

Inclusive education was not the type of pedagogy I encountered in my schooling experience as a student, and friendships with disabled people were far from being an ordinary and typical life occurrence. The ideology of the educational system that I had experienced was based on highly competitive routes, centralized national directives, Christian National Education and subject-centered practices in which the student in order to succeed had to strive for “excellence” [as it was predefined by the educational apparatus]. Excellence was perceived as an individualized triumph and failure the opposite. In such a system disabled students simply had no place. It was not by surprise, then, that I had a cultural, ideological and educational shock some years later [2001] working in a special school, S. DASS SCHOOL for the intellectually challenged. I experienced, as a re-deployed educator, an “integrated setting” that catered for children with a wide variety of strengths and weaknesses, including children with Down’s Syndrome.

The afore-mentioned brief autobiographical account is highly relevant to my study, in which the main interest is to explore primary school teachers' and peers' attitudes towards the process of integration. It constitutes an essential part of the cultural, historical and political confusion [ including tensions, conflicts and enlightenment] that I, as a researcher, carried and experienced throughout my life. We, the researchers, do not come innocent to a research or a situation of events, rather we situate these events not merely in the institutional meaning which our profession provides but also constitute them as expressions of ourselves (Donald 1995:138).

## **1.2 Statement of the problem**

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

Reconstruction inevitably means that the ideology of “normality” which underpins the curriculum and which in its current version, preaches the acceptable and tolerance of learners with special needs will have to be abandoned.

This means that children with special needs have to be accepted and tolerated and a lesson that can be learnt is that they have come to accept and tolerate their differences, therefore all of us need to accept each other. These poor individuals should not be made to suffer further through rejection and stigmatization, but rather accepted and tolerated. It is a task, which we must tackle with urgency if we are going to provide education for societies in the twenty-first century, which will be organized around the idea of difference, a radical departure from twentieth century societies, which have been organized around the idea of normality (Bell, 1999).

What is needed as far as education is concerned is a moral commitment to the inclusion of all children into a single education system as part of a wider commitment to the inclusion of all disabled people into society.

The reality of the problem is that inclusive education is problematic to learners with special needs. These learners find it difficult to cope in a class of mixed abilities. The normal learners despise them and accuse them of seeking excessive attention of the teacher. The educators also find it difficult to identify some of these learners, and to manage them effectively. Educators are unable to balance their teaching methods to suit all. The training of educators for mainstream education did not adequately include learners with difficulties. Educators need to be given special training for different disabilities (Borg & Gall, 1989).

### **1.3 The Aims of the Study**

The present study investigated:

The attitudes of primary school educators towards the policy of inclusive education.

- if educators were prepared for the implementation of Inclusive education;
- how Inclusive education would benefit both educators and learners.

### **1.4 Hypotheses**

The following hypotheses guided the investigation:

- In mainstream school situations, educators have not been specifically trained to meet the intellectual and socio-emotional needs of disabled learners.
- Primary school educators have a negative attitude towards inclusive education.

### **1.5 Critical questions**

1.5.1 HOW DO PRIMARY SCHOOL EDUCATORS UNDERSTAND INCLUSIVE EDUCATION?

1.5.2 WHAT ARE THE POSSIBLE RELATIONSHIPS BETWEEN TEACHERS' ATTITUDES TO INCLUSIVE EDUCATION AND THE PERFORMANCE AMONG LEARNERS?

1.5.3 WHY DO EDUCATORS HAVE THESE ATTITUDES?

## **1.6 Definition of concepts**

### **1.6.1 Attitude**

An attitude refers to an evaluation, containing cognitive, emotional, and behavioural components, of an idea, event, object, or person (Sdorow, 1993).

### **1.6.2 Exceptional child**

There have been many attempts to define the exceptional child. Some people use this term when referring to the particularly bright child with unusual talents. According to Kirk and Gallagher (1989), an exceptional child is one who differs from the average or normal child in mental characteristics, sensory abilities, communication abilities, social behaviour or physical characteristics. These differences must be to such an extent that the child requires a modification of the educational programme, school practices or special education services to maximize his/her capacity.

### **1.6.3 Inclusive education**

The term Inclusive education stands for an educational system that includes a large diversity of learners and which differentiates education for this diversity. In the Green Paper, and in line with the recommendations of the NCSNET/NCESS (1996), inclusion means the participation of people with disability in all daily activities – at school, at work, at home and in our communities. In education and training, this means the promotion of the equal participation of and non-discrimination against all learners in the learning processes, irrespective of their disabilities, within a single, seamless system, and a continuum of learning contexts and resources according to need.

### **1.6.3 Inclusive environment**

An inclusive environment is defined as a situation that fosters the personal, academic and professional development. An inclusive learning environment can be created in any academic course regardless of discipline because it is about respecting learners and valuing them as partners in teaching and learning (Sdorow, 1993).

### **1.6.4 Learning disabilities**

Defining learning disabilities is not a simple task. A widely used definition is, “Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, or inappropriate instruction, psycholinguistic factors), it is not the direct result of those conditions or influences” (Hammill, Leigh, McNutt, & Larsen, 1981).

### **1.6.5 Physical impairment**

One of the smallest but most diverse groups of exceptional children is the group classified as physically disabled. A physical disability is the condition that interferes with a person's ability to use his or her body. Some physical disabilities e.g. visual impairments require modifications in the environment, content or skills to benefit from education services but may still need special understanding and support from educators (Chris, Graham & John, 1996).

## CHAPTER 2

### LITERATURE REVIEW

2.1	Introduction	9
2.2	Further definitions of the concept: Inclusive Education	10
2.2.1	What is inclusive education?	11
2.2.2	Integration	14
2.2.3	Mainstreaming	16
2.2.4	Normalisation	
2.2.5	The essence of inclusive education	17
2.3	Who are learners with special education needs?/ who are the disabled?	18
2.4	Legal Framework	22
2.4.1	The Constitutional Provision	
2.4.2	The South African Schools Act	23
2.4.3	White Paper on an Integrated National Disability Strategy (INDS)	
2.4.4	Education White Paper 6	24
2.5	Research on Inclusive education	28
2.5.1	An overview of inclusive education in developed countries	
2.5.1.1	Inclusive education research in USA	
2.5.1.2	Inclusive education research in Australia	32
2.5.2	An overview of inclusive education in	

developing countries	34
2.5.2.1 Inclusive education in Zambia	
2.5.2.2 Inclusive education in South Africa	36
2.6 Summary	40

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In line with current international trends, South African education system is now moving away from special education towards a policy of inclusion (Engelbrecht et al., 1999:viii). This is reflected in National education policy developments since 1994, and is strongly supported by parent bodies, the Disability Desk of the Office of the Deputy State President and the disability movement. The National Disability Strategy condemns the segregation of persons with disabilities from the mainstream of society. It emphasizes the need for including persons with disabilities from the mainstream of society. It emphasizes the need for including persons with disabilities in the work place, social environment, and political sphere and sports arenas. The Ministry of Education supports this direction and sees the establishment of an inclusive education and training system as a cornerstone of an integrated and caring society and an education and training system for the 21<sup>st</sup> century as indicative by Department of National Education (1996:10).

International and South African perspectives on inclusion are closely related to wider social concerns about human rights. In South Africa, the new Constitution, Act 108 of 1996 emphasizes respect for the rights of all with particular emphasis on the recognition of diversity. This implies an inclusion approach to education in the sense that all learners are entitled to appropriate education (Engelbrecht et al., 1999:viii).

\* Engelbrecht et al. (1999:viii) argue that this is only possible if one education system is responsible for educational provision, and not two systems (mainstream education system and special education system).

\* Proponents of inclusion feel that all students with disabilities should receive educational services in their neighbourhood schools, in the general or regular education classroom, with same-age peers (Katsiyannis et al., 1996:82).

\* Establishing perceptions for Inclusive education by school management teams is very important for a phenomenon so new as this. Because the school is where educational policy is put into practice, and is thus at the heart of educational change, the perceptions of a school management team are inevitably important for they can be influential towards the success or failure of an Inclusive Education (Campher, 200:1).

The purpose of this chapter is to review the nature and scope of inclusive education. Also presented in this chapter is the definition of the concept “inclusive education” and some other concepts related to inclusive education. An overview of research on inclusive education in both developed and developing countries is also presented.

## 2.2 Further definition of the concept: inclusive education

To expedite an understanding of the concept Inclusive education, the following concepts need to be clarified:

### **2.2.1 What is inclusive education?**

Inclusive education means the right to education for all (Naicker, 1996; Lazarus et al., 1999:47). This is a theoretical construction. In order to provide more clarity on the various forms Inclusive education can take, Naicker (1996) feels it useful to note the 1995 survey of UNESCO in the area of special education needs in its survey of 56 countries. Examples of both developing and developed countries are given. The purpose is to counter the perception that Inclusive education can only be practiced in so called developed nations. The following are a few examples picked: In Australia, 0,5% of the school age population attend special schools. There is support teaching in regular classes of emotional and behavioural disturbance, mental retardation/severe learning difficulties, physicl/motor disabilities, visual and hearing impairment, language disorder and learning disabilities. Thus there is a strong emphasis on inclusion. Much of this emphasis is expressed in including and making visible within the curriculum the experience of all the diverse groups within Australian society (Naicker, 1996).

Naicker (1996) notes the following regarding the examples of practices in the countries highlighted above: that the nature of support in the above-mentioned countries is unclear. What is clear is that Inclusive education takes various forms. Hence, other researchers attempt to define it in their own context. For example, Naicker (1999:19) defines inclusive education in the South African context with regard to the recommendations of the National Commission on Special Needs in Education and Training (NCSNET) and

the National Committee for Education Support Services (NCESS) as a system of education that is responsive to diverse needs of learners. He comments through that a mere definition will not suffice in conveying the actual meaning of the concept for everyday teaching. Therefore, it could prove useful to practitioners if the operational definition of an integrated system of education that is responsive to diverse needs is spelt out. Hence NCSNET/ NCESS report (DNE, 1997:55) provides sufficient clarity in this regard.

The separate systems of education which presently exist (“special” and “ordinary”) need to be integrated to provide one system which is able to recognize and respond to the diverse needs of the learner population. Within this integrated system, a range of options for education provision and support services should be provided. Learners should have the ability to move from one learning context to another, eg. from early childhood education (ECD) to general education and training (GET), from a specialized center of learning to an ordinary center of learning, or from a formal to a non-formal program.

The system of education should be structured in such a way that, irrespective of the learning context, opportunities for facilitating integration and inclusion of the learner in all aspects of life should be provided.

Others (South African Education White Paper 6, 2001:6; Williams, 2000:2; Lazarus et al., 2000:3) define inclusive education and training as :

- Acknowledging that all children and youth can learn and that all children and youth need support;
- Enabling education structures, systems and learning methodologies to meet the needs of all learners;
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases;
- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures;
- Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners and
- Maximizing the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimizing barriers to learning.

Still others like Idol (1997:384-394) define inclusion as “when a student with special learning and/or behaviour needs is educated full time in general education programme”.

- On the other hand, Engelbrecht et al. (1999:6) define inclusion as a shared value which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive, changing and diverse society.

The ultimate goal or purpose of building inclusive school is to contribute towards the development of an inclusive society where all members of society are to fulfil their potential and participate optimally, and where respect for and valuing of diversity in the context of social integration is an active value (Lazarus et al., 2000:46). As seen from the definitions above, Inclusive education is broad, it cuts across individual differences of any kind, and consequently, it promotes unity in diversity.

Inclusive education is based on the notion that in providing basic and quality education for all, the schooling system should accommodate diversity according to the principles of equality and inclusivity. Education in such a way emphasizes that success is fostered for all learners by dealing with barriers that serve to marginalize some individuals or groups according to race, gender, language, ability, health status and social class (Kruger & Adams, 1998:234). It follows that Inclusive education implies a far greater awareness of the many points of difference among learners.

### **2.2.2 Integration**

Integration is concerned with bringing exceptional learners into the regular educational system. ( Figure 2.1). There are different perceptions through regarding integration. Thus, mainstream schools have become increasingly aware of the learning difficulties which many children have from time to time during their schooling, there is little enthusiasm for taking on additional problems particularly when it is recognized that

additional resources, time and expertise will be necessary in order to cope adequately with the problems posed by individual children Kirk et al (1993:43), point to the following characteristics of integration:

*Integrated education / mainstreaming*

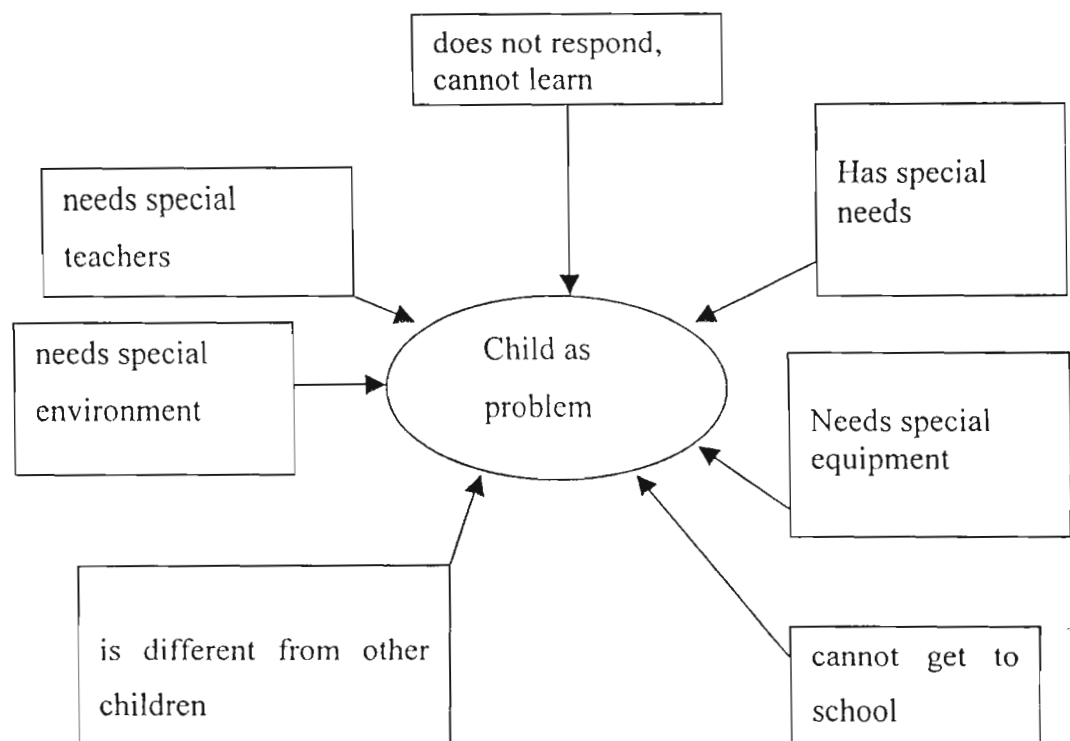


Figure 2.1 (a) Comparison between mainstreaming and inclusive education

Source: Adopted from the paper, "inclusive education in the Western Cape", 2000.

### 2.2.3 Mainstreaming

Mainstreaming is the process of bringing exceptional learners into daily contact with non-exceptional learners in educational contexts (Figure 2.1a). According to Daniel (1997:400), “mainstreaming” refers to the practice of placing students with disabilities in general/regular education classes with appropriate educational support.

Presented below is a comparison between mainstreaming and inclusive education as seen by the Western Cape Department of Education (2000).

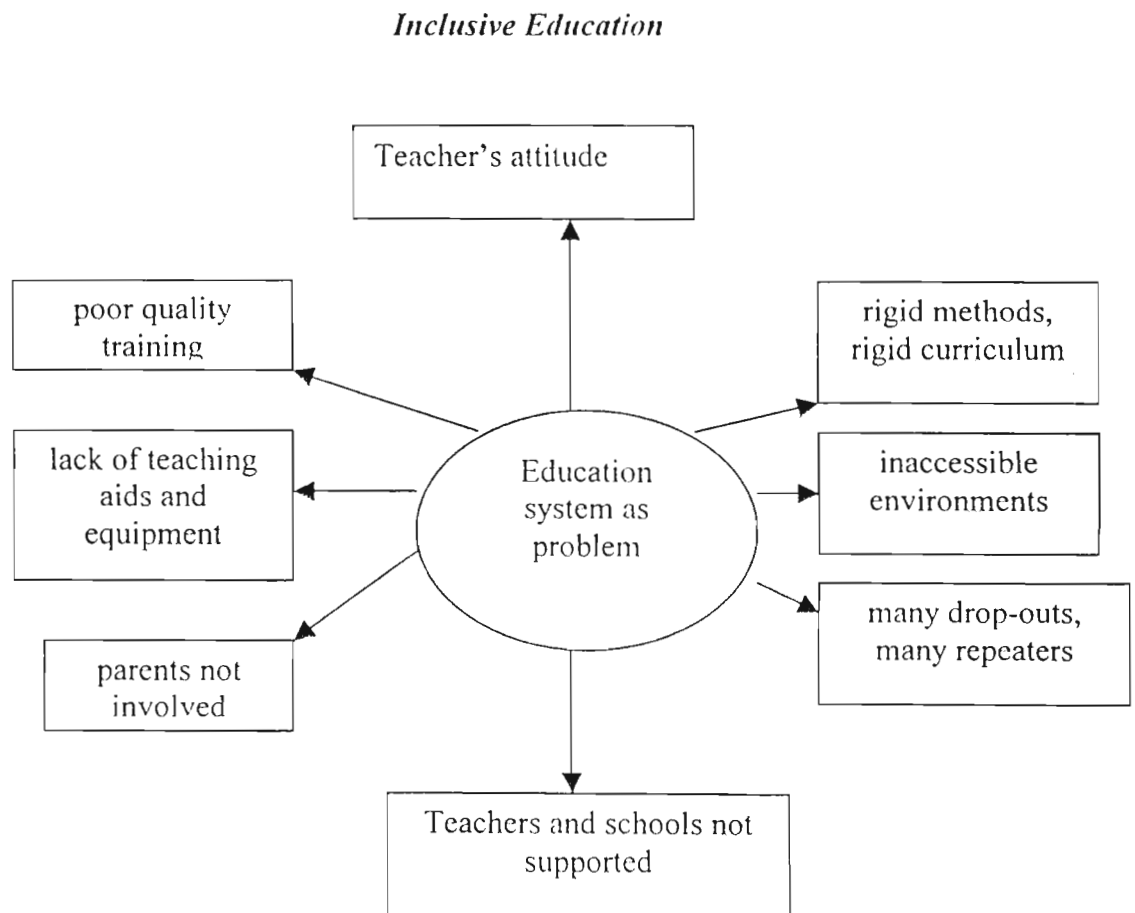


Figure 2.1: (b) Comparison between mainstreaming and inclusive education

Source: Adopted from the paper, “inclusive education in the Western Cape”, 2000.

#### **2.2.4 Normalisation**

“Normalisation” refers to the creation of, as normal as possible, a learning and social environment for the exceptional learner. According to McLeskey and Waldron (1996:150-6), normalization is simply stated to mean that students with disabilities will be given the opportunity to live their lives in manner that is as typical or normal as possible. This objective means that schools should prepare students with disabilities to live their lives as independently as possible, in as typical a setting as possible. Furthermore, normalization suggests that the “rhythm of the school day” for students with disabilities should be as similar as possible to what is experienced by typical students.

#### **2.2.5 The essence of inclusive education**

Inclusive education, in its very essence, embodies a caring ethic (Shaw, 1992). Colbett (1994:89), reports that the Integration Alliance (1992) adds that inclusion is a more profound concept than integration as it includes disability as a human experience which should be a central issue in human Service planning.

In addition, according to Kruger and Adams (1998:234), the World Conference on Special Needs in Education, which was held in Salamanca, Spain, in 1994, concluded that Inclusive Education reflects:

- A society that allows individuals the right to equal and full citizenship irrespective of race, class, disability, language, learning styles, gender and other differences.
- An education system that enables all learners to participate and successfully engage with education processes so that they may develop their potential and lead worthwhile lives as members of societies and communities;
- Schools that accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic and other differences;
- Schools that create welcoming communities where all learners are viewed as valued and needed members of the learning community in every respect;
- Educators, parents and other community members who work together to develop support learning communities, values of social justice and equity as well as
- The right of all learners to participate in and have access to a single education system.

The above mentioned principles are encapsulated in outcomes-based education (OBE) which is designed to ensure that all learners achieve educational outcomes.

### 2.3 Who are learners with special education needs?/who are the disabled?

Impairment is a normal part of human life and children with impairments are to be found in every society, culture, and community, throughout the world (International Save the Children Alliance, 1997).

It will always be impossible to define the precise number of disabled children in the world because the concept of both “impairment” and disability are defined differently according to different cultures and contexts (International Save the Children Alliance, 1997).

There are many different types of impairments both visible and invisible. The extent to which children with impairments are disabled depends on many factors, such as the attitude and behaviour of others (parents, teachers, neighbours) towards them, the satisfaction of their basic needs, policies which include or exclude them, the accessibility of the environment, and their access to appropriate basic support for their development (International Save the Children Alliance, 1997).

There are many factors, which influence the extent to which impairment is disabled and excluded within their particular culture and context. The general factors of ignorance, attitudes, false beliefs are by far the main barriers in all cultures and contexts (International Save the Children Alliance, 1997)

Nevertheless, the Western Cape Education Department (WCED) (2000), defines learners with special education needs as all learners with needs in addition to the needs of the so-called “normal” learners.

These additional needs can be anything on a continuum of additional needs ranging from on the one hand the additional needs of the gifted learners to, on the other hand, additional needs of those learners with severe handicaps/disabilities. All these learners need additional support, which could be of a limited (a few hours) to an extensive nature (a whole school career).

Traditionally, these learners fall in various categories such as (WCED, 2000):

- Learners with sensory handicaps such as deafness and blindness;
- Learners with physical and cerebral handicaps;
- Learners with neurological handicaps;
- Learners with mild, moderate or severe mental handicaps;
- Learners with behavioural problems and youth at risk;
- Learners with specific learning difficulties;
- Learners who are temporarily ill and need to be hospitalized or chronically ill learners;
- Some learners from poor-economic milieus and scholastically deprived learners.

According to Sabornie and de Betencourt (1997:3), current US federal definitions of students with **mild disabilities** for example, include:

- Learning disabilities (LD);
- Educable mentally retarded (EMR);

- Emotionally disturbed (ED), and the 1990 addition of
- Traumatic brain injury.

Students with mild disabilities are extremely heterogeneous and bring to the educational process widely varied abilities and disabilities (Wagner, 1990).

Traditionally, most of these learners were viewed as “patients” or “sick” or “flawed” and who need to be “fixed”. They were treated according to a medical support model. They were (and often still) tagged and stigmatized as “special” (WCED, 2000).

