AN EXPLORATION OF EDUCATORS' EXPERIENCES IN TEACHING LEARNERS WITH LEARNING DISABILITIES IN THREE PRIMARY SCHOOLS IN LESOTHO:

CASE STUDY

By

Mntambo Mafakazile Bernice

Research report submitted in partial fulfilment of requirements for the
Master of education degree (Educational Psychology)
At Faculty of Education in the school of Education Studies
University of KwaZulu-Natal
Edgewood Campus
Durban

Supervisor: Mr. Henry Muribwathoho

January 2011

DECLARATION

I, Mafakazile Bernice Mntambo declare that this dissertation has not been submitted for any degree or examination at any university.

Signature--Date--
Researcher

As the candidate's supervisor I agree/do not agree to the submission of this dissertation.

Signature--Date--
Supervisor

DEDICATION

This thesis is dedicated to my husband: Thapelo Richard Mntambo and our children: Nkosiyapha, Fakazile, Cinisile and Malechesa who took all responsibility to look after my children while I was away from home for study. Their support, encouragement, and sacrifices gave me chance to complete this research. My relatives and friends, words of encouragement forced me to finish this research. God bless you all.

ACKNOWLEDGEMENTS

Acronyms

ADD - Attention Deficits Disorder

ADHD - Attention Deficits Hyperactivity Disorder

APA - American Psychiatric Association

DOH - Department of Health

EFA - Education for All

FAS - Fatal Alcohol Syndrome

IDEA - Individuals with Disabilities Education Act

IE- Inclusive Education

LD - Learning Disabilities

LDAA - Learning Disabilities Association America

LNFDP - Lesotho National Federation of Disabled People

NGO - Non-Governmental Organisations

SCF - Save the Children Fund

UNESCO - United Nations Educational Scientific and Cultural Organisation

USAID - United States Agency for International Development

WDEFA - World Declaration of Education for All

Key concepts: Inclusion, Inclusive education, Learning disabilities

List of figures

TABLE OF CONTENTS

Chapter 5: Summary, conclusion and Recommendations

x

ABSTRACT

In Lesotho the provision of education and care for learners with special educational needs was primarily the responsibility of non-governmental organizations, churches and individuals until the Lesotho Ministry of Education took an active interest in the early 1980s. Inclusive education has, since then, become a critical aspect of the Lesotho education system. This study explores educators' experiences in teaching learners with learning disabilities in three primary schools in Lesotho. Using a qualitative, descriptive and theoretical research design, the study employs a case study approach to answer the following questions: What are educators' understandings of learning disabilities in the classroom? What are the challenges that educators experience in teaching learners with learning disabilities?

The data was collected from a sample of six educators from three primary schools (two educators from each school) through semi-structured interviews, observations, document reviews and questionnaires. The study revealed that the educators have not been properly prepared for implementation of the policy of inclusive education; this is reflected by their limited understanding of inclusive education. It also shows a weakness in dissemination of inclusive education policies as educators are not well trained, especially to assist learners with learning disabilities. The focus tended to be only on children with hearing impairment, sight impairment and physical disability. Therefore there is a need for the Lesotho Ministry of Education, not only to review the policy and curriculum of inclusive education, but also unpack the dissemination process so that it empowers and supports educators with knowledge and practical strategies. There are many learning disabilities which educators do not seem to know and the training of educators for the implementation of IE should address the issue.

CHAPTER ONE
BACKGROUND OF THE STUDY

1.1 The origins and trends of learning disabilities

The way learning disabilities are understood today is not necessarily the way they have been viewed in the past. Learning difficulties are a component of the broad field of specialised education. Today the term "specialised education" refers to all forms of assistance rendered to learners who require additional education assistance. Children with academic difficulties have been part of societies from the earliest times and there are records of old documents making references to people with disabilities (Van Vuuren, 2006). These references are rich in revealing the manner in which such people were treated, giving an indication of the attitudes and social customs which existed at that particular time in history.