According to the Education White Paper 6 (Department of Education ,2001:7), the different learning needs arise from a range of factors including: physical, mental, sensory, neurological and developmental impairments, psycho-social ydisturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation. Different learning needs may also arise because of (Department of Education, Education White Paper 6, 2001:7):

- Negative attitudes to and stereotyping of difference;
  - An inflexible curriculum;
  - Inappropriate languages or language of learning and teaching;
  - Inappropriate and inadequate support services;
  - Inadequate policies and legislation;
  - The non-recognition and non-involvement parents and
  - Inadequately and inappropriately trained education managers and educators
- (Department of Education White Paper 6, 2001:7).

## **2.4 Legal framework**

Legotlo (2000:16) reports that upon gaining democracy in South Africa, many new laws conferring rights of people have been legislated and have been framed within the spirit of the constitution of the country. Education for all is one of such changes.

### **2.4.1 The Constitutional provision**

According to Legotlo (2000:16), the final Constitution Act 84 of 1996 is the supreme law of the country. It provides a general frame for all laws in the country. Any law that is inconsistent with the Constitution is null and void. Legotlo (2000:15) continues to say a Bill of rights found in chapter 2 of the Constitution of South Africa protects everyone's defined rights against violation. Learners like all other people have rights. Hence, the Bill of rights in section 29 of the Constitution of the Republic of South Africa states that:

- “everyone has the right to a basic education”
- The state may not unfairly discriminate directly or indirectly against anyone on the grounds of one or more of the following: race, gender, sex, pregnancy, marital status, ethnic origin, colour, sexual orientation, age, disability, culture, language and birth. According to Legotlo (2000:15), the Bill of rights is the cornerstone of democracy in South Africa. Hence, the above may not be deviated from.

#### **2.4.2 The South African Schools Act**

The South African Schools Act of 1996 endorsed the principle of Inclusive education.

Section 5(1) directs:

*...a public school must admit learners and serve their educational requirements without unfairly discriminating in any way....*

Furthermore, the Higher Education Act of 1997 and Further Education and Training Act of 1998 promote access to educational institutions equality of educational opportunity and redress of imbalances of the past as measures towards Inclusive Education.

#### **2.4.3 White Paper on an Integrated National Disability Strategy (INDS)**

White Paper on an Integrated National Disability (INDS) was authorized by President T.M. Mbeki (then Deputy President) (1997). Its goal is to express the government's unswerving commitment to the upliftment and improvement of the conditions of those members of our society (between 5 and 12%) who are moderately to severely disabled (Mbeki, 1997:I). The White Paper also represents the Government's endorsed principles. Thus, the government's thinking about what it can contribute to the development of disabled people and to the promotion and protection of their rights.

A 1995 estimate puts disability prevalence in the South African society at 5% of the population (INDS, 1997:v). The vision of the Integrated National Disability Strategy proposed by the White Paper 6 is a Society for all. This means that:

- There must be an integration of disability issues in all government development Strategies, planning and programmes.
- There must be an integrated and coordinated management system for planning, implementation and monitoring at all spheres of government.
- There also must be capacity building in order to be able to implement the process (INDS 2001 – 2004:v).

Education is one of the important areas among others identified. The White Paper has developed policy objectives, strategies and mechanisms in education. It points out that legislative framework are crucial. There is a need to examine the need for new legislation. Thus, existing legislation be scrutinized and amended were necessary. Ultimately, legislation should comply with and give substance to Constitutional requirements (INDS 2001 – 2004:vi). Finally, in order to ensure that legislation is effective and policy implemented, research and monitoring are essential. Transformation must involve practical change at every level of our society (INDS, 2001 – 2004:vi).

#### **2.4.4 Education White Paper 6**

In the new democratic South Africa, the process of Inclusive Education started in October, 1996. In his introductory page of the Education White Paper 6, the Minister of Education, Kader Asmal (2001:3) reports that this process so critical to Education and Training System in South Africa begun some five years ago in October,

1996 with the appointment of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS). The following are the findings of the two bodies (Education White Paper 6, 2001:5).

- Specialized education and support have predominantly been provided for a small percentage of learners with disabilities within “special” schools and classes;
- Where provided, specialized education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites;
- Most learners with disability have either fallen outside of the system or been “mainstreamed by default”;
- The curriculum and education system as a whole have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs and failures, and
- While some attention has been given to the schooling phase with regard to “special needs support”, the other levels or bands of education have been seriously neglected.

In light of the above findings, the joint report to the Minister of the two bodies recommended that the education and training system should promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society.

The Minister mentioned that he is deeply aware of the anxieties that many educators, lecturers, parents and learners hold about the inclusion proposals for learners with special education needs. They fear the many challenges that may come with inclusion – of teaching, communication, costs, stereotyping and the safety of learners – that can be righted only by further professional and physical resources development, information dissemination and advocacy. To this regard, these concerns are also addressed in this White Paper (Asmal, 2001:3).

*“In this White Paper, we make it clear that special schools will be strengthened rather than abolished. Following the completion of our audit of special schools, we will develop investment plans to improve the quality of education across all of them. Learners with severe disabilities will be accommodated in these vastly improved special schools, as part of an inclusive system. In this regard, the process of identifying, assessing and enrolling learners in special schools will be overhauled and replaced by structures that acknowledge the central role played by educators, lecturers and parents. Given the considerable expertise and resources that are involved in special schools, we must also make these available to neighbourhood schools, especially full-service schools and colleges. As we outline in this White Paper, this can be achieved by making special schools, in an incremental manner, part of district support services where they can become resources for all our schools”.*

The Minister invites all social partners, members of the public and interested organizations to join the Ministry of Education in this important and vital tasks that faces the Ministry: of building an **inclusive education** system. He invites the people to work together to nurture people with disabilities so that they also experience the full excitement and the joy of learning, and to provide them, and South African nation, with a solid foundation for lifelong learning and development. The Minister, however, acknowledges that **building an inclusive education and training system will not be easy**. What will be required of all is **persistence, commitment, co-ordination, support, monitoring, evaluation, follow-up and leadership** (Asmal, 2001:4).

The principles guiding the broad strategies to achieve this vision include: acceptance of principles and values contained in the Constitution and White Paper on Education and Training; human rights and social justice for all learners; participation and social integration; equal access to single, inclusive education system; access to the curriculum, equity and redress; community responsiveness; and cost-effectiveness (Education White Paper 6, 2001:5).

The report of NCSNET and NCESS also suggests that the key strategies required to achieve this vision include:

- transformation of all aspects of education system,
- developing an integrated system of education,

- infusing “special needs and support services” throughout the system,
- pursuing the holistic development of centres of learning to ensure a barrier-free physical environment and a supportive and inclusive psycho-social learning environment,
- developing a flexible curriculum to ensure access to all learners,
- promoting the rights and responsibilities of parents, education and learners.
- providing effective development programmes for educators, support personnel, and other relevant human resources,
- fostering holistic and integrated support provision through intersectional collaboration,
- developing a community based support system which includes a preventative and developmental approach to support, and developing funding strategies that ensure redress for historically disadvantaged communities and institutions, sustainability, and ultimately – access to education for all learners.

## 2.5 Research on Inclusive education

### 2.5.1 An overview of inclusive education in developed countries

#### 2.5.1.1 Inclusive Education Research in U.S.A.

Early US special education case law indicates that, for the most part, the education of disabled children was not a priority for the schools, legislatures or, the courts (Daniel, 1997:397-410).

Legislation in numerous states permitted the exclusion of any child whenever school administrators decided that the child would not benefit from public education or that the child's presence would be disruptive to others (Daniel, 1997:397-410).

By the late 1960, the appalling condition of special education services was brought to the nation's attention by the civil rights movement and President Lyndon Johnson's War on Poverty (Daniel, 1997:397-410). Daniel (1997:397-410) records that public pressure on elected officials and school administrators to change existing policies escalated as special needs children assigned to "dummy " classes became targets of prejudice and discrimination by their peers and some teachers. Furthermore, the placement of disabled children in "Special schools" only served to hinder the child's ability to interact with non-disabled children.

The problems manifested as a result of under-education, social stigma, and emotional trauma to disabled children prompted concerned parents and citizens to act. Therefore during the early 1970's advocates for disabled children argued that disabled children were also entitled to equal access to public schools in the USA, either by integration into the regular classroom or by implementation of special programmes that, while separated, were at least equal (Daniel, 1997:397-410); Engelbrecht, 1999:6).

Pennsylvania Association for Retarded Children (PARC) and Mills court also declared a legal preference for the education of students with disabilities with their non-disabled peers to the extent that such an education could be provided satisfactorily. The preference was labeled the “least restrictive environment” borrowing these terms from cases involving the de-institutionalisation of persons with mental illness (Daniel, 1997:397-410).

Daniel (1997) reported that disabled students rights are created and protected primarily by Individuals with Disabilities Education Act (IDEA). Extensive detailed substantive and procedural right and protections for disabled children and their parents are provided by the Act. The fundamental premises of IDEA is that all disabled children are entitled to a free appropriate public education.

It has been reported by Daniel (1997:401) that the judicial opinions in least restrictive environment (regular placement classroom with supplementary aids and services) are that placement decisions have long been a major focus of litigation and policy advocacy and the IDEA. Education for the disabled has been surrounded with court rulings. For example, the court ruling of a two-part test for determining when a school’s least restrictive environment (LRE) is appropriate:

- Whether education in the regular classroom can be satisfactorily achieved with the use of supplemental aids and services; and

- If such an education cannot be achieved and the school district intends to remove the child from the regular classroom, whether the school has integrated the child to the maximum extent appropriate.

In Daniel R Standard decision to address parents concerns about LRE, the US Court of Appeals for the Ninth Circuit articulated a four-part balancing test to be applied in discerning which test is the more educationally appropriate:

- The opportunities for educational benefit in the regular classroom versus a self-contained environment;
- The opportunities for development of non-academic skills such as social skills, communication skills and self confidence;
- The impact of the disabled child's presence in the regular classroom on the education of other students; and
- Whether the cost of inclusion in a regular classroom would adversely affect school district funds and services available to other students.

The findings of research by Daniel (1997:407) on education students with disabilities in the least restrictive environment reveals that although there are a number of models for inclusion in the case law, most judicial decisions favouring this placement share common elements:

- Some elements of academic benefit;
- A finding of non-academic benefits;

- A concern about class disruption;
- A detrimental effect on the education rights of other students; and
- A balancing of the cost of placing the disabled student in the regular classroom.

### **2.5.1.2 Inclusive education research in Australia**

In Australia, legislative action of the early 1990s (e.g. Commonwealth of Australia, 1992) changed the way in which children with special needs receive their education (Tait & Purdie, 2000:25-38). The education of such children now largely occurs within the context of regular school, and has become the responsibility of the regular classroom team (Tait & Purdie, 2000:25-38). Tait and Purdie continue to report that historically general education staff has not reacted favourably toward the notion of increased inclusion of students with disabilities.

The reasons for lack of enthusiasm for inclusive programmes are varied but include (Tait & Purdie, 2000:25-38):

- Concerns about the quality of work that children with disabilities in regular education classes will produce;
- The amount of teacher time that these students will require (often to the detriment of other students in the class);
- Lack of support services (e.g. aids. Paraprofessionals such as speech therapists, school psychologists), and
- General inadequacy of a regular classroom to meet the highly individualized needs of students with disabilities.

Earlier studies (Bender, 1985) showed that apart from quality of academic work that children with disabilities in regular classes would produce, teachers also were concerned about their own levels of preparation for inclusive practice. In an effort to change the attitudes of teachers towards inclusive education, a study titled, “attitudes towards disability: teacher education for inclusive environments in an Australian university” was carried out. The Interaction with Disabled Persons Scale (IDP) was used to explore the attitudes of pre-service teachers (N=1 626 pre-service education students) to people with disabilities. This was carried out at a large Australian university. Using structural equation modeling, the factor structure of the IDP scale was tested (Tait & Purdie, 2000:25-38).

One of the aims of this study was to investigate the attitude of student teachers to people with disabilities and to explore the interaction of a range of personal characteristics (e.g. gender, age, previous contact with people with disabilities) with these attitudes (Tait & Purdie, 2000:25-38). Results showed that overall, teacher students in their interaction with people with disabilities, was expressed mostly in terms of **vulnerability, expressions of sympathy, discomfort and embarrassment.**

In summary, it is important to note that teacher attitudes have been identified as critical variable in the success of managing children with special needs (Bacon & Schultz, 1991:144-149), to the life quality of people with disabilities (Beckwith & Matthews, 1994:53-57) and the success or failure of the integration of disabled student in the regular classroom (Stewart, 1990:76-83).

## 2.5.2 An overview of inclusive education in developing countries

### 2.5.2.1 Inclusive education in Zambia

Education for children with special educational needs has been in existence in Zambia close to 100 years (Kalabula, 2000). Currently, only a small percentage of physically impaired children are catered for in schools (Kalabula, 2000). In the current Zambian policy (Educating Our Future, 1996), the Ministry of Education states among other things that it will ensure equality of education opportunity for children with special educational needs; that it is committed to providing education of particularly good quality to pupils with special educational needs; and that it will improve and strengthen the supervision and management of special education across the country (Kalabula, 2000).

The Ministry states that it will achieve the above policy goals through among other strategies the following:

- Working closely with the Ministry of Health, the Ministry of Education will decentralize services for the identification, assessment and placement of children with special educational needs;
- To the greatest extent possible, the Ministry will integrate pupils with special educational needs into mainstream institutions and will provide them with necessary facilities. However, where need is established, the Ministry will participate in the provision of new special schools for the severely impaired;

- The Ministry of Education will co-operate with private, religious, community and philanthropic needs of exceptional children, and providing outreach services for children whose impairments prevent normal attendance at school (Kalabula, 2000).

Training of special education teachers, designing appropriate curricula and teaching materials and enlarging and decentralizing special education inspectorate are among the strategies too (Kalabula, 2000). Looking at the present situation regarding inclusive education in Zambia, Kalabula (2000) reports that almost six years after Salamanca Conference which made proposals to governments around the world to include LSEN in ordinary school system, there was no tangible action taken by the government to make this a reality. In mid – 1997, efforts towards inclusive education in Zambia had been embarked upon in Kalulushi District with the help of Danish government.

Another initiative whose intention is not exclusively inclusive, has been taken by the government of Ireland, particularly in Kasama and Mbala Districts, where they have renovated schools with the hope of increasing access for LSEN (Kalabula, 2000). In Kalulushi District for example, teachers, social workers, and health personnel have come together to sensitize the communities in urban, peri-urban and rural areas of the District. As a result, the attitudes of most people who come into contact with LSEN in these areas are showing positive signs of changing (Kalabula, 2000).

However, like what happens in all other donor-driven programmes, the main problem could be that the zest for continuation may just wither away after the support has been withdrawn by the donor community especially if the local government's input for sustainability is not forthcoming (Kalabula, 2000). It is important to note that like other developing countries, Zambia faces almost the same constraints.

In summary, taking the constraints presented above, it would be prudent to observe that unless African governments take deliberate and positive political action, inclusive education for LSEN in Africa, particularly Zambia is a myth rather than reality now (Kalabula, 2000).

#### **2.5.2.2 Inclusive education in South Africa**

According to Naicker (1999:12) the situation with regard to inclusive education in South Africa reached an advanced stage with the completion of policy development by the National Commission on Special Education Needs and Training (NCSNET) and the National Committee for Education Support Services (NCESS) at the end of 1997. White Paper on an Integrated National Disability Strategy (INDS), Education White Paper 6, and Integrated Provincial Disability Strategy (IPDS) are some of the documents that evidence the preceding paragraph. The purpose of this section is as stated by Naicker (1999:12) to highlight the fact that it is important that the history of the shift to inclusive education in South Africa and the work of the NCSNET and NCESS be known.

For Naicker (1999:12) believes that only the understanding of the history will make the present situation meaningful and the future intelligible. This section therefore focuses on the history of inclusive education in South Africa.

Historically, both international and national patterns and trends regarding disability have undergone major shifts, which have largely, influenced the movement toward inclusive education in South Africa (Naicker, 1999:12). These shifts have mainly centered on the move from a **medical discourse** to a **rights discourse**.

According to Naicker (1999:14), the rights discourse is committed to extending full citizenship to all people. It stresses equal opportunity, self-reliance, independence and wants rather than needs.

Major changes were taking place because of the new democracy in South Africa (Naicker, 1999:15). Naicker continues to say at least 28 organisations and institutions in South Africa were instrumental in the development of the statement that supports inclusive education system that is responsive to the diverse needs of all learners.

One such organization reported by Naicker, (1999:15) is the South African Federal Council on Disability (SAFCD). Furthermore, section 29 of the Constitution of the Republic of South Africa (1996) declares: “everyone has the right to a basic education”

The new ministry of Education appointed the NCSNET and NCESS in 1996 to investigate and make recommendations on all aspects of “Special needs and Support Services” in education and training in South Africa” (Naicker, 1999:16). Recommendations of the two organizations are presented above.

The two organizations noted that the complex diversified conditions in the nine provinces in South Africa pose particular challenges to an inclusive system of education. Differences in terms of fiscal allocation, previously inherited disparate and infrastructure present major impediments to a uniform system of inclusive education (NCSNET and NCESS, 1997).

Thus, an inclusive system of education could take various forms and be characterized very differently in South Africa based on the discrepancies in the various provinces presented in the preceding paragraph. On the other hand, large numbers of children are being mainstreamed by default, mainly in sites of learning of the former Department of Education and previous bantustans. These sites of learning fell under the African education system, which was provided with the fiscal resources during the apartheid era. In the light of this, it was recommended that innovative and imaginative steps would have to be taken to ensure that inclusive system materializes.

### **Outcomes Based Education (OBE) and its compatibility with inclusive education**

According to Naicker (1999:21), OBE has been implemented in South Africa as the new curriculum to facilitate the transformation of the education system in general. Naicker continues to say OBE is also a useful vehicle for implementing inclusive education. Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes is one of the most important features of OBE (Spady 1994:2). Instead of the specific constraints of the old traditional system related to time, calendars, grades, passing and failing; the OBE system is based on the three premises outlined below:

- All learners perform successfully, but not at the same pace;
- Each successful learning experience is a stepping stone to more success and
- Schools are pivotal in creating the conditions for success at school.

In conclusion, from the above discussion, it becomes quite clear that inclusive education in South Africa is a constitutional imperative. While the policy developed reflects the views of the majority of South Africans, the actual implementation of inclusive education will not be easy since education is generally a conservative enterprise. It must be viewed as something to be fought for, instead of assuming that it will become a reality without hard work. This position is associated with the difficulty related to reversing established notions of teaching and learning that have been inherited from a very conservative system of education.

It is the responsibility of all South Africans not only to take seriously the rights discourse, but also to create the necessary conditions for education for all (Naicker, 1999:22).

## **2.6 Summary**

Inclusive education is such a challenge. The researcher in this study perceives that the challenge is two fold:

- Diversity of disability and
- Diverse in availability of resources.

However, many nations are ready to face the challenge as outlined in this chapter. As for South Africa, there is a significant determination to establish an inclusive education and training system as South Africa's response to the call to establish a caring and humane society. This is evidenced by various White Papers, Legislation, Policies and regulations. (Williams, 2000:1).

The misconception is that inclusion can only work in "wealthy" schools. However, it has been implemented in poor schools of other "Third World" countries. This shows that inclusion is not necessarily about fancy resources, although it is wonderful to have. It is more about a change in mindset, looking at what people **CAN** do and maximizing their opportunities to do things well, rather than being blinded by what people **CAN'T** do (on line, 2000).

## CHAPTER 3

### THEORETICAL FRAMEWORK

3.1 Introduction	41
3.2 A meta-approach	
3.3 The development of an inclusive philosophy in the wider social context	44
3.4 Learners with special educational needs [LSEN]	51
3.5 Attitudes	62
3.6 Development of attitudes	63
3.7 Components of attitudes	65
3.8 Teachers' attitudes towards inclusion	67
3.9 Conclusion	72

## **CHAPTER 3**

### **THEORETICAL FRAMEWORK**

#### **3.1 Introduction**

The dramatic changes in South African society in past decade have affected both general and special education. As one is attached to one's established ways of thinking, dramatic changes in society are often experienced as a crisis (Bradley et al., 1997; Skrtic & Sailor, 1996). It is therefore not surprising that the restructuring and redesigning of education, including the movement away from segregated settings for learners with special needs, to the provision of education for all learners in an inclusive and supportive learning environment, have been received with misgiving by some people. An understanding of the context in which the movement towards inclusive education has developed provides an important opportunity to reframe people's perceptions of these changes.

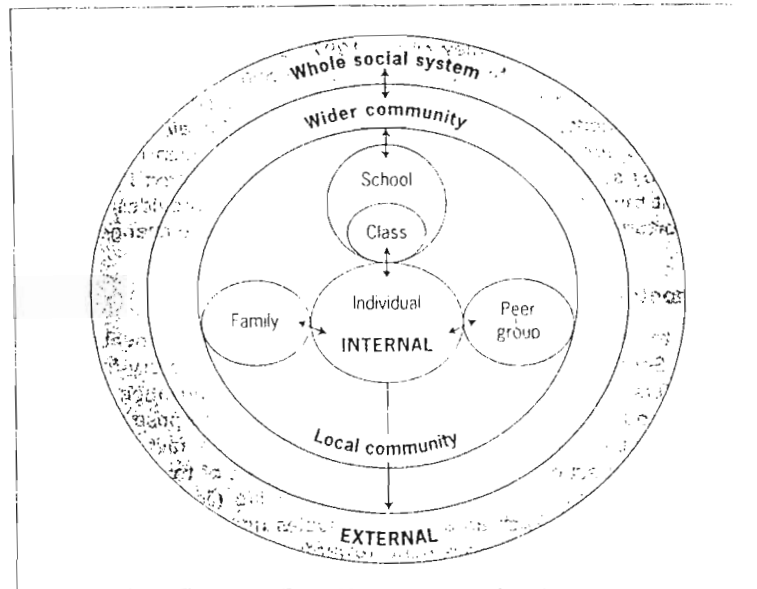
#### **3.2 A meta-approach**

In order to understand the realities surrounding new movements in education in South Africa it is necessary to adopt an explanatory framework which refers to social life in general, not just to education. A meta-approach could be useful in this regard. The broad purpose of a meta-approach would be to develop an awareness of the fact that human experience and action occur in everyday life as part of the wider human, political and ethical effort of securing a better life (Jordaan & Jordaan, 1989; Lewis, 1998).

Such an approach enables us to transcend the simplistic reduction of the movement towards inclusive education as a debate around problems of professional practice, and enables us to focus on a comprehensive, global framework which makes previous and current knowledge intelligible, simultaneously providing the foundation for future knowledge.

The values, understanding and actions of individual people – including teachers, parents, learners and others – are difficult to understand if they are divorced from the social context in which they occur. It is therefore important to see how these values etc. concerning the nature of the world have been shaped by the prevailing social contexts and debates that are part of the social context in which individuals have found themselves and the way in which individuals, in turn, have shaped the social context.

The meta-approach of this study is therefore based on an adaptation of some of the principles of the general systems, ecological theories and “systemic thinking” (Engelbrecht et al., 1996; Jordaan & Jordaan, 1989; Kriegler, 1989) where the movement towards inclusive education is understood by means of a contextual analysis and synthesis. From this perspective the different levels of systems in the whole social context influence one another in a continuous process of dynamic balance, tension and interplay (Figure 1).



Source: Donald et al. (1997: 65).

Figure 1.1: Systems within the whole social context

Each level of a system can be seen as functioning in various ways, e.g. each level has its own subsystems - a school may, for example, have staff and learners, but teachers, heads of department, junior and seniors function as subsystems (Donald et al., 1997). Systems and sub-systems also interact with other systems, shaping and limiting each other. They can be studied with the help of the following mutually inclusive contextualization principles, as defined by Jordaan and Jordaan (1989; 48 – 60):

*A context is a prerequisite for the understanding of experience, behaviour, problems and phenomena. By taking the context into consideration, information is seen in a new light, it becomes understandable. There can be more than one context (e.g. local community; wider community) in which experiences, phenomena and problems occur. The relationship between smaller and larger contexts is based on the interdependence of the parts and the whole from which a specific pattern emerges.*

*The application of contextualization principles to any particular phenomena or problem can reveal, for instance, shortcomings in existing principles and practices regarding the application of knowledge, simultaneously providing guidelines for more suitable principles and practices.*

According to these principles of contextual analysis and synthesis, it follows that an understanding of the context is the first step towards understanding new developments in education and the movement towards inclusive education. The dramatic developments in the wider social system, not only of South African society but of society in general, are the context in which the movement towards inclusive education has developed.

### **3.3 The development of an inclusive philosophy in the wider social context**

Most educational discussions on inclusion concentrate on the efficiency of practical matters of educational organization and practice, such as the curriculum, teaching methods and attitudes in the school or individual systems, without taking into account the broader dimension to inclusion which transcends these narrow school or individual-based considerations. It is the wider notion of inclusion in society, in contrast to the individual ethics of earlier years, that has shaped the movement towards inclusive education.

Since the 1960s, a series of socio-economic and cultural transformations (e.g. the explosion of media technologies, political and ideological shifts and upheavals, and changes in worldviews) have occurred and society has gradually become more open and social relations less formal.

A correspondingly optimistic and positive ideology has swept the political arena. This ideology has also been accompanied by a more critical recognition of the inequalities and discrimination practices still prevailing in Western societies. The development of and commitment to the democratic values of liberty, equality and civic rights have proposed a radically inclusive, participatory form of social discourse in which all modern and post-modern theoretical perspectives are either accepted or rejected on the basis of their contribution to realizing democratic values in society – a society in which diversity is celebrated and equality of opportunity promoted (Jensen & Schnack, 1994; Thomas et al., 1998; Skrtic, 1995; Skrtic et al., 1996; Vislie, 1995). Thus the ideals behind inclusive education go beyond practical consideration and have much deeper roots in liberal, critical and progressive democratic thought.

Since the beginning of the twentieth century there has been a growing awareness in terms of human rights and equality of opportunity, both internationally and more recently in South Africa. The changing social, economic and political climate has also contributed to the change in attitudes towards education.

In tracing the changing approach towards education in the United States of America, one sees that the first formal provision of education for people with disabilities began in 1817 with the establishment of the American Asylum for the Education and Instruction of the Deaf and Dumb in Connecticut (Stainback & Stainback, 1995:16). By the early 1900's school attendance was compulsory in the U.S., although many children with disabilities were excluded, or placed in special schools or classes. In 1948 the Universal Declaration of Human Rights proclaimed among other things the right of every child to an education (The Salamanca Statement, 1994:vii).

By the 1950's the growing awareness of human rights and equal opportunities for all was evident in education as well. Parents of children with disabilities started forming groups "advocating for the right of students with disabilities to learn in a more normal school environment with their peers" (Stainback, et al. 1995:20). In 1975, due to pressure from parents, courts and legislature, Congress passed US Public Law 94:142 also known as the Education for All Handicapped Children Act (now called the Individuals with Disabilities Education, IDEA). PL 94:142 ensured free and equal public education for all children, handicapped as well as non-handicapped, in the **least restrictive environment** (Wade & Moore, 1992:2). The basic principle implied here was that only in the case where a

child's needs could not be met in the ordinary classroom, with the support of additional services, materials, aids and equipment, would this child be placed in separate and appropriate educational facilities.

Although the terms inclusion and mainstreaming are often used synonymously there is a difference in terms of the basic philosophy underlying these concepts. Towards the middle of the twentieth century, the principle of normalization or mainstreaming came to the fore. According to this principle, it was realized that the child with a handicap or the LSEN was part of society and therefore should learn to adapt to a way of living that resembles the society to which they belong as closely as possible (Du Toit, 1996:7). The underlying philosophy here was thus that the LSEN had to learn to adapt to a "normal" society.

The importance of developing an accepting and inclusive society, where all people are valued for their contributions, has become the focus in the last few decades. This is also the philosophy on which the policy for inclusion in education is based. The inherent right of all people to participate in their societies in a meaningful way, now implies the acceptance of differences that would previously have excluded them. The responsibility for normalization has therefore now shifted from the LSEN having to adapt to and fit into a "normal world" to the environment having to be reorganized in order to meet the needs of all members of its society, including those members with special educational needs (Du Toit, 1996:7).

Therefore, where children with special needs had previously either been placed in specialized schools or expected to adapt to ordinary schools, the focus has now been moved to making “ordinary” schools, wherever possible, fit the needs of LSEN.

Although the terms inclusion and inclusive education are not used in Public Law 94-142, the definition of least restrictive environment (LRE), provided the initial legal impetus for creating inclusive schools (Falvey, et al. 1995:4)

There were a number of landmark courtcases in the U.S. which helped to define and entrench the principle of inclusive education. One of these important cases was Sacramento Unified School District vs. Holland (1994), in which the Supreme Court refused to change a federal court decision enforcing the development of supports necessary to include an individual with a disability, a girl, Rachel, with a developmental disability into the general education class (Falvey, et al. 1995:6).

Since the 1950’s the movement towards inclusion and inclusive education has been gaining momentum throughout the world. In a six country study on inclusive education, done by Meijer, Pijl and Hegarty, it was found that this changing approach to education has intensified in the last two decades due to a major shift in the general understanding of the nature of learning difficulties (Hegarty, 1994b:126). According to Hegarty (1994b:126) learning difficulties are increasingly being seen as a problematic interaction between the innate characteristics of the individual and the environment. Hegarty (1994b:126) states that “... the regular school itself is coming to be viewed as a major

source of learning difficulties. Inappropriate curriculum content and teaching methods, insensitive handling and over-competitive school ethos, can add up to an utter failure to meet the individual needs of particular children, with the result that they fail to learn and become candidates for segregated schooling.

In 1990, at the Jomtien World Conference of Education for All, a commitment was given to recognizing the inherent right of all children to primary education, taking into account the individual differences and needs of each child, and to developing child-centred education which addresses the specific needs of each, individual child.

In June 1994 an international conference on special needs in education was organized by UNESCO and the Spanish government in Salamanca in Spain. From this came the Salamanca Statement and Framework for Action on Special Needs Education. This statement once again proclaimed the right of every unique individual to having their needs met, as far as possible in “regular schools” (The Salamanca Statement, 1994:viii). Furthermore, a framework for action was developed, and is discussed in the statement, guiding governments in the development of inclusive educational policies and the implementation of the principles of inclusion.

In South Africa the movement towards inclusive education has been complicated by the segregation of children with special educational needs from the “normal” child in mainstream education, and also by the segregation of races into different educational systems. Within these segregated systems there have been large disparities in terms of

the provision of specialized education for the different race groups. These disparities could be seen in the unequal access to specialized education; per capita expenditure across different education departments; training and qualifications of teachers in the different education departments; and the varying criteria by which children were classified as needing specialized education (Du Toit, 1996:12)

In the last couple of years, however, there have been vast changes, not only politically, socially and economically, but also in terms of education. In April 1994 the first democratically elected government of S.A. came to power, bringing with it a new political dispensation. This was based on a fundamental belief in the rights of all citizens, entrenched in the Bill of Rights. This bill protects the rights of all people in principle, “including children with special educational needs, against discrimination” (Discussion Document: Inclusion, 1996:2). These “special needs” could refer to the needs, either of the individual person or the system, which have to be addressed, the aim being, to enable the system to respond to diversity in the learner population, removing barriers to learning, and promoting effective learning among all learners (NCSNET & NCESS, 1997:6).

In his introductory statement, upon becoming the Minister of Education, Prof. Bengu, discussed the importance of developing an education system based on equity and non-discrimination, which respects diversity and makes its resources available to all, in the most effective manner (Du Toit, 1996:14).

According to the Salamanca Statement, “schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from linguistic, ethnic or cultural minorities, children from other remote or nomadic populations and children from other disadvantaged or marginalized areas or groups” (The Salamanca Statement, 1994:6). A new and inclusive policy for education in S.A. is currently being developed.

The question that now arises is how will a policy of inclusive education be practically implemented in S.A.? In order to do this, one should examine more closely, who the learner with special educational needs is.

### **3.4 Learners with special educational needs**

Over the years there have been many terms used to describe children in need of special or specialized education: they may be referred to as “exceptional children” (Blackhurst & Berdine, 1981; as quoted by Du Toit, 1994:24 – 25; Hallahan & Kauffman, 1994:4); Du Toit (1994:23) refers to “the child with problems”, and as widely used in S.A. today, “learners with special educational needs” or more commonly “LSEN” (GDE, 1996:1).

In South Africa, a shift is being made from referring to LSEN, to referring to the removal of “barriers to learning” (NCSNET & NCESS, 1997:6). The Public Discussion Document: Education for All refers to priorities which the individual or the system may have, which need to be addressed or removed, in order to cope with the differences in the learner population (NCSNET & NCESS, 1997:6). Within the individual, these barriers to

learning may constitute: physical disabilities; learning disabilities; or learners experiencing social difficulty, eg. school drop-outs, abused children or children with HIV/Aids. Within the system, these barriers to learning may constitute: educators in need of INSET; support services to assist with needs in the classroom; development of a more flexible curriculum; or the development of physical facilities in the school environment, eg ramps for wheelchairs. (NCSNET & NCESS, 1997:6).

Children with special educational needs are described as exceptional children "... who have physical, mental, behavioural or sensory characteristics that differ from the majority of children such that they require special education and related services to develop to their maximum capacity" (Blackhurst & Berdine, 1981; as quoted by Du Toit, 1994:24 – 25). According to Hallahan and Kauffman (1994:4) LSEN have long been considered to be different from "average" children. Today however, the focus tends to have moved from defining the differences to finding the similarities between "exceptional" and "average" children, as these are considered to be far greater in number than the differences (Hallahan & Kauffman, 1994:4).

Within the South African context the concept of LSEN has been further complicated by the fact that historically there have been serious inequalities across racial and ethnic lines, in the provision of education in general, which have been felt "particularly severely and intensely in relation to specialized education" (Donald, 1996:71). These discrepancies, together with the fact that the majority of South Africans have, for various reasons ( eg. disproportionate financial allocations to education across racial and ethnic lines; teachers

with poor or no training; and over-crowded schools or no schools (Du Toit, 1996:12), had no or poor schooling, served to further complicate the provision of education to LSEN.

As mentioned above, a distinction is made between barriers to learning that lie within the individual and barriers to learning which lie within the system (NCSNET & NCESS, 1997:6). In this regard, Donald (1993:141) contends that LSEN can be grouped according to their special educational needs being caused by intrinsic or extrinsic factors, or by intrinsic and extrinsic factors.

Intrinsic factors are described as those deficits which lie within the learner themselves, for example, neurological deficits or impairments, physical impairments, or sensory impairments which may vary from mild to severe impairment of functioning (Donald, 1993:142).

Extrinsic factors are factors which have been caused mainly by systemic and structural factors affecting the disadvantaged majority in South Africa (Donald, 1996:73). Donald includes here LSEN who have been unable to acquire basic educational skills due to lack of access to, and inadequacy of, the existing educational system (Donald, 1996:73). Donald also discusses other factors that have contributed to, and are considered to be extrinsic factors, such as poverty, emotional neglect, political instability and inherited social and educational lags due to the apartheid system (Donald, 1993:141). Du Toit (1994:26) refers to these problems as “restraints” which have prevented a child from

actualizing his potential and could they be eliminated or improved, the child could possibly, with the necessary aid reach his potential.

Donald (1993:142) also refers to the reciprocal interaction between intrinsic and extrinsic factors, where the situation of children with intrinsic deficits, is further aggravated by poor extrinsic factors. Donald (1993:141) feels that this combination of extrinsic and intrinsic factors, has led to the existence of a far larger group of LSEN in S.A., than originally thought.

In order to more fully understand LSEN, one should examine the manner in which special education needs may present themselves. Although the presenting problems will be discussed separately, for purposes of clarity, they may in fact be difficult to distinguish from one another in practice (Du Toit, 1994:28). According to Sonnekus (1971; as quoted by Du Toit, 1994:28) “learning is always experienced cognitively (gnostically) as well as affectively (pathically) and children with learning problems also have affective problems”.

Du Toit (1994:26) states that children’s problems can usually be divided into learning or academic problems, behavioural or emotional problems and development or physical problems.

- Academic problems may vary from one subject to the other, eg. maths, to general academic lags. It would appear as though the acquisition and application of

skills, eg. in reading, writing or mathematics, is found to be difficult for LSEN (Lewis & Doorlag, 1995:79). These problems normally become apparent within the school context but may also appear within the informal teaching environment of the home (Du Toit, 1994:26). Problems in this area appear to be common to all LSEN (Wessels, 1996:40).

- Behavioural or emotional problems are often what LSEN are identified by. According to Du Toit (1994:26) the LSEN often behaves in a way that is “different, more intense and of longer duration than is normally expected from a child of that age”. The unacceptable behaviour of some LSEN not only leads to them being labeled as disruptive in the classroom, but their behaviour may also prevent them from achieving scholastic success (Hegarty, 1994a:262). It is possible that their bad behaviour may cause them to be rejected by their classmates, leading to further social problems.
- Developmental problems may manifest as lags within the child’s total development or as lags in specific areas only, eg. language or motor development (Du Toit, 1994:26). These lags may also be caused by physically identifiable deficiencies, eg sensory (sight or hearing deficiencies), neural, or physical deficiencies (such as wheelchair bound LSEN) (Du Toit, 1994:26). Lewis and Doorlag (1995:46) make reference to the importance of adapting teaching strategies and environments to cope with the various handicaps.

Du Toit (1994:27) states that these lags may also be caused by environmental restraints such as inadequacy in education and teaching, poverty and political

instability, which have prevented the child from achieving levels of development that correspond to its chronological age. In the S.A. context these will probably form the largest section of the LSEN group (Donald, 1993:141).

### **Provision of Education for LSEN**

In order to more clearly understand what inclusive education entails, one should have a clear understanding of how the policy of inclusion has developed over the years.

According to Poplin (1988:389) there have been different explanatory models for children with learning problems over the years. These varying explanatory models have consequently led to varying approaches in coping with children with learning problems.

During the 1950's learning problems and more specifically mental retardation, were mainly ascribed to neurological deficits where medication often formed the basis of treatment (Poplin, 1988:390). Due to these deficits it was generally felt that these children would not be able to cope in ordinary schools, and often special and separate schools or institutions were developed to deal specifically with their problems (Du Toit, 1996:6).

Educators however became aware that the neurological screening tests did not always successfully identify children with learning problems. Even children who were not necessarily neurologically impaired, according to the screening tests that were employed, still appeared to be unable to master the necessary skills needed to achieve success at school. It was hypothesized that these children had certain deficits in terms of social or perceptual skills which prevented them from coping in a complicated society (Du Toit,

1996:6). The consequent approach was to place these children in a simplified environment in accordance with their limited psycho-social and perceptual skills. Within this simplified and specialized environment the goal was to assist them to gain the necessary skills, in order to minimize or remove their deficits and to ultimately place them back into mainstream in which they were now “equipped” to cope.

Unfortunately children were not always able to maintain the specifically learned skills or generalize them to other situations. During the 1970’s educators started trying to “normalize” the simplified environment in which these children were educated, so that their environment would resemble the patterns and conditions of everyday living as closely as possible (Du Toit, 1996:7). Learning disabilities were now thought to be caused by lack of learned behaviours or learned non-adaptive behaviours (Poplin, 1988:392). The scholastic aim consequently became to teach or re-teach appropriate behaviours in order to enable them to integrate into the normal class, ie. to mainstream the children.

Gradually the focus has moved from the “learning disabled” having to over-come their deficits to fit into the system, to the system having to adjust, make allowances and cope with the child/learner with a disability (note the change in concepts, learning disabled to learner with a disability). This coincides with the view that learning problems possibly originate not only from deficits within the child, but from deficits within a system. The implication here is that the problems may be caused by a system that has been unable to meet or adapt to the needs of the specific child (Hegarty, 1994:126) Therefore the focus

has now moved from the child having to adjust to the demands of the system, to the system having to be flexible enough to cope with the needs of each child. Furthermore, research shows that “because learning is self-selected, self-motivated, and self-constructed, the best predictor of what students will learn next, is what they already know and what interests them” (Poplin, 1988:407). The implication then is that the system has to create a safe, welcoming environment, that meets each child where the specific child is, and helps the child to construct meaning out of the world around him, as he knows it.

According to Poplin (1988:393) the approach to LSEN became more metacognitive in the 1980’s. By this it is meant, that the focus moved from helping children to eradicate perceived skill deficits, to determining how the individual learns, and by verbalizing these strategies, assisting children to become aware of “knowing how one knows” (Poplin, 1988:393). In this sphere, the system should also move to meet the child “where the child is”, joining the child in their specific approach to thinking and learning, and assisting them to develop strategies that suite them and are meaningful to them and their needs.

None of these models are used exclusively, all have contributed to the treatment of children with learning disabilities. Today, however, the focus is not so much on the child’s deficits but on adapting the system to meet the child’s needs.

The underling philosophy of inclusion is a belief in the inherent right of all persons to participate meaningfully in their societies (Du Toit, 1996:7). Naicker (1995:153) emphasizes that inclusive schools give children the realistic opportunity to learn from

experience, to respect and accept people of varying abilities, by means of social interaction with one another. Therefore it is felt that learning communities should accept diversity and appreciate and respond to the diverse needs of its members, as entrenched in the constitution of S.A. (1996:14) and proposed by the Salamanca Statement (UNESCO, 1994:viii).

Within the South African context Donald (1996:81) estimates that approximately 40% of school-going children can be classified as LSEN. The majority of these children's special educational needs, having been caused by a history of socio-educational deprivation.

The 1995 White Paper on Education and Training (as quoted by Du Toit, 1996:14) suggested certain principles on which to reconstruct and develop the new education system. These included the provision of basic education to all without any prejudice and redressing the inequalities of the past. Furthermore the approach to education was to be holistic, focusing on "the total development of all pupils, which will encompass academic and vocational, as well as a broad psychological, health and social needs" (Du Toit, 1996, 14).

Donald (1996:76) also emphasizes the importance of a holistic approach to educational development, in terms of focusing not only on coping curatively with the vast numbers of LSEN that currently exist, but also preventatively as a long-term goal, removing as many as possible of the extrinsic contributing factors.

Donald, Lazarus and Lolwana (1997:27) propose that educational services will be delivered on the basis of a cascade of consultancy model of services:

“A “cascade” or consultancy model of distributing skills from one level of expertise to the next should ensure adequate support, referral options and, most important, progressive empowerment and capacity building at different levels of the system. (The “cascade” idea is like a waterfall – spreading expertise through different levels of the system.)”

Depending on the needs of the child, the system should move to meet the child’s needs, wherever he is placed: be it within a segregated special school, a special class, an aid class, a regular class with some time in a remedial class or full-time in a regular class (Schoeman, 1996:2). However, as stated in the South African Schools Act (South African Republic, 1996:10), legally the “Member of the Executive Council must, where reasonably practicable, provide education for learners with special educational needs at ordinary public schools and provide relevant educational support services for such learners.” Therefore, the term LRE (least restrictive environment) as used in PL 94:142, (Wade & Moore, 1992:2) seems to apply here as well. The implication then is that only if these LSEN’s needs cannot be met at all, even with the help of support systems, will this child be placed in a specialized educational facility.

Taking the economic and human resources restraints of South African circumstances into consideration, Du Toit (1996:16) proposes that educational services be provided by means of a cascade of services. This would imply that depending on a child’s needs,

LSEN would be placed in the least restrictive learning environment. In effect this could mean that in the ordinary class there will be teachers using the basic skills that they acquired during teacher training. It will be expected of these teachers to be able to recognize problems and implement possible interventions. Their first level of contact will be general teachers, who have received some extra, in-service training (INSET). They will form the core support team for teachers and parents of LSEN. Teachers with more specialized training will then be based at community learning centres where they would provide support and INSET for the core support teams in their areas. The highly skilled specialists with post graduate training would then work on a consultation basis giving training and support to the teachers at the learning centres, and doing specialized assessments, diagnosis and planning interventions (Du Toit, 1996:16).

In line with the new approach to education, it is proposed that the curriculum be altered accordingly to outcomes based learning (GDE, 1996:19). The implication here is that purposes of learning and teaching are formulated in terms of desired outcomes and not content to be mastered. These outcomes can then be reached at different rates and by different means (GDE, 1996:19). The focus therefore once more moves from children having to master pre-determined content, to children having to achieve uniformly specified learning outcomes, where the system adapts, allowing each child to work at his own pace, constructing meaning of his world in his own way.

Within the South African context, it would appear that theoretically an inclusive education policy is not only economically and educationally viable, but in the long term it

will hopefully help to reconcile South African society, to a society that accepts, cherishes and respects differences.

Schoeman (1997:3), however refers to a number of obstacles that will play a role in instituting a policy of inclusion: attitudes; lack of knowledge; segregation; wrong expectations; inappropriate teaching methods; and lack of clear policy. For the purposes of this mini-dissertation I will now briefly investigate attitudes, how they develop, and how they affect teachers, teaching and more specifically inclusion.

### **3.5 Attitudes**

“Inclusion in its pure form should rather be defined as a warm and embracing attitude, accepting and accommodating the other unconditionally [without preconditions]” [Burden, 1995:46]

Petty and Sadler [1996,15] refer to numerous studies that indicate the importance of teacher attitudes in successful integration. Some of these studies, such as the studies by Beveridge [1993] and Carpenter [1995], maintain that

“the critical factor for successful integration is the school philosophy and the attitude of the staff“ [Petty & Sadler, 1996:15].

#### **3.5.1 Clarification of the Concept: “Attitude”**

Baron and Byrne [1991:138] describe attitudes as playing the following role in an individual’s life:

“... attitudes are internal representations of various aspects of the social or physical world – representation containing affective reactions to the attitude object and a wide range of cognitions about it [ eg. thoughts, beliefs, judgements]. Attitudes reflect past experience, shape ongoing behaviour, and serve essential functions for those who hold them.”