Engelbrecht, Kriegler, and Booysen (2004) remind us that in primitive communities, for example, where the basic struggle was to survive, children with severe disabilities were either exterminated or abandoned. Extermination was also a common practice in early civilisations such as the Greek city-states, Sparta and Athens, and the early Roman Empire. Kanner (2011) states that after Christ, a new dispensation dawned for the handicapped as Christian communities started to establish sanctuaries for the disabled and rejected. This practice continued through the Middle Ages, but it was accompanied by much ignorance and superstition with the result that disabled people were often rejected, ridiculed, maltreated or even honoured, depending on the particular beliefs of the people of that time (Du Toit, 2009). Explaining the discrimination, Sello (2007) says that children who were unusual or different were killed at birth. The victims included twins, or children with conspicuous differences such as physical disabilities. The reason is that, they were regarded as a bad portent or as an indication of the wrath of the ancestors. It follows that, for long periods of human history, children with disabilities were not protected in these societies.

Towards the middle of the twentieth century, the clinical or individual approach to specialised education gradually gave way to a social and ecological perspective. This new outlook realised that children with learning disabilities should be prepared to live

within a social context. That environment could have an effect on children with learning disabilities – positively, by diminishing them, or negatively, by contributing towards their difficulties, thereby intensifying their handicap. The social perspective gave rise to the principles of normalisation and integration. The former originated in Sweden and can be defined as making available to all handicapped people patterns of life and conditions of everyday living which are close as possible to the regular circumstances and ways of life of society (Nirje, 1982). This means that children with disabilities should have the right to normal schooling and home circumstances, respect from others, and normal economic and environmental standards. Today, a new way of thinking in relation to specialised education has led to the promulgation of the policy of inclusion. The shift from mainstream education to inclusion signals a dramatic philosophical change.

1.2   Focus and research purpose

The purpose of this study is to explore educators' experiences in teaching learners with learning disabilities in three primary schools in the Botha-Bothe district in Lesotho. This Educational Psychology study will be important in providing information on educators' experiences and challenges in teaching learners with learning disabilities. This will enable educators who do not practice inclusion in their schools to better include learners with different learning disabilities and to help them.

1.2.1   Rationale

The church school, where research for this work was done, is one of the pilot schools to implement inclusive education, where all learners with individual differences are admitted, including learners with various disabilities. This was done in accordance with the Lesotho Ministry of Education and Training policy (2005, p. 106) which states that "the main objective of the special education programme is to advocate for the integration or inclusion of learners with special educational needs/disabilities into the regular school system at all levels in order to enable them to acquire appropriate life skills and education." There is however, still confusion on the differences between integration and inclusion. This is emphasised by Frederickson and Cline (2009, p. 65) who state that "this shift in emphasis from an exclusion focus on the needs of individual pupils to an approach which focuses centrally on the skills and resources available in mainstream schools is an important difference between the earlier concept of

'integration' and the more recent concept of 'inclusion'." As there was insufficient finance for the implementation of inclusive education in Lesotho; this gave rise to insufficiently trained human resources (especially educators).

Engelbrecht and Green (2006) argue that teacher training in inclusive education has not reached a critical mass of schools yet. However, there appears to be a growing resistance to inclusive education. This has created a big problem for learners with learning disabilities in that they do not complete their seven year course.

The provision of education to all learners with or without disabilities is a human rights issue. Through class observation in schools at the dissemination centre, it has been noted on many occasions that learners with learning disabilities integrated into the so called "normal" classroom do not complete their seven year course; they either drop out of school or fail. This trend, namely where learners do not complete their prescribed course, is becoming increasingly problematic as the Lesotho education policy enforces basic education for all learners. The focus of this work is therefore to gain insight on practices and strategies that teachers use to include learners with learning disabilities in their schools.

Through the information gained from educators' experiences and understanding of teaching learners with learning disabilities, inclusion will become more meaningful and relevant to practicing educators. This study is meant to benefit educators who are struggling to include learners with learning disabilities in the mainstream classrooms. Researching learning disability as a general concept is important because learners have different types of learning disabilities. It is essential for educators to study all the different types of learning disabilities so that learners may be assisted in every way.

1.2.2   Research questions

- What are educators' understandings of learning disabilities in the classroom?

- What are the challenges that educators experience in teaching learners with learning disabilities?

1.3   Literature review

This study is based on two major concepts: learning disability and inclusive education. It was therefore necessary to read and interrogate literature from scholars who have already conducted research around these concepts in order to establish trends on thoughts and gaps. Some of the major issues and debates are presented here so as to map out the basis for the theoretical framework adopted for this study.