Many researchers over the years have emphasized the important role that attitudes play in social interactions of any kind, including teaching. Allport [1935:810], one of the leading authorities on social psychology, was of the opinion that “attitudes” were the most important factors in determining the outcome of social interaction.

### **3.5.2 Development of Attitudes**

It is important to note that attitudes are not something that one is born with, but attitudes are learnt and develop over time. According to Baron and Byrne [1991:139 – 141] attitudes are formed in the following ways:-

- Attitudes may be learned indirectly by means of observing others and seeing their reactions. Examples here would possibly be a child observing the behaviour of its parents in certain situations or in response to specific stimuli, and also learning to react in a certain way; or a child who claims to support the same rugby team as

his father, without having a real understanding of what he is saying, and being praised for this expression of support and so developing a positive attitude towards the specific team.

- On the other hand, attitudes may be formed on the basis of direct personal experience. According to various research quoted by Baron and Byrne [1996:141], research has shown that attitudes formed as a result of direct experience are stronger in several respects than attitudes which are either anticipated or have been learned indirectly. The implication here is that experiential learning leads to the forming of stronger attitudes than does more indirect forms of learning.

In various studies it has been found that often teachers' beliefs and attitudes can be linked to the more generalized belief system of their society [Hegarty, 1994:126; Schectman & Or, 1996:137]. This could possibly be linked to the fact that attitudes are learnt, and that one's environment influences and provides these learning experiences. In research done by Nespor [1987:320], it was claimed by many of the teachers, who were the subjects of the study, that "critical episodes or experiences gained earlier in their careers were important to their present practices".

From the above, it would seem as though attitudes have a cognitive [learned] component, an emotional component as a component of observable behaviour. These components will now be discussed in more detail.

### **3.5.3 Components of Attitudes**

According to Baron and Byrne [1991:141] there is a relationship between attitude and behaviour, which to a large extent, is determined by cognitive and emotional components.

- From the above it becomes clear that the cognitive component, relates to the facts, the knowledge or the information that one has with regard to people, places, events, happenings, things, etc.
- This is closely linked to the emotional component, which include the affective coloration that is added to the above-mentioned “facts” when they are stored in memory, or due to subsequent experiences which become linked to this information in stored memory [Nespor, 1987:321]. According to various research discussed by Nespor, “attitudinal coloration supplies cohesion to elements in memory” and facilitates memory recall [1987:323].
- Baron and Byrne [1991:142] discuss the behaviour component, of attitudes in more detail. According to them there is not always congruence between the emotional and the cognitive components of a person’s attitude towards a certain object, person, idea or event. These inconsistencies may then influence one’s behaviour, depending on the circumstances. Baron and Byrne use the following example to illustrate this relationship [1991:143] a student having to choose college courses would probably choose a course which may be duller, but which

will enable them to graduate [cognitive]. rather than a course which is interesting and sounds like fun, but is of no significance [emotional].

From the above one can therefore hypothesize that within the context of this study, a teacher not only needs knowledge of, and skills, to cope with the LSEN, the cognitive component, but ideally these cognitive components should be linked to positive emotional components. Baron and Byrne [1991:142] refer to “attitudes and behaviour: the essential link” – in other words, in order to ensure positive behaviour - or teaching outcomes teachers have to develop positive attitudes.

Schechtman and Or [1996:137] discovered in much of the literature that they consulted, that all too often the emotional aspects that underline teachers’ beliefs regarding mainstreaming or inclusion are ignored by the policy makers, who focus on “knowledge, skills and practical assistance rather than attending to their implicit needs and emotional inhibitions.

### 3.6 Teachers' attitudes towards inclusion

Wade and Moore [1992:2] feel that the mainstreaming policy has led to some resistance on the part of teachers unfamiliar with the handicaps and disabilities they now faced in their classrooms. They ascribe this resistance to having grown out of earlier policies of segregation which have caused a stigma to be attached to handicapped people, resulting in non-acceptance of these people in "normal" environments.

The policy document of inclusion [GDE, 1996:1] stated that inclusion implied a "paradigm shift" both for purposes of education and for society in general. Fullan [1991:117] defines paradigm changes in education in terms of objective and subjective realities. The objective realities, according to Fullan [1991:35] would include changes to teaching styles, materials and skills. The subjective reality would then include personal attitudes and the will to change. He goes on to say that it is important to look at educational change from the teacher's perspective, he states clearly that "educational change depends on what teachers do and think - it's as simple and complex as that" [Fullan, 1991:117].

Fullan also reminds us that real change, whether imposed or voluntary always involves an element of loss, anxiety and struggle [1991:31]. This should be taken into account by the policy makers when attempting to change the education system, should they want to achieve an amount of success.

A review of literature on teachers' attitudes to mainstreaming/inclusion, shows that there are numerous variables which may influence teachers' attitudes towards inclusion [Engelbrecht, Eloff & Newmark, 1997:82; Shechtman & Or, 1996:138; Hegarty, 1994b:125; Vlachou & Barton, 1994:107; O'Reilly & Duquette, 1988:10; Hayes and Gunn, 1988:34]:

- The fact that teachers often feel that they have been compelled to make changes in which they have not had any substantive participation in policy decisions;
- Teachers' belief and confidence in their own abilities to teach LSEN; fear of failure, as well as their concerns for the needs of "regular" learners in their classes;
- Teachers' past experience of teaching LSEN and their knowledge and conceptions of disability and learning difficulty;
- Teachers' perceptions of successful learning outcomes, especially in terms of Individual Educational Programmes for the individual LSEN, and teachers' satisfaction with these outcomes;
- Special training that teachers have received to cope with LSEN, courses that they have attended/in service training [INSET] they have received;
- Teachers' personality and age, as well as the grade level taught;
- Availability and provision of sufficient support and resources, closely linked to school financing, and
- The nature of the child's handicap and the amount of additional teacher responsibility and time required of the teacher to work with the LSEN.

- Teachers' attitudes are also often linked to the nature of their society –  
“..... it is assumed that teachers who value democracy tend to be more open, flexible and person orientated; hence they are expected to perceive mainstreaming as well as other diversities, as more a challenge than a hardship. In contrast, authoritarian teachers, who tend to value power and hierarchy, are likely to be more task- and achievement-orientated and therefore less receptive of diversity” [Shechtman & Or, 1996:138]

As mainstreaming and more recently inclusion, have been international policy for a number of years, most of the research on teachers' attitudes, that will now be referred to, reflects the situation in the United States of America or in the United Kingdom. It is important for South Africa to learn from both their successes and failures, in an attempt to make a success of inclusion in South Africa. Petty and Sadler [1996:15] quote research by Kunsweiler which stated that :-

“.... Real growth in teacher attitudes is a prerequisite of successful integration, even going so far as to claim that attitudes are more important than the degree of disability.”

Within the literature on attitudes towards inclusion there have been various studies which have shown that negative attitudes have developed in many teachers who have been involved in inclusion [O'Reilly & Duquett, 1988:10; Margolis & McGettigan, 1988:15; York, Van der Cook, MacDonald, Heise-Neff & Caughey, 1992:244]. These researchers mainly ascribe these negative attitudes, identified in teachers in studies done in the United States of America, Canada and the United Kingdom, to the following factors:-

- Teachers being resistant to change – finding it threatening and having to change the proven teaching methods to accommodate LSEN [Margolis & McGettigan, 1988:15];
- Teachers not perceiving LSEN to be receiving adequate support within the regular class environment and also feeling that the needs of the majority of children in front of them may be neglected as attention is focused on the LSEN [Margolis & McGettigan, 1988:16; Vlachou & Barton, 1994:107];
- Teachers sometimes feeling threatened if they were faced with too many diverse needs in their classroom at one time [Scruggs & Mastropieri, 1996:65; Gans, 1987:44];
- Teachers sometimes feeling that children who needed extra assistance slipped through the system without receiving the necessary aid because of the classification system. In a study done by Barngrover [O'Reilly & Duquette, 1988:10] it was found that over half the teachers interviewed believed that the LSEN should be educated in special classes as they would receive more individual attention there.
- Conversely, teachers feeling that the same classification system, according to which children may be removed from the general class for certain periods in order to receive specialized attention, may have labeled and stigmatized these children – putting the focus on failure, rather than prevention [Coates, 1989:532];
- Some teachers feeling overwhelmed and frustrated at having to deal with various other professionals, where communication was often problematic in the team,

and goals and agendas set for specific LSEN were not always congruent amongst all the team members [Giangreco, Edelman, MacFarland & Luiselli, 1997:330];

- Teachers feeling snowed-under by the vast amount of paperwork involved in outcomes based education, where individual education programs have to be developed for each child;
- Teachers feeling resistant to the objectionable way that the inclusion policy was imposed on them, where they were forced to make changes, causing a detrimental affect on teachers' self-esteem and job satisfaction [Shechtman & Or, 1996:138; Vlachou & Barton, 1994:106]; and
- Teachers feeling inadequate and threatened due to lack of experience and training in coping with LSEN [Hayes & Gunn, 1988:32].

Shechtman and Or [1996:138 – 139] suggest that therapeutic techniques be applied in order to challenge the existing beliefs and negative attitudes in teachers, enhancing insight and raising the will to create change through a self-exploration process in a secure psychological atmosphere. They propose that this be done by means of clarifying processes and guiding teachers to explore concepts, feelings and actions in an open and accepting climate, as well as by using bibliotherapy as a projective and indirect intervention encouraging personal growth.

## **Conclusion**

In this chapter, it becomes apparent that teachers' attitudes play a very important role in the success or failure of an inclusive policy. Therefore teachers not only need skills training, experience in working with LSEN, but also help in developing more positive attitudes to inclusion where necessary.

From the above, it would appear that South Africa finds itself in a very favourable position in many ways. The policy of inclusion that is being implemented in South Africa, has been evolving internationally for many years. We are now able to study the difficulties experienced in other countries, addressing them immediately in the South African context, and trying to prevent costly mistakes. In the next chapter I will focus on the research methods followed in this study to gain greater insight into primary school teachers' attitudes towards inclusive education.

## CHAPTER 4

### RESEARCH METHODOLOGY

4.1	Introduction	73
4.2	Research tools	
4.2.1	Questionnaires and interviews as a research tool	
4.2.2	Development of questionnaire items	74
4.2.3	Format and content of questionnaire	
4.2.4	Pilot testing and evaluating the questionnaire	76
4.2.5	Final questionnaire	
4.2.6	Covering letter	
4.3	Administrative procedures	77
4.4	Follow-ups	
4.5	Summary	

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

This chapter outlines the method of the study and the rationale for the methods. Aspects such as what methods, why such methods, how such methods were employed, where and when they were employed are answered in this chapter, to ensure validity and reliability of the study. The guiding issue in this investigation was the aim of the study as presented in chapter 1. Thus, the purpose of this study was to explore the attitudes of primary school educators towards the South African policy of inclusive education.

Aim 1 was to find from literature the nature and scope of inclusive education as subsequently documented in chapter 2. The review of literature played an important role in shaping up this chapter especially where questionnaire construction was concerned.

#### **4.2 Research Tools**

Since many studies in education and allied fields rely on questionnaires and interviews as their main source of data collection (Tuckman, 1978:14) so too was a questionnaire used in this study.

##### **4.2.1 Questionnaires and interviews as research tools**

Questionnaires were used to convert into quantitative data the information given by the subjects (Legotlo, 1996). These approaches were used to measure what the subjects knew (knowledge and information) about inclusive education and what they thought (attitudes and beliefs) about inclusive education.

The questionnaire used in this study was aimed at obtaining information on attitudes of primary school educators towards the South African policy of inclusive education in Phoenix/Verulam/Tongaat districts.

#### **4.2.2 Development of questionnaire items**

Some of the strategies that were employed in the development of the questionnaire items included:

- Thorough examination of issues raised in the literature on inclusive education; after which questionnaire items were selected that were in line with the hypothesis and the study questions.
- Identifying the main issues of inclusive education, and then from there the concepts of the issues that were going to be tested were identified.
- Questions from other authors on similar topic were considered (Lazarus, et al. 1999:65).

#### **4.2.3 Format and content of questionnaire**

The questionnaire was divided into two sections (See Appendix D). Section A (Questions 1 -10). The purpose of this section was to gather biographical and demographic information about each respondent. This information is essential to understand what experiences have taken place and background information of respondents. Section B (Questions 1 - 20). The purpose of this section was to establish the perceptions and views of respondents on inclusive education. It covered issues such as the following:

- Perceptions of educators on inclusive education
- Views about inclusive education;
- Causes of learning needs;
- Promoting inclusive education;
- Allocation of resources;
- Who should be included;
- Financial;
- Curriculum;
- Leadership and management and
- Recommendations for inclusive education.

For each item, the respondents were asked to reflect ( on a 5-point scale response format), their opinion about inclusive education. The five-point scale was interpreted as follows:

1= Strongly agree, 2= Agree, 3= Uncertain, 4= Disagree and 5= Strongly disagree.

#### **Limitations of Questionnaires**

- Failing to reveal respondents' motives (why they answered as they did);
- They fail to yield information of sufficient scope or depth and
- May not discriminate between fine shades of meaning.

23

Despite these flaws, closed-form questionnaires are still the commonly used because of their more preferable advantages as presented above.

#### **4.2.4 Pilot Testing And Evaluating The Questionnaire**

It was necessary to run a pilot test to pre-test the questionnaire and to revise it based on the results of the test. I used an opportunity of a RNCS (Revised National Curriculum Statement) workshop, which I attended, to sample my questionnaire. A sample of 40 respondents was selected to fill the questionnaires and their comments were helpful to shape the final questionnaire.

One of the advantages of a pilot test is that it attempts to determine whether questionnaire items possess the desired qualities of measurement and discriminability (Tuckman, 1978:225). Van Dalen 1979:153) further writes that if questionnaires are to be used to measure variables in an investigation, they must be pre-tested, refined and subjected to the same evaluative criteria of validity, reliability and objectivity.

#### **4.2.5 Final Questionnaire,(Appendix D )**

The final questionnaire was administered to ten schools, through random sampling, in the Phoenix/Verulam/Tongaat districts.

#### **4.2.6 Covering Letter (Appendix C )**

A covering letter was written to go along with the questionnaires(See Appendix C ). The purpose of the this letter was to explain clearly the purpose of the study, arouse interest of respondents in contributing accurate information, promised to protect the confidentiality of the data and informed participants why they were chosen.

### **4.3 Administrative Procedures**

Permission to conduct research was first sought (See Appendix A) from the Department of Education. The reply was in favour of the research and permission was granted (See Appendix B). Permission was granted under the provision that teaching and learning may not be interrupted at schools during data collection.

Access to the schools was not a problem. The selected schools were first contacted telephonically, an appointment was made with the principal and finally the researcher went to administer the questionnaires on the agreed date.

### **4.4 Follow-Ups**

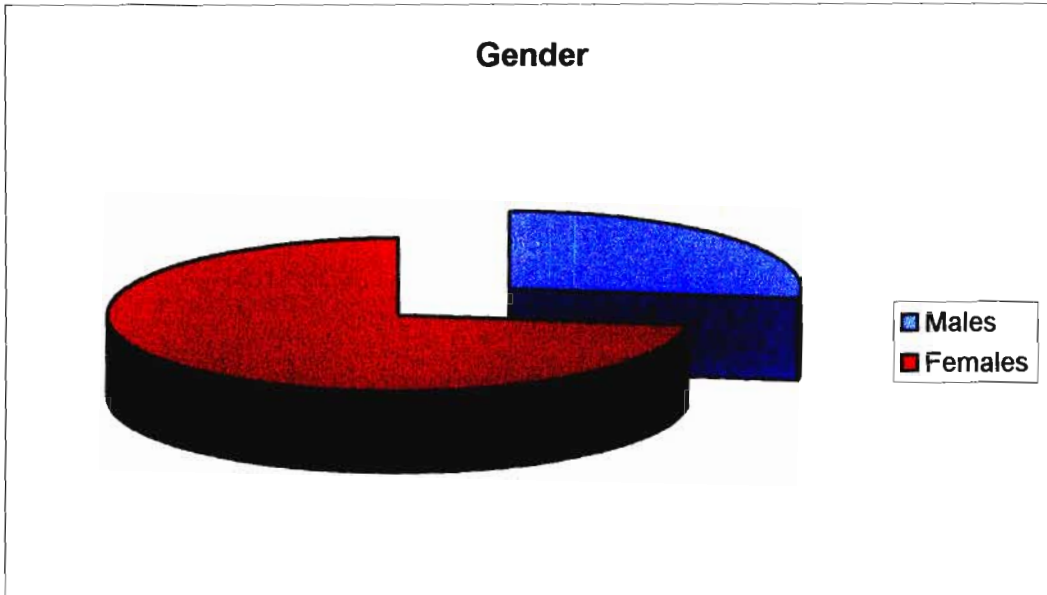
It is always a good idea to correspond with those who have not yet returned their questionnaires. Follow-ups were done telephonically. Arrangements were first made by telephone to set a time and day when completed questionnaires would be collected.

### **4.5 Summary**

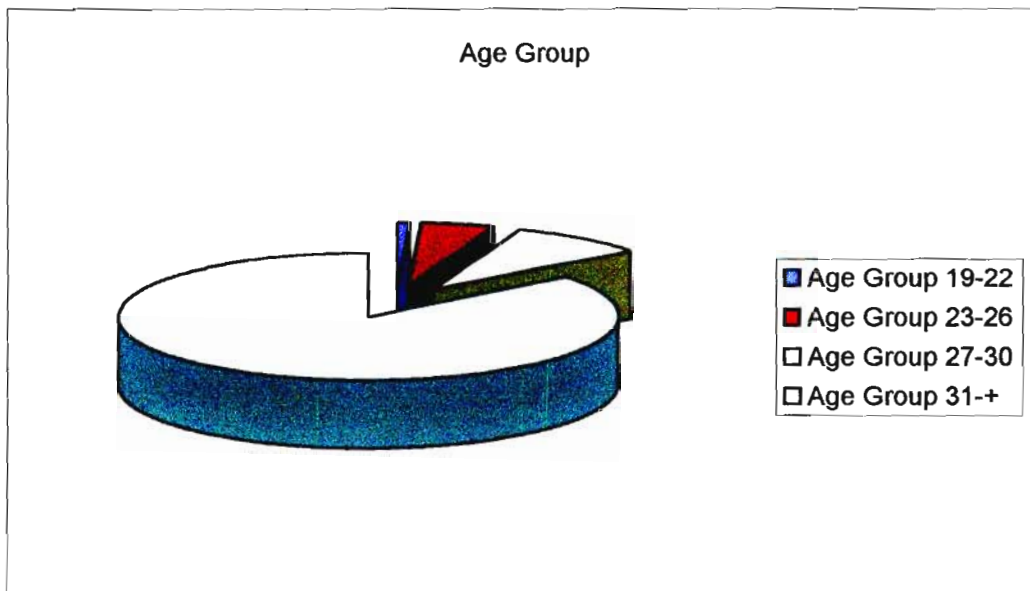
In summary, this chapter has presented the methodology employed in this study. It has given the rationale of why such methods were used. As is commonly the case in education and allied fields, a questionnaire was the main tool used to collect data (Tuckman, 1978:14). Finally, computer-aided statistical analysis was employed to analyse the data.

### Bio Graphic and Demographic Information

Males	34
Females	91

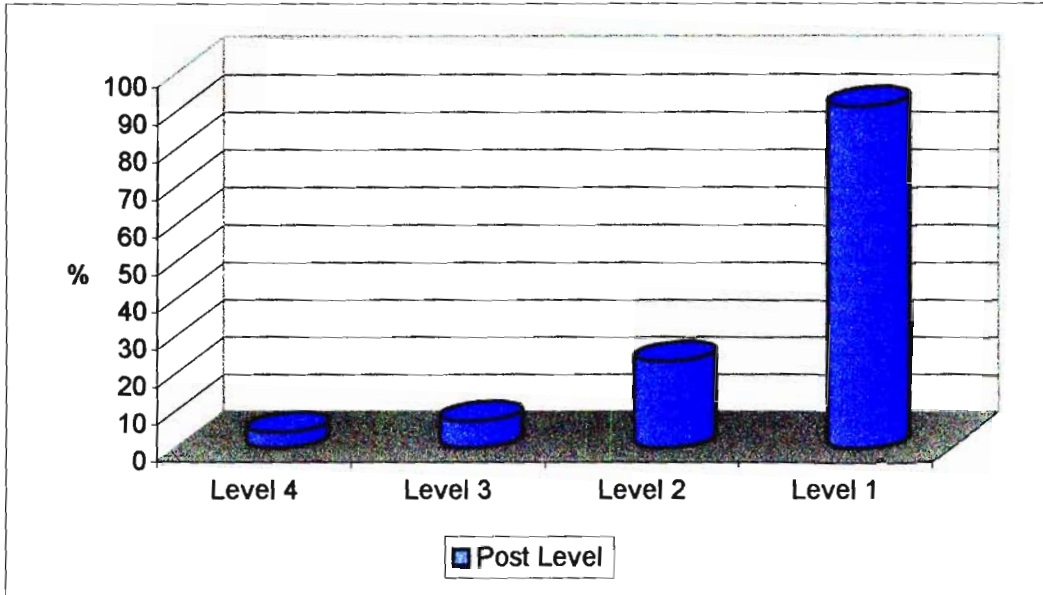


Age Group	19-22	1
	23-26	6
	27-30	11
	31-+	107

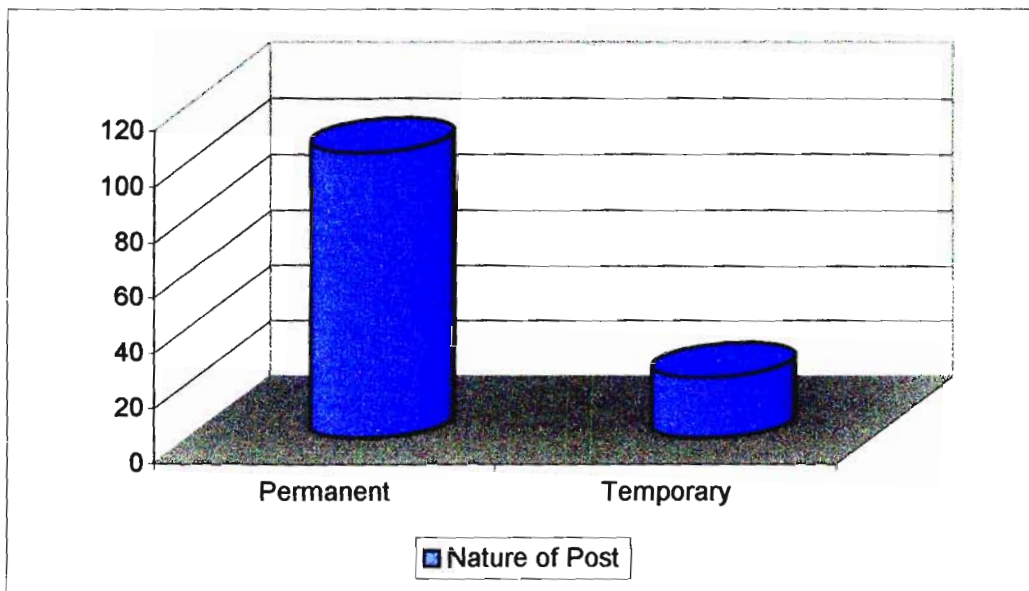




Level 4	4
Level 3	7
Level 2	23
Level 1	91



Permanent	103
Temporary	22



## CHAPTER 5

### ANALYSIS OF DATA

5.1	Introduction	81
5.2	Educators' knowledge about inclusive education	82
5.3	Perceptions	83
5.4	Changes that may need to take place for inclusive Education to be possible	85
5.5	Some of the factors that may result in learners Failing to learn or being excluded from education System.	87
5.6	Perceptions of respondents regarding promotion of Inclusive education	93
5.7	Who among the disabled learners should be included In the mainstream classes	98
5.8	Allocation of financial resources for inclusive education	103
5.9	Perceptions of respondents regarding curriculum	104
5.10	Leadership and management roles can promote inclusive education	107
5.11	Difficulties in coping in the mainstream	109
5.12	Willing but feel incompetent to teach a disabled child	110
5.13	Need to know more about inclusive education before deciding to teach in it	111
5.14	Disinterest and need for knowledge about inclusive Education	112