The aim of this study is to explore educators' experiences in teaching learners with learning disabilities in three primary schools and identify gaps in literature concerning its implementation. To achieve the aim of developing a conceptual framework, literature on the notions of learning disabilities and inclusion, with particular reference to the context of Lesotho's education system has been consulted. In brief, scholars argue that learners with learning disabilities face more difficulties as they try to learn, understand and perform compared to other learners of the same age. Educators' understandings and challenges in teaching learners with learning disabilities have also been reviewed. This literature has therefore informed the choice of the theoretical framework which was adopted for this study.

1.4   Theoretical framework

Research shows that academic studies need theoretical frameworks in order for assumptions and concepts to be made explicit; while ensuring that the research is situated within certain understandings in the world of education (Henning, Van Rensburg & Smit, 2005; Neuman, 2006). For it to be focused and coherent, this exploration of educators' experiences in teaching learners with learning disabilities was framed within Bronfenbrenner's ecological theory of child development. The interdependence and relationship between different organisms and their physical environment are explained by the ecological theory of Bronfenbrenner (1979).

According to Bronfenbrenner (1979) child development happens within four nested systems: the microsystem, the mesosystem, the exosystem and macrosystem. Bronfenbrenner (2001) states that it is usually much more productive to examine external factors to the learner, such as quality and type of instruction given, educator expectations, relevance of the work set, classroom environment, interpersonal
 dynamics, class social group, and rapport with educators.

1.5   Research design and methodology

1.5.1 Nature of study

This study, as a qualitative case study underpinned by the interpretive paradigm, is focussed on understanding educators' experiences and challenges in teaching learners with learning disabilities in primary schools. This paradigm provided the basis of an insight on how people perceive or interpret their world. This choice is informed by Henning's explanation (Henning *et al.,* 2009, p. 21) that the "interpretive research paradigm is fundamentally concerned with meaning and it seeks to understand social members' definitions and understanding of situations."

This study is a qualitative case study because it "is an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple resources of evidence are used" (Yin, 2002, p. 23). The most important reason to employ a case study is that it observes effects in real context, recognising that context is a powerful determinant of both causes and effects. The emphasis is on educators' understanding and experiences in teaching learners with learning disabilities. Strauss and Corbin (2008) also regard a case study as a study whereby the researcher investigates a single phenomenon bounded by time. In-depth data is gathered using a range of data collecting methods throughout a sustained period of time. Case studies are carried out in natural settings (De Vos, 2002). This case study consists of research done at three primary schools in the Botha- Bothe district in Lesotho.

1.5.2   Research instruments

Data was obtained through semi-structured interviews, observations, document reviews and questionnaires. The semi-structured interviews provided clear sets of instructions for the participants and provided in-depth and reliable comparable qualitative data. Open-ended questions were used and other questions arose naturally during interviews. Probing questions were used in order to get clarifications and more elaborations of incomplete answers. The data collected was audio-taped. Observations were used as an additional method of collecting data and that helped the researcher to record whether participants acted differently to what they said or intended. The use of observations was informed by the need to obtain first hand data rather than reported data (Cohen, Manion & Morrison 2004). Through unstructured observations, the researcher wrote down

descriptions of what was happening in the classrooms. Furthermore, self-administered questionnaires were administered to ensure a high response rate. Close ended and open ended questions were used so that they would complement one another in order to validate the findings. Further data was collected through the document review of primary resources. These primary resources included unpublished data and that which the researcher gathered from the participants or organisations directly (e.g. minutes of a meeting, reports) (Maree, 2007).

1.5.3   Sampling

The participants in this study were educators from the selected schools. The researcher intended to interview three male educators and three female educators, the purpose of this being to get views from different sources to avoid gender-biased data. Due to logistical challenges, one male and five female educators were interviewed because there are few male educators. In this study purposive sampling was used as participants were selected because of defining characteristics that made up the holders of the data needed for the study (Nieuwenhuis, 2007).

1.5.4   Data analysis

After collecting data, the researcher analysed, interpreted and then presented the data. This was done in line with Maree's (2007) explanation that when working with qualitative data try to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. In analysing this kind of data, an inductive approach was employed whereby known facts collected from raw data were categorised into patterns and themes (Maree, 2007).