5.15	Strengthening or abolishing of special schools	
5.16	Opinions on the strengths and weaknesses of inclusive education	115
5.17	Summary	117

## **CHAPTER 5**

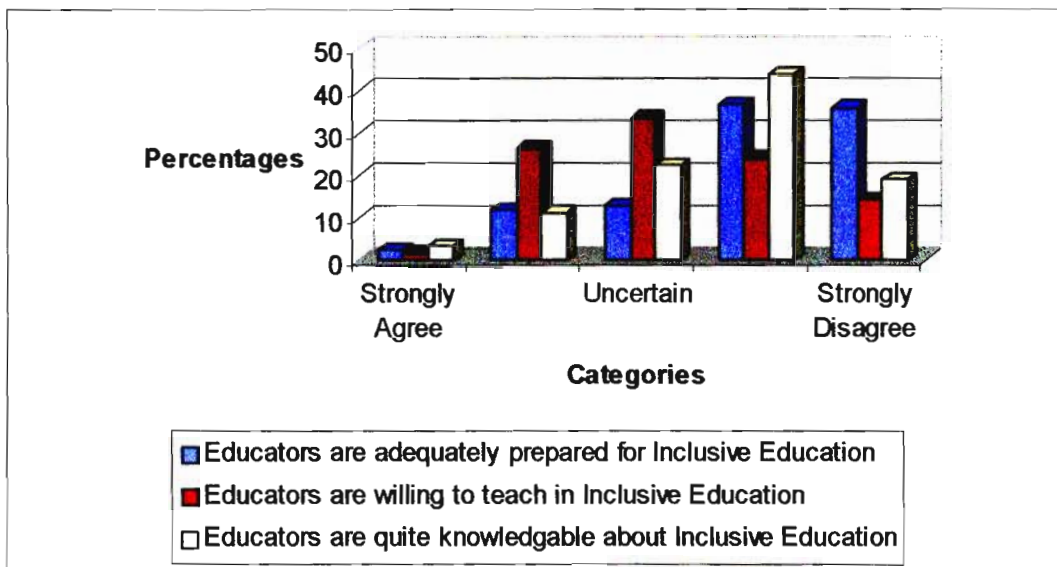
### **ANALYSIS OF DATA**

#### **5.1 INTRODUCTION**

This chapter presents the empirical results of attitudes of primary school educators towards the policy of inclusive education in the Phoenix/Verulam/Tongaat areas. It presents the analysed data and discussions thereof. The total number of questionnaires distributed was 150 out of which 125 [83%] respondents returned usable questionnaires.

## 5.2 Educators' Knowledge About Inclusive Education

Figure 1 : The level of optimism/pessimism and teaching style



Strongly Agree	2.4	1.6	3.2
Agree	12	26.4	11.2
Uncertain	12.8	33.6	22.4
Disagree	36.8	24	44
Strongly Disagree	36	14.4	19.2

Figure 1 illustrates the knowledge of educators about inclusive education. Only 14.4 % of respondents felt that educators were adequately prepared for inclusive education .12.8 % felt that educators were uncertain, and 72.8 % felt that educators were unprepared.

Twenty-eight percent of the respondents felt that educators were willing to teach in inclusive education. 33.6% were uncertain and 38.4% felt that educators were not willing to teach in inclusive education. Only 14.4% felt that educators were quite knowledgeable about inclusive education, 63.2% felt the opposite , and 22.4% were uncertain.

### 5.3 Perceptions

Item 4.1 Disabled learners should be placed in regular/normal schools

Table 4.3 shows that the majority of respondents had negative perceptions regarding disabled learners being placed in regular/normal schools. This may have a negative effect on planning inclusive education.

Item 4.2 Disabled learners should be placed in mainstream classes according to age of their peers in the mainstream.

When strongly agree and agreed are combined, and likewise when disagree and strongly disagree are combined, the higher percentage occurred on the negative (disagreed) scale than the positive (agreed) scale. A possible explanation to this negativity in perception could be that most of the LSEN are slow in learning. This implies that their chronological age is much older than assimilation ability. Therefore, if placed with their age mates, they simply will have difficulties understanding what their own age mates are able to assimilate.

Item 4.3 Disabled learners should be placed in mainstream classes according to nature of disability.

Table 4.3 shows that out of 125 respondents (n = 125), 19 (15.2%) strongly agreed, 36 (28.8 %) agreed, 27 (21.6%) disagreed and 21 (16.8%) strongly disagreed to the statement that disabled learners should be placed in mainstream classes according to nature of disability. This finding is more to the positive than negative perception. Thus, respondents perceived positively that disabled learner be placed in mainstream classes according to nature of disability.

4.3 Perceptions of respondents regarding placement of disabled learners into mainstream classes.

Perceptions	SA		A		U		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	N	%
4.1 Disabled learners should be placed in regular/normal schools	10	8	25	20	12	9.6	53	42.4	25	20	125	100
4.2 Disabled learners should be placed in mainstream classes according to age of Their peers in the mainstream	5	4	20	16	20	16	50	40	30	24	125	100
4.3 Disabled learners should be placed in mainstream classes according to nature of disability	19	15.2	36	28.8	22	17.6	27	21.6	21	16.8	125	100

Key: SA=Strongly agree; A=Agree; U=Uncertain; D=Disagree; SD=Strongly Disagree; f = frequency

### **5.3 Changes That May Need To Take Place For Inclusive Education To Be Possible.**

Table 4.4 illustrates respondents views of inclusive education regarding changes that may need to take place in order to make inclusive education possible.

Item 5.1 All children can learn irrespective of their ability and/or disability

From the results in Table 4.4, out of 125 respondents, 37 (29.6%) strongly agreed, 57 (45.6%) agreed; 9 (7.2%) disagreed and 5 (4%) strongly disagreed to the statement that all children can learn irrespective of their ability and/or disability. This item was aimed at checking the mindset of respondents towards change. It checked whether they had changed their perceptions towards children that were capable of learning. The results showed more of positive response. This finding is important for it may enhance the planning and implementation of the process of inclusive education.

Item 5.2 .1 Inclusive education is possible if change is implemented in the infrastructure (e.g. buildings)

According to table 4.4, a higher percentage of respondents gave a positive perception by either agreeing strongly (35.7%) or just agreeing (56.1%). This positive response may be because many respondents in this study felt that the current school buildings were not meant for LSEN especially those on wheel chairs.

Item 5.2.2 Inclusive Education is possible if change is implemented in the education system (e.g. one educational system being responsible for educational provision, and not two systems – mainstream education system and special education system.)

As reflected by results in Table 4.4, 84 respondents gave their views. When 23 (27.38%) that strongly agreed is combined with 33 (39.28%) that just agreed to the statement, the result of positive perceptions towards changing the education system is 67%.

### **5.2.3 Inclusive education is possible if there is change in the attitudes of the SMT.**

Table 4.4 shows that out of 16 responses, 10 (62.5%) strongly agreed; 3 (18.75%) agreed and 3 (18.75%) were uncertain that change of attitudes by the management teams was one of the factors that could contribute to the implementation of inclusive education. This finding reveals positive perceptions regarding change in School Management Teams. The implication is that SMTs (being made up of influential figures of the schools), and realising the change of attitudes they must have can play a significant role in the planning and implementation of inclusive education.

### **Item 5.2.4 Inclusive Education is possible if the school environment changes to accept diversity in learners.**

Out of 52 respondents (n=52), 27 (51.9%) strongly agreed and 23 (44.23%) just agreed that inclusive education was possible if the school environment changed to accept diversity in learners. The implication of this finding could be that the more positive the perceptions of the SMTs, the more it can be hoped that inclusive education would be accepted at school level because of the influence of such figures.

### **Item 5.3.1 Inclusive education can be possible if people acknowledge and respect differences in learners due to disability.**

Table 4.4 shows that out of 109 respondents, 35 (32.11%) strongly agreed, and 57 (52.29%) agreed that inclusive education could be possible if differences in learners with disability were acknowledged. As explained above, acceptance of the existence of differences among learners is vital because that is one of the many important ways in which inclusive education could find its place in the school systems.

### **Item 5.3.2 Inclusive education can be possible if people respect differences in learners due to HIV and other infectious diseases.**

Table 4.4 shows that out of 16 respondents, 10 (62.5%) were undecided in their responses. In addition, when disagree and strongly disagreed were combined, a further 4 (25%) responded negatively to the item in question.

In summary, to all items presented in Table 4.4, it is evident that the general trend was that of positive response. This is evidenced by the high percentage of scores recorded for the strongly agree and agree levels of agreement as opposed to the low percentages of disagree and strongly disagree levels of agreement. The findings reflect the fact that inclusive education indeed needs certain aspects of the present educational system to change for it to be possible and fully operational. Hence items in this question looked into possible changes that may be necessary before implementation of inclusive education.

#### 5.4 Some of the factors that may result in learners failing to learn or being excluded from education system.

Table 4.5 presents respondents' perceptions on some of the factors that could result in learners failing to learn or be excluded from education system.

Table 4.4 Views of respondents about inclusive education regarding changes that may possibly be implemented.

Views	SA		A		U		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	N	%
5.1 All children can learn irrespective of their ability and/or disability	37	29.6	57	45.6	9	7.2	17	13.6	5	4	125	100
5.2. Inclusive Education can be possible if change is implemented in the following areas												
5.2.1 Education infrastructure	35	35.7	55	56.1	5	5.1	3	3.06			98	100
5.2.2 Educational systems (one educational system)	23	27.38	33	39.28	10	11.9	14	16.66	4	4.76	84	100
5.2.3 Attitudes of S.M.T.	10	62.5	3	18.75	3	18.75					16	100
5.2.4 School environment to accept diversity in learners	27	51.9	23	44.23	1	1.92	1	1.92			52	100
5.3 Inclusive Education can be possible if people acknowledge and respect the differences in learners due to:												
5.3.1 Disability	35	32.11	57	52.29	9	8.25	6	5.5	2	1.83	109	100
5.3.2 Hiv or other infectious diseases	1	6.25	1	6.25	10	62.5	1	6.25	3	18.75	16	100

Key: SA=Strongly agree; A=Agree; U=Uncertain; D=Disagree; SD=Strongly Agree; f=frequency

### **Item 6.1 Negative attitudes to and stereotyping of difference due to disability**

Table 4.5 shows that 125 respondents gave their views on the above statement. 31 (24.8%) of the respondents strongly agreed and 68 (54.4%) agreed to the statement that negative attitudes and stereotyping of differences due to disability was one of the factors contributing towards learners failing to learn or being excluded from education system. Only a few respondents 5 or 4% disagreed and 1 (0.8%) strongly disagreed to the statement. However, 20 (16%) were uncertain.

### **Item 6.2 An inflexible curriculum**

As shown from Table 4.5, 36 (28.8%) strongly agreed and 59 (47.2%) agreed that an inflexible curriculum might be a factor that may contribute towards failure of disabled learners to learn or be excluded from a learning system. This finding may imply that an inflexible curriculum may result in Learners with Special Education Needs (LSEN) being excluded from the education system. This indicates that a flexible curriculum is a necessary tool towards planning and implementing inclusive education.

### **Item 6.3 Inappropriate languages or language of learning and teaching.**

According to Table 4.5, out of 125 respondents (n=125), 33 (26.4) strongly agreed and 64 (51.2%) agreed that inappropriate language or language of learning may indeed cause a LSEN to fail to learn. It is important to mention that knowledge and skills learnt at school are carried through language to the learner. It therefore follows that if language that is used as medium of instruction is not properly understood by a learner, there is a high possibility that this learner may fail to learn or even be excluded should the worse come to the worst.

#### **Item 6.4 Inadequate support services**

Table 4.5 shows that out of 125 respondents (n=125), 53 (42.4%) strongly agreed and 64 (51.2%) agreed that inadequate support services may cause a LSEN to fail to learn adequately. Availability of adequate support services is an important condition in cases where inclusive education has been successfully implemented.

#### **Item 6.5 Inadequate policies**

From table 4.5, out of 125 respondents, 31 (24.8%) strongly agreed and 58 (46.4%) agreed to the statement that inadequate policies may lead to some learners failing to learn or being excluded. This finding may suggest that if policies were not properly put in place, some LSEN would be excluded and fail to learn. When disagreed and strongly disagreed responses are combined, 11 (8.8%) of the respondents disagreed with the item in question.

#### **Item 6.6 Non-involvement of parents**

From the results (Table 4.5), 125 respondents gave their views. When strongly agree and agree are combined, 102 (81.6%) agreed that if parents were not involved in the learning of their children, it may result in their children's learning being difficult.

#### **Item 6.7 Inadequately trained education managers**

Out of 125 respondents (n=125) [Table 4.5], 46 (36.8%) strongly agreed and 55 (44%) agreed that education managers be adequately trained. This finding is crucial for implementation of inclusive education. It may imply that well trained education managers stand a better chance to understand what inclusive education is all about and hence be more accepting to the concept than if they were not so trained. On the other hand, only a few respondents did not agree. Thus, 7 (5.6%) disagreed and 3 (2.4%) strongly disagreed.

### **Item 6.8 Inappropriately trained educators.**

Table 4.5 shows that out of 125 respondents (n=125), 52 (41.6%) and 54 (43.2%) strongly agreed and agreed respectively to the statement that inappropriately trained educators could be a source of LSEN failing to learn and be excluded. This implies therefore that educators must be well trained for their job. This may help them to be more creative enough their instruction so as to accommodate diversity in learners.

In summary, items in Table 4.5 were aimed at highlighting that a broad range of learning needs exists among the learner population at any point in time. They also served as a warning signal that, where these are not met, learners might fail to learn effectively or even worse still, learners might be excluded from the learning system (Education White Paper 6, 2001:7).

Table 4.5 Respondents perceptions regarding factors that may result in learners failing to learn or learners being excluded.

	SA		A		U		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	N	%
6.1 Negative attitudes to and stereotyping of difference due to disability	31	24.8	68	54.4	20	16	5	4	1	0.8	125	100
6.2 An inflexible curriculum	36	28.8	59	47.2	10	8	16	12.8	4	3.2	125	100
6.3 Inappropriate languages or language of learning and teaching	33	26.4	64	51.2	14	11.2	12	9.6	2	1.6	125	100
6.4 Inadequate support services	53	42.4	64	51.2	5	4	2	1.6	1	0.8	125	100
6.5 Inadequate policies	31	24.8	58	46.4	12	9.6	6	4.8	5	4	125	100
6.6 Non-involvement of parents	43	34.4	59	47.2	12	9.6	6	4.8	5	4	125	100
6.7 Inadequately trained education managers	46	36.8	55	44	14	11.2	7	5.6	3	2.4	125	100
6.8 Inappropriately trained educators	52	41.6	54	43.2	9	7.2	6	4.8	4	3.2	125	100

Key: SA= Strongly agree; A= Agree; U=Uncertain; D=Disagree; SD=Strongly Disagree; f=frequency

## **5.6 Perceptions Of Respondents Regarding Promotion Of Inclusive Education.**

Table 4.6 presents the attitudes of respondents regarding promoting of inclusive education. A brief discussion is given.

### **Item 7.1 A national awareness campaign should be a part of promoting inclusive education**

The results in Table 4.6 show that out of 125 respondents (n=125), 50 (40%) strongly agreed and 65 (52%) agreed that a national awareness campaign should be part of the promotion of inclusive education. Only 2 (1.6%) disagreed to the statement. The possible explanation to this positive perception to an awareness campaign could be because inclusive education is new to South Africa. Despite its good intentions, as long as people are not fully aware of it, its implementation may be fraught with difficulties.

### **Item 7.2 Learners should participate to their maximum in the culture of educational institutions.**

Table 4.6 shows that out of 125 respondents, 33 (26.4%) strongly agreed that learners should participate to their maximum. 71 (56.8%) agreed to the statement, while 4 (3.2%) disagreed. 17 (13.6%) of respondents were uncertain. This finding emphasizes the fact that one has to concentrate on what LSEN CAN DO and not what s/he CAN'T do (Naicker, 1996).

### **Item 7.3 Minimizing barriers to learning once they are uncovered**

Table 4.6 shows that 33 (26.4%) respondents strongly agree and 68 (54.4%) agree that once barriers to learning are uncovered, they should be minimised to let the process of learning run smoothly in a learner. Only 1 (0.8%) disagreed.

#### **Item 7.4 Strengthened district-based education support service is necessary**

Results in Table 4.6 reveal that out of 125 respondents (n=125), 66 (52.8%) strongly agreed that a strengthened district-based education support service is necessary. 54 (43.2%) agreed to the statement. Only 5 (4%) were uncertain. A reasonable explanation to the high percentage on the strongly agree and agree scales could be that support is key to successful inclusion programmes. In summary, the general trend in all items in Table 4.6 was more of positive attitudes.

TABLE 4.6 PERCEPTIONS OF RESPONDENTS REGARDING PROMOTION OF INCLUSIVE EDUCATION

Promoting inclusive education	SA		A		U		D		SD		TOTAL	
	F	%	f	%	f	%	f	%	f	%	N	%
7.1 A national awareness campaign should be a part of promoting inclusive education	50	40	65	52	8	6.4	2	1.6			125	100
7.2 Inclusive education is possible when all learners participate to their maximum in the culture of educational institutions.	33	26.4	71	56.8	17	13.6	4	3.2			125	100
7.3 Barriers to learning are minimised once uncovered	33	26.4	68	54.4	20	16	3	2.4	1	0.8	125	100
7.4 A strengthened district-based education support service is necessary	66	52.8	54	43.2	5	4					125	100

Key: SA=Strongly agree; A=Agree; U=Uncertain; D=Disagree; SD=Strongly Disagree

**Item 8.1.1 Workshops on inclusive education for educators is recommended.**

From Table 4.7, out of 125 respondents, 89 (71.2%) strongly agreed that workshops on inclusive education were necessary for educators. 34 (27.2%) agreed to the statement, whilst only 2 (1.6%) were uncertain. This finding reveals that workshops for educators are vital in order that they become more informed of the inclusive education philosophy.

**Item 8.1.2 Can workshops on inclusive education be recommended for support personnel?**

Table 4.7 shows that out of 125 respondents, 79 (63.2%) strongly agreed that workshops on inclusive education for support personnel were important. 39 (31.2%) agreed to the statement, while only 1 (0.8%) disagreed. This finding just emphasised that to include also means to have well informed personnel on inclusive education.

**Item 8.13 Workshops on inclusive education should be recommended for other relevant human resources.**

From table 4.7, it clearly shows that attitudes of respondents were positive towards recommending workshops for any other relevant human resources. This is evidenced by the 79 (63.2%) and 41 (32.8%) who strongly agreed and agreed respectively. Only 1 (0.8%) strongly disagreed and 4 (3.2%) were uncertain.

In summary, training of principals, educators and other relevant human resources is crucial to inclusive education if it has to work. The trend of positive attitudes shown in this study revealed how respondents of the study valued training. This indicates the need for people to be knowledgeable about inclusive education. The workshops could change their attitudes all together about the concept. One may only do a task well if s/he is well informed about it.

Table 4.7 Attitudes of respondents regarding development of human resources for inclusive education through training.

Human resources	SA		A		U		D		SD		Total	
	f	%	f	%	F	%	f	%	f	%	N	%
8.1 Would you recommend workshops on inclusive education for the following:												
8.1.1 Educators	89	71.2	34	27.2	2	1.6					125	100
8.1.2 Support personnel	79	63.2	39	31.2	6	4.8			1	0.8	125	100
8.1.3 Other relevant human resources	79	63.2	41	32.8	4	3.2			1	0.8	125	100

Key: SA=Strongly agree; A=Agree; U=Uncertain; D=Disagree; SD = Strongly disagree

#### **4.8 Who among the disabled learners should be included in the mainstream classes**

Generally, there is a diversity in disability and hence people can be confused when it comes to who should be included in the mainstream class. The items in Table 4.8 were aimed at gathering perceptions from educators regarding who should be included in this new inclusive educational system. A brief discussion is presented.

##### **Item 9.1 Learners with sensory handicaps such as deafness and blindness.**

Table 4.8 reveals that out of 125 respondents (n=125), 29 (23.2%) strongly disagreed and 36 (28.8%) disagreed that learners with sensory handicaps (such as deaf and blindness) should be included in the mainstream class. Those agreed were 22 (17.6%) and that strongly agreed were 18 (14.4%). The findings showed that respondents had negative perceptions towards including LSEN who had sensory handicaps.

##### **Item 9.2 Learners with physical combined with cerebral handicaps**

Table 4.8 shows that respondents were more on the negative side when it came to considering that learners with physical and cerebral handicaps should be included in the mainstream classes. Out of 125 respondents (n=125), 13 (10.4%) strongly agreed that such learners should be included in mainstream classes. 24 (19.2%) agreed to the statement while 25 (20%) disagreed and 35 (28%) strongly disagreed. Although the difference was not significant, it was clear from the results that many of the respondents had negative attitudes towards receiving physical and cerebral handicapped learners into the mainstream classes. This is in line with studies of Chris et al. (1996).

##### **Item 9.3 Learners with neurological handicaps**

From Table 4.8, it shows that out of 125 respondents, only 19 (15.2%) strongly agreed and agreed combined that learners with neurological handicaps should be included in mainstream classes. 32 (25.6%) disagreed and 38 (30.4%) strongly disagreed to the

suggestion. The finding shows that the majority of the respondents had negative attitudes towards including such learners.