1.5.5   Validity and Reliability

According to Cohen *et al.* (2004), qualitative research rules of validity and reliability are unworkable because there is no possibility of the same results in dealing with humans since their behaviours always change with conditions, and their results depend on uniqueness of the situation. In terms of validity, the data collected was justifiable or trustworthy or truthful. There were many ways which were used to verify the accuracy of the research done. Verification consisted in asking the participants to read their

interview transcripts and to comment on whether they think it was an accurate reflection of what they said. According to Neuman (2006, p. 188) reliability means "the consistency of the research." That is, when the research is repeated twice under similar conditions, context, and situation, it should produce the same results. But in this study triangulation helped to increase validity of results. Cohen, Manion and Morrison (2005) define triangulation as the use of two or more methods of data collection in the study of some aspects of human behaviour. Observations and documents were administered together with interviews and questionnaires in order to improve validity.

1.5.6 Ethical issues

The focus and aim of the study were explained to the participants as well as why their participation was important. The consent letters were issued to the participants requesting them to participate in the study. The participants were informed that they were volunteering to participate and should feel free to withdraw at any time. Similarly, Campbell, McNamara and Gilroy (2004, p. 99) support the issue of freedom for participants when they state that "there must be some discussion at the beginning of the interview about feeling free to give information, in order to alleviate the pressure that the participants might feel." The researcher assured confidentiality and anonymity of the participants before the interviews started. The researcher's contact details and those of her supervisor were provided in case the school principal and participants need further clarification. Permission was sought from the Lesotho Ministry of Education, as well as the school principals to access the schools and interview educators.

1.6 Outline of the thesis

This thesis is divided into five chapters. Chapter one introduces and contextualises the entire study by explaining the background and stating the focus and purpose of the study, rationale and the research questions. The literature review, theoretical framework, research design and methodology are then summarised.

Chapter two interrogates the related literature that is reviewed for the study. Major issues that are discussed from the review include origin of the programme in Lesotho, definitions of learning disability and inclusion. It also focuses on inclusion within the context of Lesotho's education system, educators' understanding of learning disabilities and challenges that educators experience.

Chapter three explains the research design and methodology. This chapter includes the theoretical framework, nature of the study, the research methodology and research instruments and data analysis methods. Issues relating to reliability and validity, and ethical considerations are also discussed in this chapter.

Chapter four presents the research findings from the responses of educators and the discussion.

Chapter five draws conclusions, limitations and recommendations emanating from the study.

1.7   Conclusion

The background provided in this chapter demonstrates that learning disabilities are an important aspect within any education system since time immemorial.   Lesotho educators also have to deal with learners with disability, particularly as a result of the advent of inclusive education which compels all schools to practice inclusive policies. This results in learners of all abilities and disabilities getting an education in the same school. This dissertation thus reports on the findings from research processes whereby the experiences of educators regarding learners with disabilities are being explored.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Learners with learning disabilities face more difficulties as they try to learn, understand and do things as compared to other children of the same age (Mental Health and Growing Up, n.d). There are different types of learning disabilities which learners exhibit or are manifested with at school, the first being language that includes reading disorder and disorder in written expression. The second learning disability pertains to calculations disorder in mathematics. The third is communication skills and these include stuttering and phonological disorders (Mental Health and Growing Up, n.d). Learners usually encounter these learning disabilities when they reach school, but there are some disabilities which are noticed by parents at home, especially in communication skills.

It is common for learners to experience some difficulties in learning to read, spell, write or calculate in mathematics. There are many reasons for some learners to encounter problems when they enter school. According to Individuals with Disabilities Education Act (IDEA) (2005), some children lack pre-school experiences and need more time to become familiar with the materials and concepts used in kindergarten and the first grade classroom. Some have few opportunities to learn outside school due to limited family resources, while some do not attend school regularly and miss a lot of information. This shows that learners come to school with individual differences which need to be addressed differently. IDEA (2005) indicates that children encounter problems and experience some difficulties in learning. Learning Disability (2001) argues that learning disorders cause disruption of the learner's life on daily basis.

Learning disabilities in learners need to be diagnosed. This can be done by sending the learner to a clinical psychologist, an educational psychologist or other professionals, so that appropriate school placements can be done. If left unattended, the frustration and difficulties caused by the learning problems, both at home and at school, create stress and hardship resulting in the learner feeling bad about himself (Maphanga, 2006). This problem of learners with learning disability failing or dropping out of school needs to be

addressed by stakeholders such as the policy makers, the Educational Department and researchers (IDEA, 2005).