#### **Item 9.4 Learners with mild handicaps**

Table 4.8 shows that out of 125 respondents, 16 (12.8%) strongly agreed to the suggestion that learners with mild handicaps should be included in mainstream classes 55(44%) agreed , while 2(1.6%) disagreed to the suggestion. The finding shows that the majority of the respondents were positive. This may suggest that mildly handicapped learners may be included in mainstream classes with more acceptances.

#### **Item 9.5 Learners with moderate handicaps**

Table 4.8 shows that out of 125 respondents, 15 (12%) strongly agreed that learners with moderate handicaps should be included in mainstream classes. 70 (56%) agreed to the suggestion, whilst 12 (9.6%) disagree and 3 (2.4%) strongly disagreed to the statement. The findings of this study have shown positive perceptions towards including learners with moderate handicaps into the mainstream classes. This is in line with findings from the study of Barnart and Kabzems (1992:135-146).

#### **Item 9.6 Learners with severe handicaps**

Results in Table 4.8 show that out of 125 respondents , 3 (2.4%) strongly agreed that learners with severe handicaps should be included in the mainstream. 19 (15.2%) agreed to the suggestion, while the majority 42 (33.6%) disagreed and 33 (26.4%) strongly disagreed . Chris et. Al. (1996) reported similar trend.

#### **Item 9.7 Learners with behaviour problems and youth at risk**

Table 4.8 shows that attitudes of respondents were more negative, i.e. 29 (23.2%) disagreed that learners with behaviour problems and youth who are at risk should be included in mainstream schools, and 24 (19.2) strongly agreed. Only 9 (7.2%) strongly agreed to the suggestion and 37 (29.6%) respondents agreed to the suggestion.

### **Item 9.8 Learners with specific learning difficulties**

Table 4.8 shows that out of 125 respondents, 13 (10.4%) strongly agreed to the suggestion that learners with specific learning difficulties should be included in mainstream classes. 48 (38.4%) agreed to the statement, whilst 29 (23.2%) and 8 (6.4%) disagreed and strongly disagreed respectively. The findings showed that there is a positive attitude trend towards the suggestion. Thus, educators may be more willing to get such kind of learners into mainstream.

### **Item 9.9 Learners who are temporarily ill and need to be hospitalised or chronically ill learners.**

Table 4.8 shows that out of 125 respondents, only 12 (9.6%) strongly agreed to the suggestion that chronically ill learners should be included in the mainstream schools. 51 (40.8%) agreed to the suggestion and 23 (18.4%) disagreed, whilst 15 (12%) strongly disagreed to the statement. This finding may be interpreted as respondents perceiving that temporary illness and chronically ill learners were not necessarily perceived as handicapped. Thus, it was perhaps perceived that after getting their medication, these learners may return to normal classes.

### **Item 9.10 Some learners from poor socio-economic milieus.**

Table 4.8 shows that perceptions were positive for including learners who were simply from poor socio-economic background. As shown from table 4.8, out of 125 respondents, 26 (20.8%) strongly agreed to the suggestion that some learners from poor socio-economic milieus should be included in mainstream classes. 70 (56%) agreed to the statement, whilst 3 (2.4%) disagreed and 5 (4%) strongly disagreed to the statement. These findings may only be explained in the same way as those above. Thus, this may imply that these learners may not be perceived to be handicapped as such. Given financial support, they could be in a mainstream class just as everyone else.

### **Item 9.11 Scholastically deprived learners**

Table 4.8 shows that out of 125 respondents, 25 (20%) strongly agreed that scholastically deprived learners should be included in the mainstream classes. 69 (55.2%) agreed whilst 5 (4%) and 4 (3.2%) disagreed and strongly disagreed respectively. These findings show that educators perceived these learners as being included in mainstream perhaps with the view that they could try their best to minimize the barriers to learning among these learners.

In summary, on the question of who should be included in the mainstream classes, out of 11 types/categories of disability, 6 received positive perceptions from respondents. These were:

- Learners with mild and moderate handicaps,
- Those with specific learning difficulties,
- Those temporarily ill or chronically ill and need to be hospitalised;
- Those from poor socio-economic milieus and
- Those who are scholastically deprived learners.

Among the six, learners from poor socio-economic milieus and scholastically deprived learners ranked highest in favor of being included in the mainstream classes. On the other hand, trend for the others as shown by items 9.1, 9.2, 9.3, 9.6 and 9.7 were negatively perceived by respondents for inclusion in mainstream classes (table 4.8). These findings are in line with an Australian study by Chris et al. (1996), where results revealed that as the level of disability increased, there was a marked decline in willingness to integrate either a child with an intellectual or a physical disability into a regular classroom.

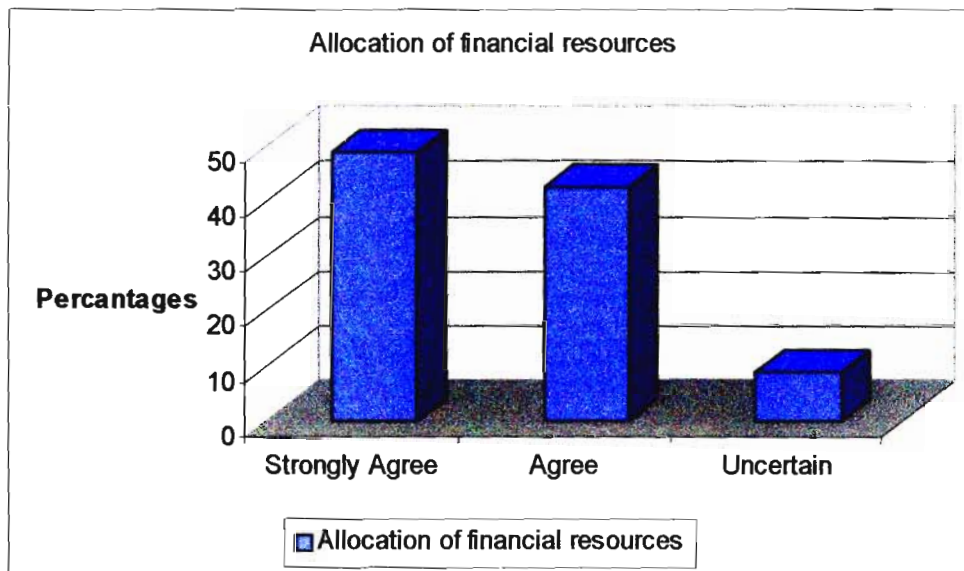
Table 4.8 Perceptions of respondents regarding who among disabled learners should be included in the mainstream classes.

Category of disabled learners	SA		A		U		D		SD		TOTAL	
	F	%	f	%	f	%	f	%	f	%	N	%
9.1 Learners with sensory handicaps such as deaf and blind learners	18	14.4	22	17.6	20	16	29	23.2	36	28.8	125	100
9.2 Learners with physical and cerebral handicaps	13	10.4	24	19.2	28	22.4	25	20	35	28	125	100
9.3 Learners with neurological handicaps	7	5.6	12	9.6	36	28.8	32	25.6	38	30.4	125	100
9.4 Learners with mild handicaps	16	12.8	55	44	52	41.6	2	1.6			125	100
9.5 Learners with moderate handicaps	15	12	70	56	25	20	12	9.6	3	2.4	125	100
9.6 Learners with severe handicaps	3	2.4	19	15.2	28	22.4	42	33.6	33	26.4	125	100
9.7 Learners with behavioural problems and youth at risk	9	7.2	37	29.6	26	20.8	29	23.2	24	19.2	125	100
9.8 Learners with specific learning difficulties	13	10.4	48	38.4	27	21.6	29	23.2	24	19.2	125	100
9.9 Learners who are temporarily ill and need to be hospitalised or chronically ill learners	12	9.6	51	40.8	24	19.2	23	18.4	15	12	125	100
9.10 Some learners from poor socio-economic milieus	26	20.8	70	56	21	16.8	3	2.4	5	4	125	100
9.11 Scholastically deprived learners	25	20	69	55.2	22	17.6	5	4	4	3.2	125	100

Key: SA=Strongly agree; A=Agree; U=Uncertain; D=Disagree; SA=Strongly Agree

## 5.8 Allocation Of Financial Resources For Inclusive Education

Table 4.9 presents the attitudes of respondents regarding allocation of financial resources for inclusive education system to successfully be implemented.



As shown above, the majority strongly agreed (48.8%) and agreed (42.4%). 11 (8.8%) of respondents were uncertain. This finding entails that there is need to revise funding to ensure redress for historically disadvantaged communities and institutions. It also may be highlighting the need for equity so that the imbalances of the past in allocation of financial support to institutions may be addressed. This would ultimately sustain access to education for all learners.

### **5.9 Perceptions Of Respondents Regarding Curriculum.**

Table 4.10 shows results of respondents regarding curriculum and its relation to inclusive education.

Item 11.1 Outcomes-Based Education [OBE] is compatible with inclusive education particularly for disabled learners.

Out of 125 responses, 19 (15.2%) strongly agreed that OBE is compatible with inclusive education particularly for disabled learners. 52 (41.6%) agreed while only 14 (11.2%) and 12 (9.6%) disagreed and strongly disagreed respectively. This finding showed a higher percentage on the positive attitude. It could mean that curriculum is one of the vital tools necessary for successful implementation of inclusive education.

Item 11.2 According to the three premises of OBE, all learners perform successfully but not at the same time.

Table 4.10 shows that out of 125 respondents, 24 (19.2%) strongly agreed that all learners perform successfully, but not at the same time. 59 (47.2%) agree to the statement whilst on the other hand, 16 (12.8%) disagreed and 8 (6.4%) strongly disagreed. The findings of this study showed that the majority of respondents have positive perceptions about all learners being able to perform successfully. This may enhance planning and implementation of inclusive education.

Item 11.3 The curriculum is flexible so that it can be responsive for the full range of diverse needs.

Table 4.10 shows that out of 125 respondents, 16 (12.8%) o and 61 (48.8%) strongly agreed and agreed respectively that a flexible curriculum can be responsive for the full range of diverse needs. Only 25 (20%) and 4 (3.2%) disagreed and strongly disagreed respectively to this statement. The findings showed that the perceptions of respondents were positive towards flexible curriculum. This implies that a flexible curriculum is indeed more receptive to diversity needs than a rigid curriculum.

Item 11.4 The curriculum goals, plans and evaluation procedures ensure that the diverse needs of the learner population are being addressed.

Table 4.10 shows that out of 125 respondents, 15 (12%) and 58 (46.4%) strongly agreed and agreed respectively to the statement that the curriculum goals, plans and evaluation procedures of the school must ensure that the diverse needs of the learner population are being addressed. Only 16 (12.8%) disagreed and 10 (8%) strongly disagreed . This finding also shows how positive the attitudes of the respondents were to this statement. This may confirm that indeed for inclusive education to work, the curriculum also needs to be revisited. Generally, respondents were positive about OBE being compatible with inclusive education because the learner and what s/he can achieve is the central issue.

Table 4.10 PERCEPTIONS OF RESPONDENTS REGARDING CURRICULUM

Curriculum	SA		A		U		D		SD		TOTAL	
	F	%	f	%	f	%	f	%	f	%	N	%
11.1 Outcomes-Based Education [OBE] is compatible with inclusive education particularly for disabled learners	19	15.2	52	41.6	28	22.4	14	11.2	12	9.6	125	100
11.2 According to the three premises of OBE, All learners perform successfully, but not at the same time	24	19.2	59	47.2	18	14.4	16	12.8	8	6.4	125	100
11.3 The curriculum is flexible so that it can be responsive for the full range of diverse needs	16	12.8	61	48.8	19	15.2	25	20	4	3.2	125	100
11.4 The curriculum goals, plans and evaluation procedures of the school ensures that the diverse needs of the learner population are being addressed.	15	12	58	46.4	26	20.8	16	12.8	10	8	125	100

Key: SA= Strongly agree; A=Agree; U=Uncertain; D=Disagree; SD=Strongly disagree; f=frequency

#### **4.11 Leadership And Management Roles Can Promote Inclusive Education**

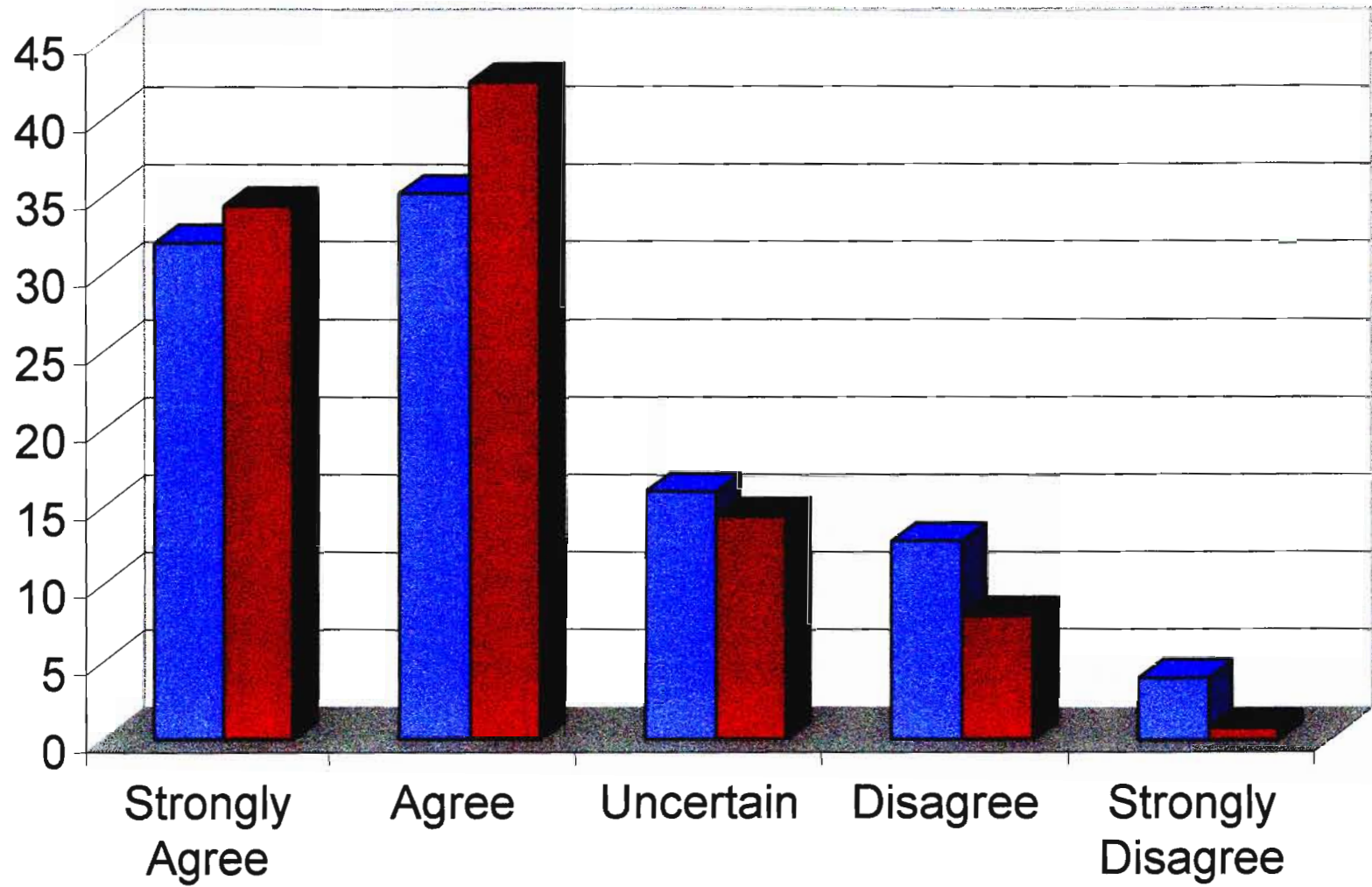
Item 12.1 Principals as leaders and key figures play an influential role in motivating teachers to succeed in the inclusion of disabled learners in regular /normal classrooms.

Table 4.11 shows that out of 125 respondents, 40 (32%) strongly agreed that principals as leaders and key figures play an influential role in motivating educators to succeed in the inclusion of disabled learners in regular classrooms. 44 (35.2%) agreed to the statement. On the other hand, 16 (12.8%) disagreed and only 5 (4%) strongly disagreed to the statement. The finding show that the majority agree or have a positive attitude to the statement. This finding is vital because it reflects that some people in the school look at the principal as the role model and his/her influence is vital to any change that may need to be implemented.

Item 12.2 The school management team's role is essential in expanding opportunities for more inclusionary programming.

Table 4.11 shows that out of 125 respondents, 43 (34.4%) strongly agreed that the school management team's role was essential in expanding opportunities for more inclusionary programmes while ensuring that students with disabilities received services that have been successfully planned by the placement team to meet their individual needs. 53 (42.4%) agreed to the statement. On the other hand, only 11 (8.08%) disagreed to the statement. This finding seemed to reflect the important role of the SMTs in the planning and implementing of inclusive education.

Percentages

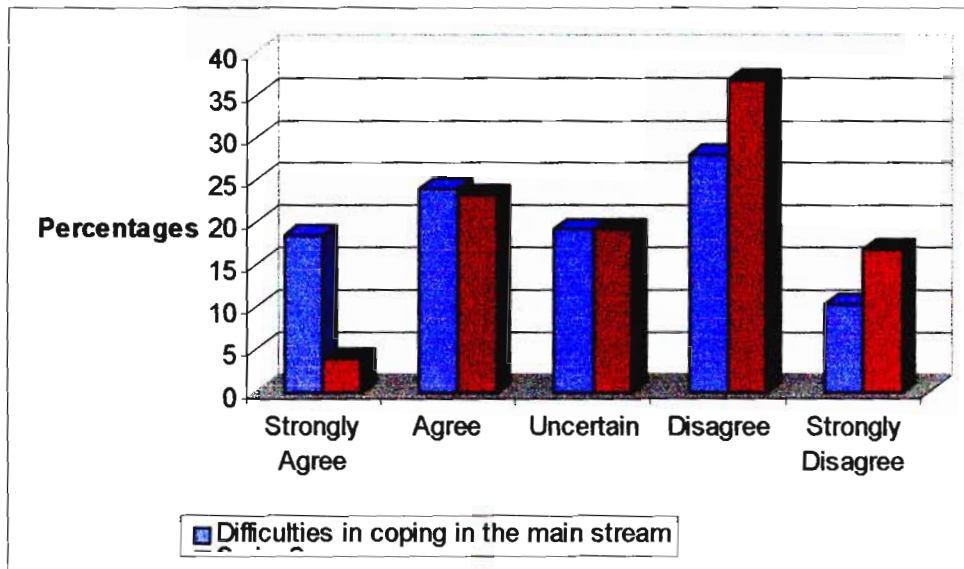


Leadership and management

Series2

## 5.11 DIFFICULTIES IN COPING IN THE MAINSTREAM

Graph 2: Appropriate placement of disabled learners



Item 13 Disabled learners will not benefit from mainstream classes, because they will not be able to cope with the work

The above graph illustrates different views of respondents about the placement of disabled learners in mainstream schools. The graph shows that 23 (18.4%) strongly agreed and 30 (24%) agreed that disabled learners will not benefit from mainstream classes, as they will be unable to cope with the pressure. 24 (19.2%) were uncertain and 35 (28%) disagreed and 13 (10.4%) strongly disagreed with the statement.

Item 14 I am not prepared to give extra attention that disabled learners require. Furthermore, 27.2% of the respondents agreed that disabled learners needed extra attention which they [educators] were not prepared to give, 19.2% were uncertain. 53.6% of the respondents disagreed with the statement about not being prepared to give extra attention.

**Item 14 I am not prepared to give extra attention that disabled learners require.**

Furthermore, 27.2% of the respondents agreed that disabled learners needed extra attention which they [educators] were not prepared to give, 19.2% were uncertain. 53.6% of the respondents disagreed with the statement about not being prepared to give extra attention.

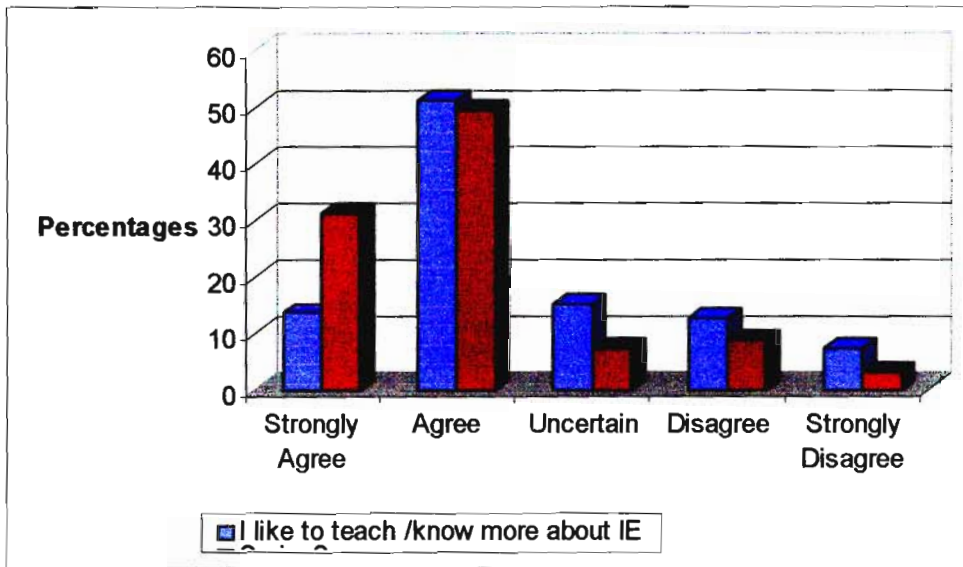
**5.12 Willing but feel incompetent to teach a disabled child**

Graph 3 shows that the majority (64.8%) of respondents would like to teach disabled learners but feel incompetent. 20% were unwilling to teach disabled learners.

**5.13 Need to know more about Inclusive Education before deciding to teach in it.**

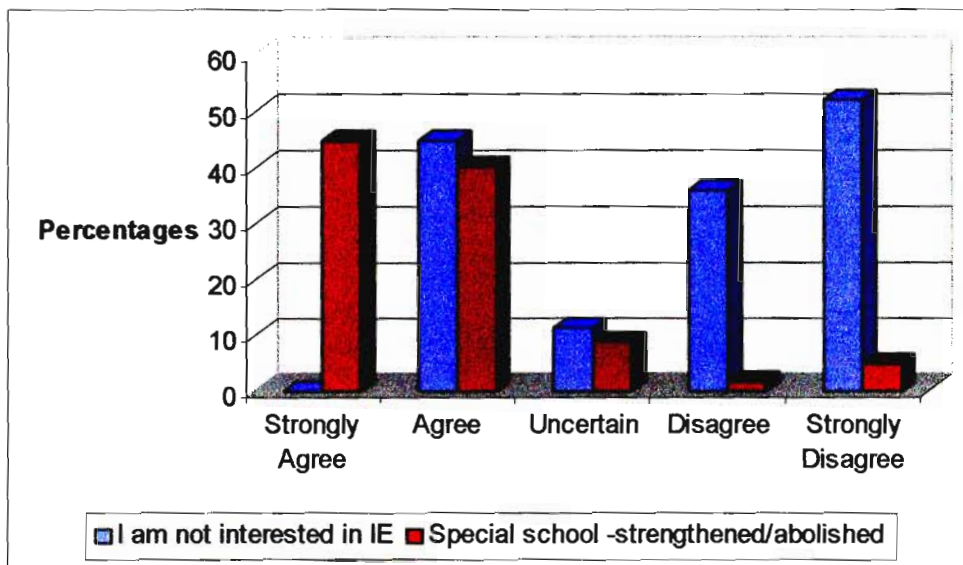
When strongly agree and agreed were combined, 80.8% of respondents wished to know more about inclusive education before deciding to teach in it.

#### 4.12 Willing But Feel Incompetent To Teach A Disabled Child



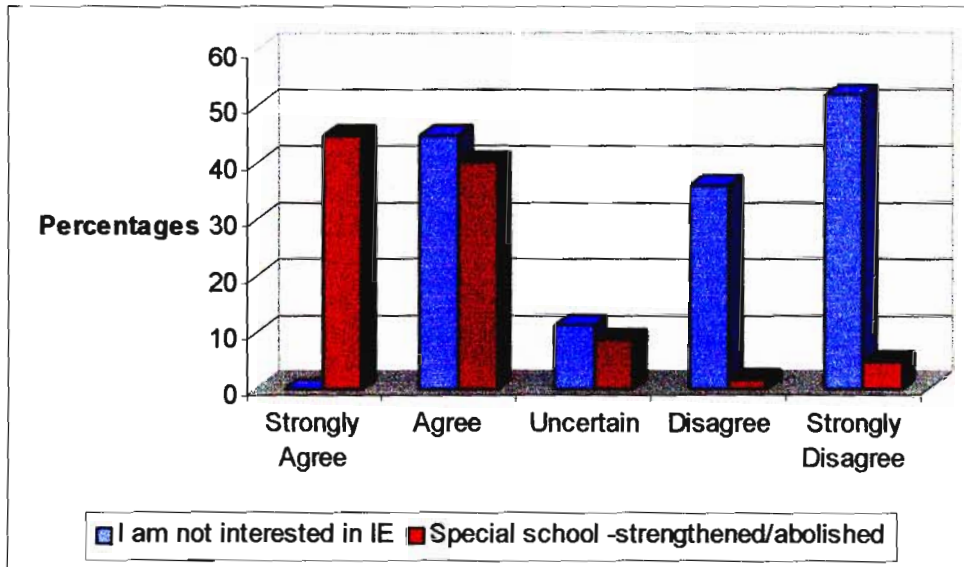
Graph 3 shows that the majority (64.8%) of respondents would like to teach disabled learners but felt incompetent. 20 % were unwilling to teach disabled learners.

#### 4.13 Need To Know More About Inclusive Education Before Deciding To Teach In It.



When strongly agree and agreed were combined, 80.8% of respondents wished to know more about inclusive education before deciding to teach in it.

#### 4.12 Disinterest And Need For Knowledge About Inclusive Education



Graph shows that only 1 (0.8%) of the sample of educators was not interested in, and did not want to know more about inclusive education. The majority (88%) were interested in, and wanted to know more about inclusive education. 11.2% of respondents were uncertain.

#### 5.14 Strengthening Or Abolishing Of Special Schools

Strongly Agree	0	44.8
Agree	44.8	40
Uncertain	11.2	8.8
Disagree	36	1.6
Strongly Disagree	52	4.8

Graph shows that out of 125 respondents, 56 (44.8%) strongly agreed and 50 (40%) agreed to the statement that special schools should be strengthened whereas 8 (6.4%) disagree and strongly disagree combined, indicated that special schools should be abolished.

Table 4.17 presents the recommendations on inclusive education as perceived by respondents.

#### Item 19.1 Recommendations for transformation of all aspects of education system.

Table 4.17 shows that out of 125 respondents , 38 (30.4%) strongly agree to the recommendation that all aspects of education system needed to be transformed for inclusive education to be a success. 56 (44.8%) agreed to the statement. On the other hand, only 16 (12.8%) disagreed to the recommendation. This may signify the fact that inclusive education is all about transformation of education system.

#### Item 19.2 Recommendations for development of an integrated system of education

Table 4.17 shows that out of 125 respondents, 35 (28%) strongly agreed that an integrated system of education ought to be developed for the success of inclusive education. 58 (46.4%) agreed to the recommendation, whilst 13 (10.4%) disagreed to the recommendation.

#### Item 19.3 Recommendation for “infusing needs and support services” throughout the educational system

According to table 4.17, out of 125 respondents, 37 (29.6%) strongly agreed that for inclusive education to work, there was need to “infuse needs and support services” throughout the educational system. 62 (49.6%) agreed to the recommendation. On the other hand, 6 (4.8%) disagreed and 6 (4.8%) strongly disagreed with the recommendation.

In summary, items on Table 4.17, the respondents were for transformation, integration and provision of support services in the education system. This is what inclusive education is all about. The findings of this study are in line with the arguments of Joan and Andrew (1998), who argued that inclusive education is a term used to describe an educational reform.

Table 4.17 RECOMMENDATION OF RESPONDENTS REGARDING INCLUSIVE EDUCATION

Recommendations	SA		A		U		D		SD		TOTAL	
	f	%	f	%	F	%	f	%	f	%	N	%
19.1 Recommend for transformation of all aspects of education system	38	30.4	56	44.8	15	12	16	12.8			125	100
19.2 Recommend development of an integrated system of education	35	28	58	46.4	19	15.2	13	10.4			125	100
19.3 Recommend “infusing needs and support services” throughout the educational system	37	29.6	62	49.6	14	11.2	6	4.8	6	4.8	125	100

Key: SA=Strongly agree; A=Agree; U=Uncertain; D=Disagree; SD=Strongly disagree

### **5.16 Item 20 Opinions on the strengths and weaknesses of inclusive education**

Most respondents [34%] felt that placement in special schools would isolate learners from their more abled peers, although such schools were better resourced than mainstream schools. The general feeling appeared to be one of support for inclusive education [38%], thereby further supporting their willingness to engage themselves in inclusive education.

Some of the educators said that they felt inclusion may be possible, if the class sizes could be kept smaller. The implication here, is that the authorities do not seem to be taking adequate cognizance of many important issues. Educators are going to play a pivotal role in the successful or unsuccessful implementation of inclusion, and there should be a stronger focus on the development of more positive attitudes in educators in general.

In comparing the findings of this study to the literature review [Chapter 2], it would appear that factors that have historically contributed to the development of negative attitudes towards inclusion [23%] , currently seem to be the focus of the participants of this study.

These would include factors such as:

- ✦ Educators who feel that the needs of LSEN could be better met in specialized schools where educators are trained to attend to their needs, and where they have the necessary facilities.
- ✦ Educators feeling threatened by having to change their tried and tested teaching methods, and having to cope with too many diversities in their classrooms. Furthermore, they feel inadequate and therefore unable to cope with the LSEN in the classrooms;
- ✦ The perception that LSEN in the mainstream are labeled, have no peers to identify with, and consequently develop numerous emotional problems, and
- ✦ Educators feeling resentful of the way in which the new policy is being imposed. The feeling that they have no choice or input in the matter, and that their experience and professionalism is being negated.

#### 4. SUMMARY

- This chapter has outlined the findings of the empirical investigation conducted to establish the attitudes of primary school educators towards the South African policy of inclusive education, in the Phoenix/Verulam/Tongaat areas

Overall the findings appear to indicate that educators were supportive of inclusive Education. The reasons for this are:

- Educators were largely sensitive to the needs of both disabled and abled learners.
- Educators were willing to teach disabled learners but felt incompetent.
- Educators were interested in and wanted to know more about inclusive education.

Results of the study showed that respondents perceived that inclusive education requires among other things:

- Training of educators and support personnel;
- Provision of support services;
- Awareness campaign and
- Both human and physical resources.

## CHAPTER 6

### FINDINGS, RECOMMENDATIONS & CONCLUSIONS

<b>6.1 Research findings</b>	<b>118</b>
<b>6.2 Recommendations</b>	<b>124</b>
<b>6.3 Conclusions</b>	<b>126</b>

## CHAPTER 6

### FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

This study was focused on determining the attitudes of primary school educators towards inclusive education. The research has revealed some insights into conditions in schools that might promote successful inclusion. It has also identified challenges that schools would have to deal with to meet the needs of children with disabilities. Collaboration between teachers, a whole school approach, commitment by educators, active parental involvement, support of parental organizations and a strong school management are some of the issues that have been identified as crucial to successful inclusion. A significant challenge that emerge relates to understanding of the issues with regard to curriculum flexibility and language or medium of instruction, resources/support, curriculum development to meet the needs of diverse learners.

Although inclusive education is viewed as a challenge, it is meant to benefit learners. It recognizes their rights as human beings and puts dignity in humanity. It reflects a society that allows individuals the right to equal and full citizenship irrespective of race, class, disability, language, learning style, gender and other differences. From the empirical investigation, it became clear that inclusive education could be implemented successfully. It just needs to be given time for planning and putting resources in place. From this study, there are important findings that answer the research questions:

- What is the educator's understanding of inclusive education?
- What are the possible relationships between educators' attitudes to inclusive education and the performance among learners?
- Why do educators have these attitudes [positive and negative] towards inclusive education.
- What can the department do to change the attitudes?

## **5.1 Research findings**

### **5.1.1 Findings on Aim 1**

With regard to aim 1, namely, to determine from literature the nature and scope of the concept of inclusive education, the findings which were made are summarized as follows:

- Inclusive education is part of a strategy for inclusive development; it cannot take place in isolation. The family, the community, and other sectors, all need to be involved from the start.
- Inclusive education is primarily about transforming or building an educational system which responds to the real diversity of children's ethnicity, gender, age, HIV status or other type of differences. The focus is on changing the system rather than make the child fit into a rigid system.
- Inclusive education is good for all children, because it results in school improvement, methodology and curriculum which is child focused.

- Finally, inclusive education is more than inclusive schooling. Schools are only part of education which begins in the family and continues throughout life.

### **5.1.2 Findings on Aim 2**

With regard to aim 2, what are the possible relationships between educators' attitudes to inclusive education and the performance among learners', the findings which were made are summarized as follows:

- Educators were concerned about the “normal” learner in their classroom. In this regard the general sentiment appeared to be that the “normal” learner in the system would be neglected, due to the educator's time and effort being consumed by the LSEN in the class. This was linked to a fear that the standards would drop due to the neglect of the “normal” learners, in order to accommodate the LSEN. Furthermore it was felt that it was not fair to expect the “normal” learner to support and carry the LSEN, when their focus should be on their own education.
- The participants in this study also felt that they already have enough to deal with in their classrooms as they are today. Reference was made to children's existing emotional, disciplinary and behavioural problems. They ascribed these to various contributory factors, such as working mothers who are forced to leave children in care, even in the school holidays; the high rate of divorce in our society, which leads to emotional

complications that manifest in various ways in the children; and the lack of parental support, especially as regards disciplinary issues.

- With the changing system of education in South Africa, educators are now often faced with learners who are unable to speak the language of instruction of the school, either adequately or not at all. Educators seem to feel over-whelmed with the existing problems, they deal with on a daily basis and appear to be threatened by the daunting task of bringing LSEN into these circumstances.

### **5.1.3 Findings on Aim 3**

Regarding Aim 3, why do educators have these attitudes [positive and negative] towards inclusive education, the findings which were made are summarized as follows:

Overall the findings appear to indicate that educators were supportive of inclusive education. The reasons for this are:

- Educators were largely sensitive to the needs of both disabled and abled learners. They respect the right to equal treatment of all children irrespective of disabilities.
- Educators were willing to teach disabled learners but felt incompetent.
- Educators were interested in and wanted to know more about inclusive education.

#### **5.1.4 Finding on Aim 4**

Regarding Aim 4, namely, what can the department do to change the attitudes, the following findings were made:

- A significant issue which needs to be looked at in greater detail is the preparation of teacher prior to and during the inclusion process. Teacher development may be in the form of in-service training or continued professional development. In this regard, educators knowledge of the principles of inclusion and strategies that promote inclusion of learners with disabilities is seen to be crucial to the success of any inclusive education initiative.
- Financial assistance for research work, support services, awareness campaigns and changing of infrastructure of existing buildings to fit diverse in learning. The case for inclusive education is to take everyone on board to support LSEN with care, love and put that dignity they deserve back in them.
- An issue that seemed to bear some importance for the respondents was the large class sizes, and the fact that they felt that schools were understaffed. They generally felt that having to cope with the normal day to day problems in these large classes, was nearly more than they were able to do. The concern aired was that an impaired child demanded so much more attention, yet no allowance was made for this by the education department in the prescribed class sizes.

- According to the Public Discussion Document: Education for All, weighting of learners, grading of schools and educator-learner ratios is being considered, which would address this issue [NCSNET & NCESS, 1997:25].
- Interestingly enough, there was an indication that some of the participants felt that inclusion could work, if the class sizes were smaller. York, et al .(1992:246) says that a good predictor of more positive attitudes towards inclusion, has been found to be smaller class sizes.
- In-service training.

## **5.2 RECOMMENDATIONS**

The following recommendations and motivations are made from the study:

### **Recommendation 1**

Schools must be empowered by the appropriate authority to conduct workshops that educate others regarding inclusive education.

#### **Motivation**

Conducting workshops on inclusive education at school level may result in more educators and learners becoming aware and motivated to have inclusive schools. This will also improve acceptability of each others' differences that arise from disabilities.

### **Recommendation 2**

District-based support services should be put in place as soon as possible to enhance the move towards inclusive education.

#### **Motivation**

District-based support services may encourage the Ministry of Education to work in collaboration with other Ministries. For example District-based support services should provide specialists in the field of Psychology, Occupational Therapy, Speech therapy, Social workers and other relevant specialists who may assist with LSEN in inclusive schools. This move may try to cut costs of providing these professionals to every inclusive school.

### **Recommendation 3**

Parents of LSEN must be encouraged, supported, by providing them with psychologists, social workers and even financial support.

### **Motivation**

Supporting parents who have disabled children will encourage them to bring up their children to schools, instead of hiding them in backrooms at home. It will also ease their emotions, because sometimes a parent in this situation wonders why it had to be their child.

### **Recommendation 4**

More research is needed on perceptions of educators of special and regular/normal schools on different variables of inclusive education.

### **Motivation**

This research is not enough to generalize the attitudes of the entire population. Therefore, more research of this kind will help to establish a general trend of respondents' attitudes. Research will also help to provide information to the planners. For example, information about immediate resources and structures that need to be put in place before bringing LSEN into school, or the general attitudes of educators and learners of the different types of schools.

## CONCLUSIONS

In this study I researched the attitudes of primary school teachers towards inclusive education. From the concerns raised by the participants, it would appear that the attitude of teachers towards inclusive education, at this time, is generally positive.

In comparing the findings of this study to the literature discussed in chapter two, it would appear that the policy makers should take note of the strong emotional aura that influences cognition. Shechtman and Or (1996:138) talk about the emotional component of beliefs and attitudes that “make them basically non-dynamic and unchanged, unless a “gestalt” shift occurs. This implies that not only do educators need vast amounts of in service training (INSET) to cope, and easy access to information, but they also need to be emotionally contained in order for the necessary paradigm shift, referred to in the Discussion Document: Inclusion (GDE. 1996:1), to take place.

The implication for successful transition therefore appear to be:

- Bringing about change in a therapeutic manner (Shechtman & Or, 1996:138)- this would imply recognizing and containing educators’ fears and anger at the situation, while simultaneously challenging existing beliefs, enhancing insight and raising the will to change by means of self-exploration in a secure psychological atmosphere.

- Once this has been achieved, skills training should take place, with good support systems from Educational Support Services and easy access information.
- With the emotional and cognitive aspects in place, educators' attitudes in class may be observed to be more positive, especially if they witness improvement and growth in the learners in their class, especially LSEN.

Although the study has succeeded in reaching its aims, attention is drawn to the following:

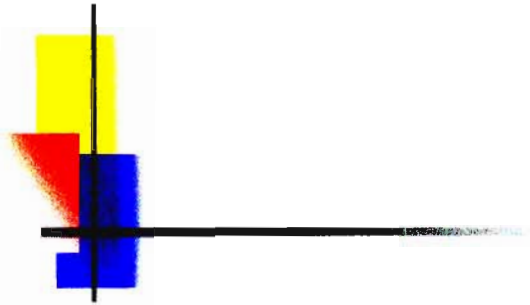
- The findings are based on data gathered from primary school educators in Phoenix/Verulam/Tonga areas. The schools were all predominantly Indian, and located in urban areas. Hence the findings cannot be generalized to include educators in secondary schools or to all primary schools for that matter.
- It is likely that some respondents gave socially desirable responses. This was not controlled in the study to any appreciable extent.

- The sample comprised 95% who were 27 years and older. Only 5% of the sample was younger than 27 years old. The responses, and hence the findings, are more representative of the former age group than the latter.

Overall the findings appear to indicate that educators were supportive of inclusive education. The reasons for this are:

- ❖ Educators were largely sensitive to the needs of both disabled and abled learners.
- ❖ Educators were willing to teach disabled learners but felt incompetent.

Educators were interested in and wanted to know more about inclusive education



# REFERENCES

## REFERENCES

01. Aarons M and Gittens T (1999). The handbook of autism. London, Routledge.
02. Aefsky F. (1995). Inclusion Confusion: A Guide to Educating Students with Exceptional Needs. Corwin Press, Inc.
03. Bacon, E.H. & Schultz, J.B.(1991). A survey of mainstreaming practices. *Teacher education and special education*, 14:144-149
04. Barnartt, S.N. & Kabzems, V. (1992). Zimbabwean teachers' attitudes towards the integration of pupils with disabilities into regular classrooms. *International Journal of disability, development and education*, 39:135-146.
05. Beckwith, J.B. & Matthews, J.M. (1994). Measuring comfort in interacting with People with intellectual disabilities. *Australian Journal of Psychology*, 46:53-57
06. Bell, J. (1999). Doing your research project: A guide for first-time researchers in education and social science. 3<sup>rd</sup> Ed. Open University Press: Buckingham.
07. Bothma M, Graavet S, SWART E., (2000). The attitudes of primary school teachers towards inclusive education. *South African Journal of Education*, 20[3]:2000-2004.
08. Bogan, R.C. and Bilken, S.K. (1992). Qualitative Research for Education. An Introduction to Theory and Methods. Allyn and Bacon.
09. Borg, L.G. & Gall, M.D. 1989. Educational research: an introduction. New York: Longman.
10. Bradley, D.F. , King-Sears, M.E. & Tessier-Switlick, D.M. 1997. Teaching students in inclusive settings: from theory to practice. Boston: Allyn & Bacon.
11. Campher, E. 2000. How to establish teachers support team at school. Paper read at the National Conference on "Learner Support and Development". Cape Town, Sept.

12. Casey, W., Jones, D., Kugler, B. and Watkins, B.(1988). Integration of Down's Syndrome Children in the Primary School: A Longitudinal Study of Cognitive Development and Academic Attainments. *British Journal of Educational Psychology*, 58, 279-286.
13. Chris, F., Graham, D. & John, H. (1996). Inclusive practices: how accepting are teachers? *International Journal of Disability, development and education*.
14. Clarizio H.F. and McCoy G.F. (1989). *Behaviour Disorders in Children*. New York: Harper and Row.
15. Colbett, J. (1994). Warnock in the market place. In: S. Riddell & S. Brown. Special educational needs policy in the 1990s. London: Routledge
16. Commonwealth of Australia.( 1992). Disability Discrimination Act. Canberra, Act: Australian Government Printer.
17. Constitution of the Republic of South Africa.(1996). Government Gazette vol. 378 [17678] no. 108 of 1996, Pretoria, Government Printer.
18. Dane, F.C.( 1990). *Research Methods*. California: Brooke.
19. Daniel, P.T.K.( 1997). Educating students with disabilities in the least restrictive environment. *A slippery slope for educators. Educational Administration*, 35(5):397-410.
20. Dean, J. (1987). *Managing the Primary School*. London: Croom Helm.
21. Department of National Education [DNE].( 1994). Draft White Paper on Education and Training. Pretoria: Government Printer.
22. Department of National Education [DNE].( 1995). Government Notice No. 16874. Pretoria: Government Printer.
23. Department of National Education [DNE].( 1996). White Paper on Education. Pretoria: Government Printer.

24. Department of National Education [DNE]. (1997). Quality Education for All. Report of the National Commission on Special Education Needs and Training [NCSNET] and the National Committee for Education Support Services [NCESS], Pretoria: Government Printer.
25. Derbyshire E.J. (1991). Learning Disabilities. In Kapp J.A. [Ed] Children with problems. Pretoria: J.L. van Schaik, pp 377-418.
26. De Vaus, D. (1990). Surveys in social research. London. Unwin Hyman.
27. Donald, D. (1993). Reconceptualizing the nature and extent of special educational need in South Africa. *Perspectives in Education*, 14[2], 1993:139-158.
28. Donald, D. (1996): The issue of an alternative model: Specialized education within an integration model of education support services in South Africa. [In: Engelbrecht, P; Kriegler, SM & Booyesen, MI eds. 1996: Perspectives on learning difficulties: International concerns and South African realities. Pretoria: J L van Schaik, pp. 71 – 85.]
29. Draper, J. and McMichael, P.( 1998). Preparing a profile: Likely applicants for primary school headship. Educational Management and Administration, Pretoria, Government Printer. Vol 26 [2]:161 – 172.
30. Du Toit, L (1994): The child with problems. [In: Kapp, JA, ed. 1994: Children with problems: An orthopedagogical perspective. Pretoria: J L van Schaik, pp 22 – 33.]
31. Education. (1996). R200-Million for RDP educational programme. Local Government Digest, 15[10]:23.
32. Education White Paper 1.(1995). Education and Training adopted in 1995. Pretoria.
33. Engelbrecht, P., Green, L., Naicker, S., Engelbrecht, L.( 1999). Inclusive Education in action in South Africa. Van Schaik Publishers.