This chapter interrogates the existing literature on learning disabilities with an aim to get a better insight of educators' understanding of learning disabilities and challenges that educators experience in teaching learners with learning disabilities. The chapter is divided into five major sections. Firstly, the origin of the Special Education Programme in Lesotho. Secondly, the definitions of learning disabilities and inclusion are provided. Thirdly, the types, signs and symptoms of learning disabilities are presented. Fourthly, the causes and the effects of learning disabilities are discussed. The Fifth section examines educators' understanding and challenges in teaching learners with learning disabilities. Throughout this chapter recent findings of other studies will be discussed.

2.2   Origin of the Special Education Programme in Lesotho

In South Africa, from the early twentieth century, the Education Department became involved in specialised education through the promulgation of the Vocational Education and Special Education Act. In terms of this Act, the Union Education Department could now establish vocational schools and special schools for white children. All parents of children with disabilities were required to send their children to special schools, regardless of how far these schools were. As a result of this legislation, several institutions were established, among them homes (schools) for "cripples," "epileptics" and the "chronically sick" (Behr, 1988, p. 122). Since South Africa is a vast country, many children had to live far away from home, in school hostels, from a very early age.

Prior to the 1980s, specialist provision for disabled children had been the responsibility of Non-Governmental Organisations (NGOs), churches and individuals. During the period 1983-1992, disabled people, parents and their organisations began to demand national educational provision for disabled children. At the same time, the concepts and language of universal human rights, social justice, solidarity and individual dignity were spreading and gaining support and influence. Lesotho, being in the heart of South Africa was, inevitably, strongly affected by this. It was increasingly recognised that marginalised and vulnerable groups need to participate in change and to become empowered to promote their development. Education was identified to be key to this empowerment (Khatleli, Mariga, Phachaka & Stubbs, 1995).

In 1987, the Lesotho Ministry of Education funded by USAID, commissioned a consultant, Mariga Csapo from Canada, to undertake a study and devise guidelines on special education. In the period 1988-1990, discussions developed between the Ministry of Education, the Lesotho National Federation of Disabled People and Save the Children Fund (SCF), United Kingdom (UK). In the Southern African region the SCF finalised the special education policy and developed an operation plan for its implementation. The 1990 conference on Education for All (Jomtien) also gave an added impetus to the promotion of the integration of disabled children.

The specific objectives of the study conducted by Mariga and Phachaka (1993, p. 14) were the following:

- To create awareness about the policy among primary school teachers.
- To assess the numbers and types of children with special needs already in primary schools.
- To investigate the attitude of teachers, pupils and parents towards integration and to identify pilot schools.

Although the study indicated that integration was feasible, it also highlighted some constraints to implementation which were:

- The existing policy did not have guidelines on implementation and there was no documentation on the existing specialist services.
- The largely NGO funded specialist centre had negative attitudes toward integration and many of their policies and practices contradicted government policy.
- There was lack of both human and material resources. For instance there was only one trained education officer, and virtually no books or equipment.

Ntombela (2006) and Mweli (2008) support Mariga and Phachaka (1993) about the constraints to implementation of inclusive education. Both speak about limited resources and lack of understandings and acceptance of inclusive education among educators and stakeholders.

2.3 Definitions

The following are definitions of concepts used in the study.

2. 3. 1   Learning disability

The term learning disability is used to describe the seemingly unexplained difficulty a person of at least average intelligence has in acquiring basic academic skills. Learning disability is not a single disorder; rather it refers to a group of disorders (Douglas, 2008). It can become apparent in different ways with different people, at different stages of development and in different settings.

IDEA (2005) explains that learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. It also includes conditions such as perceptual disabilities, injury, minimal brain dysfunction, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia and developmental aphasia. Other researchers define learning disabilities as a neurobiological disorder such that people with learning disabilities have brain structure and/or malfunction. In the United Kingdom (UK), the Department of Health (DOH) (2001, p.14) defines learning disability as "a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence) with; a reduced ability to cope independently (impaired social functioning)." However, to show the complication regarding learning disabilities, Gates (2002) argues that defining learning disability is difficult because it means many things to many people.

2. 3. 2   Inclusion

Inclusion is defined by Miller and Katz (2002) as a sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that one can do his/her best work. Inclusion in the context of education is the practice in which students with special needs spend most of all of their time with non-disabled students. Implementation of this practice varies; schools can use it for selected students with mild to severe special needs (Allen & Schwartz, 2001).