34. Falvey, MA; Givner, CC & Kimm, C. (1995). What is an inclusive school? [In: Villa, RA & Thousand, JS eds. 1995: Creating an inclusive school. Alexandria: Association for Supervision and Curriculum Development, pp. 16 – 27.]
35. Fredericks N, Cline T. (2002). Special Educational Needs, Inclusion and Diversity, Buckingham: Open University Press.
36. Fuchs, D. & Fuchs, S. (1994/5). Sometimes separate is better. Educational Leadership, 52[4]: 22 – 26.
37. Gelfand D.M., Jenson W.R., and Drew C.J. (1997). Understanding child behaviour disorders. London: Harcourt Brace.
38. Hall, R. & Engelbrecht , P. (1999). The possible role of special schools in Inclusive Education. South African Journal of Education, 19[3]: 230 – 233.
39. Hallahan, DP & Kauffman, JM.( 1994) Exceptional children: Introduction to special education; sixth edition. Boston: Allyn and Bacon.
40. Hammill, D., Leigh, J McNutt G., and LARSEN, S. (1981). A New Definition of Learning Disabilities. Learning Disabilities Quarterly. Vol 4 No 4 pp 336 – 342.
41. Hegarty, S. (1993). Reviewing the literature on integration. European Journal of Special Needs Education, 8[3], 194 – 200.
42. Idol, L. (1997). Key questions related to building collaborative and inclusive school. Journal of Learning Disabilities, 30(4):384-394.
43. International Save the C. (1997). The rights of children with disabilities. [Retrieved October 2005], on the World Wide Web: <http://www.crin.org/resources/infoDetail.asp?ID=1643&lag=report>

44. Jensen, B.B. & Schnack, K. [Eds]. (1994). Action and Action competence as key concepts in critical pedagogy. Didaktische Studies, 12.
45. Jones, K., Bill, G., and Quah, M.( 1996). Supporting Learning within the Classroom. In:K. Jones and T. Charlton [Eds]. Overcoming Learning and Behaviour Difficulties. London: Routledge.
46. Jordaan, W. & Jordaan, J. (1989). Man in context. Johannesburg: Lexicon.
47. Katsiyannis A., Conderman, G. & Frank, D. (1996). Students with disabilities: inclusionary programming and the school principal. NASSP bulletin, 80(578): 81-86.
48. Kauffman, J.M. and Hallahan, D.P. [Eds]. The Illusion of Inclusion. Austin, TX:Pro-Ed.
49. Kirk, S.A. and Gallagher, J.J.( 1989). Educating Exceptional Children. Boston: Houghton Mifflin.
50. Kidder, L.H. & Judd, C.M.( 1986). Research Methods in social relations. New York: Houghton Mifflin Company.
51. Kriegler, S.M. (1989). The learning disabilities paradigm: Is it relevant to South African context? International Journal of Special Education, 4[2]: 165 - 171.
52. Kriegler, S. and Farman, R. (1994). Redistribution of Special Education Resources in South Africa: Beyond Mainstreaming Towards Effective Schools for All. International Journal of Special Education, 9[1], 1- 2.
53. Kruger, N. & Adams, H.(1998). Psychology for teaching and learning. Sandton: Heinemann.

54. Lazarus, S., Davidoff, S. & Daniels, B. (2000). Developing health promoting and inclusive schools within an integrated framework for understanding and developing schools. Paper presented at National Health Promoting Schools Task Team Meeting. Johannesburg, and at the National Conference on Learner Support and Development. Cape Town, September.
55. Legotlo, M.W. (1996). Some elements of research: student handbook. Mmabatho: University of North-West.
56. Lewis, J. (1998.) Embracing the holistic/constructivist paradigm and sidestepping the post-modern challenge. In Clark, C., Dyson, A. & Millward, A. [Eds], Theorising special education. London: Routledge.
57. Mahlangu, D.M.D. (1987). Educational research methodology. Pretoria: HAUM.
58. Maimgren, K., Abbott, R.D. and Hawkins, J.D.( 1999). LD and Delinquency: Journal of Learning Disabilities. Vol 32[3]: 194 – 200.
59. Martlew, M. and Hodson, J. (1990). Children with Mild Learning Difficulties in an Integrated and in a Special School: Comparisons of Behaviour, Teasing, and Teachers' Attitudes. British Journal of Educational Psychology, 61. 355 – 372.
60. Maskay. B.K. & Adhikari R.K. (2001). Equalization of Opportunities: For the Mentally Retarded, Modern Printing Press, Kathmandu, Nepal.
61. McLeskey, J. & Waldron, N.L.( 1996). The response to questions teachers and administrators frequently ask about inclusive school programmes. Phil Delta Kappan, 76-8.
62. Mulder, J.C. (1989). Statistical Techniques in education. Pretoria. Academia.
63. Naicker , S.M. (1996). Why Inclusive Education? National Curriculum Committee for LSEN, Department of National Education, South Africa.

64. Naicker, S.M.( 1997). Inclusive Education: From Rhetoric to Reality, National Curriculum Committee for LSEN, Department of National Education, South Africa.
65. Ornstein A.C. and Levine D.U. (1989). Foundations of education. Boston: Houghton Mifflin.
66. Patterson, C.L.( 1994). Program Evaluation of a Collaborative Consultative Service Delivery Model for Students with Learning Disabilities. Unpublished Master's Thesis, Simon Fraser University, Burnaby, B.C., Canada.
67. Poplin, MS (1988). The reductionistic fallacy in learning disabilities: Replicating the past by reducing the present. Journal of Learning Disabilities, 21[7], August/September 1988: 389 - 415.
68. Reynolds M. (1979). A common body of knowledge for teachers. The challenge of public law 94-142 to teacher education. Minneapolis: National Support Systems project.
69. Sabornie, E.J. & de Bettencourt, L.U. (1997). Teaching students with mild disabilities at the secondary level. London: Prentice-Hall International (UK) Limited.
70. Schechtman, Z & Or, A.( 1996): Applying counseling methods to challenge teacher beliefs with regard to classroom diversity and mainstreaming: An empirical study. Teaching and Teacher Education, 12[2], March 1996: 137 - 147.
71. Sdorow, L.M. (1993). Psychology. Oxford: Brown and Benchmark.
72. Shaw, L. (1992). "From conference to learning community", Learning together magazine, 7.
73. Skrtic, T.M. & Sailor, W. (1996). School-linked services integration: crisis and opportunity in the transition to postmodern society. Remedial and Special Education, 17[5]: 27 - 28.

74. South African Qualifications Authority Act , [NO. 58 of 1995.] Government Gazette. Vol. 364 no. 16725. Pretoria, Government Printer.
75. South African Schools Act. (1997). Understanding the South African Schools Act. Pretoria. Department of Education.
76. Stainback, S and Stainback, W. (1992). Schools as Inclusive Communities in W. Stainback and S. Stainback [Eds]. Controversial Issues Confronting Special Education. Boston: Allyn and Bacon.
77. Stewart, C. (1990) Effect of practica types in preservice adapted physical education curriculum on attitudes towards disabled populations. Journal of teaching in physical education, 10:76-83.
78. Sudman, S. & Bradburn, N.M. (1982). Asking questions: a practical guide to questionnaire construction. San Fransisco: Jossey-Bass.
79. Swain, J., Finkelstein, V., French, S. and Oliver, M. [eds] (1993). Disabling Barriers-Enabling Environments. London. Sage.
80. Tait, K. & Purdie, N. (2000). Attitudes towards disability: teacher education for inclusive environments in an Austraiian university. International Journal of disability,development, and education, 47(1):25-38, Mae.
81. The Western Cape Resource Centre for Inclusive Education. [on line], cache of [http://www.saschooldirectory.co.za/html/Newsletters/News\\_western%20Cape%20Forum.htm](http://www.saschooldirectory.co.za/html/Newsletters/News_western%20Cape%20Forum.htm).
82. Thomas, G. Walker, D. & Webb, J. (1998). The Making of the Inclusive School. Routledge London and New York.
83. Tuckman, B.W. (1978). Conducting educational research. 2<sup>nd</sup> Ed. New York: Harcourt Brace Jovanovich, Inc.

84. Unesco. (1999). The Salamanca Statement and framework for action on special needs education. Paris.
85. Van Dalen , D.B. (1979). Understanding educational research: an introduction. 4<sup>th</sup> Ed. New York: McGraw-Hill Book Company.
86. Van Den Aardweg, E.M. & Van Den Aardweg, E.D.(1988). Dictionary of empirical education/educational psychology. Pretoria: E & E Enterprises.
87. Vislie, L. (1995). Integration policies, school reforms and the organization of schooling for handicapped pupils in Western societies. In Clark, C., Dyson, A. & Millward, A. [Eds] , Towards inclusive schools? New York: Teachers College Press.
88. Vlachou, A.D. (1997). Struggles for Inclusive Education: An Ethnographic Study, Open University Press, Buckingham, Philadelphia.
89. Wagner, M. (1990). The school programs and school performance of secondary students classified as learning disabled: findings from the national longitudinal transition study of special education students. Menlo Park CA:SRI International.
90. Williams, E. (2000). Inclusive education and training and its implications for ELSEN provision, programmes, staff development and support teams. A paper presented at the National Conference on Learner Support and Development, Cape Town. September.



# Appendices



# REQUEST TO SEM

OLYMPIA PRIMARY SCHOOL  
P O BOX 60110  
PHOENIX  
4068

KWAZULU NATAL  
DEPT. OF EDUCATION & CULTU  
OLYMPIA PRIMARY SCHOOL  
P O BOX 60110  
PHOENIX 4068

29 JUNE 2004

THE WARD MANAGER  
PHOENIX CIRCUIT OFFICE  
SPIRE ROAD  
PHOENIX  
4068

DEAR SIR

PERMISSION TO CONDUCT SURVEY IN SCHOOLS

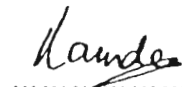
I am registered for M.Ed. degree in the Department of Educational Studies at the University of Kwa-Zulu Natal (Westville Campus). I am conducting research entitled, "ATTITUDES OF PRIMARY SCHOOL EDUCATORS TOWARDS THE POLICY OF INCLUSIVE EDUCATION".

I hereby wish to request permission to visit primary schools in the district of Phoenix for the purpose of administering interviews and distributing questionnaires to both educators and school managers.

Subject to your approval to conduct the survey at schools, I shall obtain permission from the individual principal of schools included in my sample to administer interviews. I wish to assure you that the normal teaching program of the school will not be disturbed, since I envisage administering the survey at a time arranged with the principals and staff. All prospective participants will be assured of the freedom of choice to participate confidentiality and anonymity protocol which characterizes research.

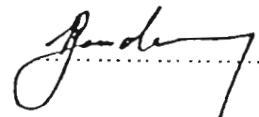
I trust this request will receive your favourable consideration.

Yours sincerely



R. RAMDEO

Forwarded  
Mr K. Govindasamy  
(Principal)





**PERMISSION**  
**FROM**  
**DEPARTMENT**



eTHEKWINI REGION

ISIFUNDA SASETHEKWINI

eTHEKWINI DISTRICT

Address: PHOENIX CIRCUIT OFFICE  
Ikheli: 1 SPIRE ROAD  
Adres: STONEBRIDGE  
PHOENIX  
4068

P O BOX 2  
MT EDGECOMBE  
4300

Telephone (031) 5024307  
Ucinco 5391963

Telefoon  
Fax (031) 5026324

Enquiries: MR M MOONSAMY  
Imibuzo:  
Navrae:

Reference 2/10  
Inkomba  
Verwysing

Date 23 JULY 2004  
Usuku  
Datum

MR R RAMDEO  
OLYMPIA PRIMARY SCHOOL

Sir

### PERMISSION TO CONDUCT SURVEY IN SCHOOLS

Your letter dated 29 June 2004 refers.

Your request to undertake research work at schools in the Phoenix area as part of your M. Ed. Degree studies is hereby granted.

The granting of permission to undertake your research work is strictly conditional to:

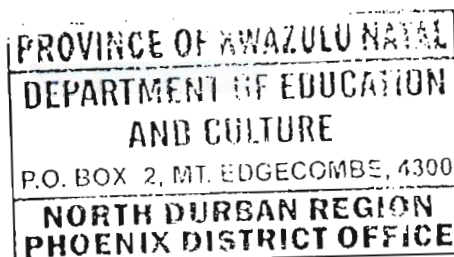
- The visit to sample schools to conduct your research be done after normal school hours.
- The involvement in your normal teaching programme at Olympia Primary School is not affected by your studies or research work.

I wish you every success in your studies.

Yours faithfully

  
M MOONSAMY  
WARD MANAGER  
230704 olympia/gm/c

23 JULY 2004  
DATE





**REQUEST TO**

**EDUCATORS**

OLYMPIA PRIMARY SCHOOL  
P O BOX 60110  
PHOENIX  
4068

JULY/AUGUST 2004

The Principals of Primary Schools  
Phoenix District

DEAR SIR

PERMISSION TO CONDUCT SURVEY IN YOUR SCHOOL

I am registered for M. Ed degree in the Department of Education at University of Kwa-Zulu Natal (Westville campus).

Please allow me to administer a survey in your school to staff on attitudes of educators towards the policy of inclusive education. Research will be done through random sampling. I envisage that your normal school program will not be disturbed.

I would be happy if you could allow me to deliver survey questionnaires to your school for educators to complete at their own-time.

I could then arrange to collect the survey questionnaires at a later stage.

Thank You

Yours faithfully



.....  
R. RAMDEO



# QUESTIONNAIRE



SECTION B

ATTITUDES OF PRIMARY SCHOOL EDUCATORS TOWARDS  
THE POLICY OF INCLUSIVE EDUCATION

INSTRUCTIONS TO RESPONDENTS

1. PLEASE READ CAREFULLY THROUGH EACH STATEMENT BEFORE GIVING YOUR OPINION.
2. PLEASE MAKE SURE THAT YOU DO NOT OMIT A QUESTION OR SKIP A PAGE.
2. UNLESS OTHERWISE STATED, PLEASE COMPLETE BY MAKING AN "X" IN THE APPROPRIATE BLOCK.
3. PLEASE BE HONEST WHEN GIVING YOUR OPINION.
4. PLEASE DO NOT DISCUSS STATEMENTS WITH COLLEAGUES.
5. PLEASE RETURN QUESTIONNAIRE.

THANK YOU FOR YOUR CO-OPERATION

INCLUSIVE EDUCATION

SA= STRONGLY AGREE    A= AGREE    U= UNCERTAIN    D= DISAGREE  
SD= STRONGLY DISAGREE

1. EDUCATORS ARE ADEQUATELY PREPARED FOR INCLUSIVE EDUCATION

SA                      A                      U                      D                      SD  
                                                                                       

2. EDUCATORS ARE WILLING TO TEACH IN INCLUSIVE EDUCATION

SA                      A                      U                      D                      SD  
                                                                                       

3. EDUCATORS ARE QUITE KNOWLEDGEABLE ABOUT INCLUSIVE EDUCATION

SA                      A                      U                      D                      SD

4. PERCEPTIONS

- 4.1 DISABLED LEARNERS SHOULD BE PLACED IN REGULAR/ "NORMAL" SCHOOLS
- 4.2 DISABLED LEARNERS SHOULD BE PLACED IN MAINSTREAM CLASSES ACCORDING TO AGE OF THEIR PEERS IN THE MAINSTREAM
- 4.3 DISABLED LEARNERS SHOULD BE PLACED IN MAINSTREAM CLASSES ACCORDING TO NATURE OF DISABILITY

SA	A	U	D	SD

5. VIEWS ABOUT INCLUSIVE EDUCATION ON POSSIBLE CHANGES

- 5.1 ALL CHILDREN CAN LEARN IRRESPECTIVE OF THEIR ABILITY AND/OR DISABILITY
- 5.2 INCLUSIVE EDUCATION CAN BE POSSIBLE IF CHANGE IS IMPLEMENTED IN THE FOLLOWING AREAS: [CHOOSE 2]

SA	A	U	D	SD

- 5.2.1 EDUCATION INFRASTRUCTURE (eg. BUILDINGS)
- 5.2.2 EDUCATION SYSTEMS (eg. ONE EDUCATIONAL SYSTEM AND NOT TWO SYSTEMS – MAINSTREAM AND SPECIAL)
- 5.2.3 ATTITUDES OF THE SCHOOL MANAGEMENT TEAM
- 5.2.4 SCHOOL ENVIRONMENT TO ACCEPT DIVERSITY IN LEARNERS


- 5.3 INCLUSIVE EDUCATION CAN BE POSSIBLE IF PEOPLE ACKNOWLEDGE AND RESPECT THE DIFFERENCES IN LEARNERS DUE TO: [CHOOSE 1]

SA	A	U	D	SD

- 5.3.1 DISABILITY
- 5.3.2 HIV OR OTHER INFECTIOUS DISEASES RESPECTIVELY

6. SOME FACTORS THAT MAY RESULT IN LEARNERS FAILING TO LEARN OR BE EXCLUDED FROM EDUCATION SYSTEM

- 6.1 NEGATIVE ATTITUDES TO AND STEREOTYPING OF DIFFERENCE DUE TO DISABILITY
- 6.2 AN INFLEXIBLE CURRICULUM
- 6.3 INAPPROPRIATE LANGUAGES OR LANGUAGE OF LEARNING AND TEACHING


*sa a u d sd*

- 6.4 INADEQUATE SUPPORT SERVICES
- 6.5 INADEQUATE POLICIES
- 6.6 NON-INVOLVEMENT OF PARENTS
- 6.7 INADEQUATELY TRAINED EDUCATION MANAGERS
- 6.8 INAPPROPRIATELY TRAINED EDUCATORS


7. PROMOTING INCLUSIVE EDUCATION

- 7.1 A NATIONAL AWARENESS CAMPAIGN SHOULD BE A PART OF PROMOTING INCLUSIVE EDUCATION
- 7.2 INCLUSIVE EDUCATION IS POSSIBLE WHEN ALL LEARNERS PARTICIPATE TO THEIR MAXIMUM IN THE CULTURE OF EDUCATIONAL INSTITUTIONS
- 7.3 AND BARRIERS TO LEARNING ARE MINIMISED ONCE UNCOVERED
- 7.4 A STRENGTHENED DISTRICT-BASED EDUCATION SUPPORT SERVICE IS NECESSARY

SA	A	U	D	SD

8. DEVELOPMENT OF HUMAN RESOURCES THROUGH TRAINING

- 8.1 WOULD YOU RECOMMEND WORKSHOPS ON INCLUSIVE EDUCATION FOR THE FOLLOWING:
  - 8.1.1 EDUCATORS
  - 8.1.2 SUPPORT PERSONNEL
  - 8.1.3 OTHER RELEVANT HUMAN RESOURCES

SA	A	U	D	SD
----	---	---	---	----


9. WHO SHOULD BE INCLUDED?

LEARNERS WITH SPECIAL EDUCATION NEEDS THAT CAN BE INCLUDED IN MAINSTREAM EDUCATION ARE:

- 9.1 LEARNERS WITH SENSORY HANDICAPS SUCH AS DEAF AND BLIND LEARNERS
- 9.2 LEARNERS WITH PHYSICAL AND CEREBRAL HANDICAPS
- 9.3 LEARNERS WITH NEUROLOGICAL HANDICAPS

SA	A	U	D	SD
----	---	---	---	----


9.4 LEARNERS WITH MILD HANDICAPS

9.5 LEARNERS WITH MODERATE HANDICAPS

9.6 LEARNERS WITH SEVERE HANDICAPS

9.7 LEARNERS WITH BEHAVIOURAL PROBLEMS AND YOUTH AT RISK

9.8 LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES

9.9 LEARNERS WHO ARE TEMPORARILY ILL AND NEED TO BE HOSPITALISED OR CHRONICALLY ILL LEARNERS

9.10 SOME LEARNERS FROM POOR SOCIO-ECONOMIC MILIEUS

9.11 SCHOLASTICALLY DEPRIVED LEARNERS

9.12 NONE OF THE ABOVE

SA	A	U	D	SD

10. FINANCIAL

DEVELOPING A REVISED FUNDING STRATEGY, THAT ENSURES REDRESS FOR HISTORICALLY DISADVANTAGED COMMUNITIES AND INSTITUTIONS, SUSTAINABILITY AND ULTIMATELY – ACCESS TO EDUCATION FOR ALL LEARNERS IS NECESSARY

SA	A	U	D	SD

11. CURRICULUM

11.1 OUTCOMES-BASED-EDUCATION (OBE) IS COMPATIBLE WITH INCLUSIVE EDUCATION

11.2 ACCORDING TO THE THREE PREMISES OF OBE, ALL LEARNERS PERFORM SUCCESSFULLY, BUT NOT AT THE SAME PACE

11.3 THE CURRICULUM IS FLEXIBLE SO THAT IT CAN BE RESPONSIVE FOR THE FULL RANGE OF DIVERSE NEEDS

11.4 THE CURRICULUM GOALS PLANS AND EVALUATION PROCEDURES OF THE SCHOOL ENSURE THAT THE DIVERSE NEEDS OF THE LEARNER POPULATION ARE BEING ADDRESSED

SA	A	U	D	SD

12. LEADERSHIP AND MANAGEMENT

12.1 PRINCIPALS AS LEADERS AND KEY FIGURES PLAY AN INFLUENTIAL ROLE IN MOTIVATING TEACHERS TO SUCCEED IN THE INCLUSION OF DISABLED LEARNERS IN REGULAR CLASSROOMS.

SA	A	U	D	SD

12.2 THE SCHOOL MANAGEMENT TEAM'S ROLE IS ESSENTIAL IN EXPANDING OPPORTUNITIES FOR MORE INCLUSIONARY PROGRAMMING, WHILE ENSURING THAT STUDENTS WITH DISABILITIES RECEIVE SERVICES THAT HAVE BEEN SUCCESSFULLY PLANNED BY THE PLACEMENT TEAM TO MEET THEIR INDIVIDUAL NEEDS

SA	A	U	D	SD

13. I THINK THAT THE DISABLED LEARNER WILL NOT BENEFIT FROM MAINSTREAM CLASSES, BECAUSE THEY WILL NEVER COPE WITH THE PRESSURE

SA	A	U	D	SD

14. SINCE LEARNERS NEED EXTRA ATTENTION AND DEDICATION I AM NOT PREPARED TO SACRIFICE THAT MUCH

15. I WOULD LIKE TO TEACH A DISABLED LEARNER, BUT FEEL INCOMPETENT

SA A U D SD

SA	A	U	D	SD

16. I WOULD LIKE TO KNOW MORE ABOUT INCLUSIVE EDUCATION BEFORE I DECIDE WHETHER I WILL WANT TO TEACH IN AN INCLUSIVE CLASSROOM

SA A U D SD

SA	A	U	D	SD

17. I AM NOT INTERESTED, I DON'T WANT TO KNOW ABOUT INCLUSIVE EDUCATION.

18. SPECIAL SCHOOLS SHOULD BE STRENGTHENED RATHER THAN ABOLISHED.

19. RECOMMENDATIONS

WOULD YOU RECOMMEND THE FOLLOWING FOR IMPLEMENTING INCLUSIVE EDUCATION?

19.1 TRANSFORMATION OF ALL ASPECTS OF EDUCATION SYSTEM

SA	A	U	D	SD

19.2 DEVELOPING AN INTEGRATED SYSTEM OF EDUCATION

19.3 INFUSING "SPECIAL NEEDS AND SUPPORT SERVICES" THROUGHOUT THE EDUCATIONAL SYSTEM.

20. WHAT IN YOUR OPINION ARE THE STRENGTHS AND WEAKNESSES OF INCLUSIVE EDUCATION?

.....

.....

.....

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.