Furthermore, Allen and Schwartz (2001) continue to explain that the term inclusion began as a policy to ensure that all children regardless of ability are mainstreamed into classrooms and become part of their school community. In the past learners with disabilities were placed in special schools and taught by special educators. This is supported by Mitchell, De Lange and Xuan Thuy (2008) who explain inclusion as a

critical aspect in bringing social change in communities. Social change brought by inclusion relates to people changing their negative attitudes towards learners with disabilities, and accept and respect the learners as human beings.

According to Stainback and Stainback (2000) inclusion means providing all students within the mainstream appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teachers may need to be successful in the mainstream. This means that inclusion is for all learners, not for learners with disabilities only, where they are given appropriate educational needs towards their learning differences and are supported and assisted by their teachers.

In addition to the above definitions, Nutbrown and Clough (2006) define inclusion as the drive towards maximal participation in and minimal exclusion from early years' settings, from schools and from society. This means that, if learners are given a full participation from early years, their exclusion at school and in society can be minimized. Therefore, inclusion enlightens the concept of inclusive education.

2.3.3 Inclusive Education

Mastropieri and Scruggs (2004) define inclusive education as education provided for learners with disabilities in the regular classroom where instruction is provided by regular classroom educators. Inclusive education has been identified as a "right" where all learners are accepted and taught together in regular classrooms in view of their basic human rights (Mitchell *et al.*, 2008). In addition, Diniz and Reid (2001) note that what is desired is a shift away from past practices that see differences in terms of categories, needs, deficits and theories of assimilation and mainstreaming towards an explicit commitment to social justice for all. Booth (2002) points out that the attempt to make schools inclusive may involve staff in a painful process of challenging their own discriminatory practices and attitudes towards learners.

2.4   Inclusive education within the context of Lesotho's Education system

The policy of inclusive education was espoused at the Salamanca conference where countries met and discussed the policy of "Education for All" (EFA). At this conference, the concern was about developing inclusive education systems (UNESCO,

1998). The conference was launched in Jomtien, Thailand in 1990. It acknowledged that many countries had fundamental problems which were stated as follows: firstly, educational opportunities were limited, with too many people having little or no access to education; secondly, basic education was conceived narrowly in terms of literacy and numeracy; and thirdly, certain marginalised groups were at particular risk of being excluded from education. Diniz and Reid (2001), Flavell (2001), Frederickson and Cline (2002), and Mitchell *et al.* (2008), all support the implementation of an inclusive education policy based on the UNESCO principles. As a result, governments around the world have framed inclusive education policies corresponding to their respective historical contexts as a response to their international commitment to making education accessible for all (Mitchell *et al.*, 2008). UNESCO (2007) Global Monitoring Report (GMR) recommends that inclusive education should be a top priority if governments want to achieve the targets of EFA.

The study which was undertaken by Mariga and Phachaka (1993) on "integrating children with special needs into regular primary schools in Lesotho" found that, in Lesotho, the provision of education and care for learners with special educational needs was primarily the responsibility of non-governmental organisations, churches and individuals, sometimes with financial support from private sources and donor agencies. It was not until the 1980s that the Lesotho Ministry of Education took an active interest in the efforts to reach children with special educational needs.

Mariga and Phachaka (1993) state that the Lesotho Ministry of Education engaged a consultant – Csapo – to undertake an extensive study, Basic Practical Cost-Effective Education for learners with disabilities in Lesotho in 1987. The study revealed that approximately 400 learners and youth receiving care in a dozen special schools were supported by donor agencies and that 70 of these learners were provided with special education. Most of these special schools were residential, providing long term-care. Csapo (1987) argues that these long term care centres violated the care-taking tradition of the extended Basotho family system. Csapo (1987) further shows that the long-term care was expensive, and disrupted family life. It also had the potential of causing emotional and psychological deprivation, resulting in alienation from the learner's extended family and ultimately from society.

The Lesotho Ministry of Education (1989) extends this argument further claiming that this residential type of education created a "handicapped sub-culture." This means eventually these children regarded themselves as different from other "normal" people thus had to accept being treated with pity. This idea of segregation and not integration was carried further by Gross (2002) who explains that segregation is not a necessary condition for learning.

Following the above developments in Lesotho, a Special Education Programme was established in 1991 to advocate for the inclusion of learners with special educational needs into regular school systems at all levels in order to enable them to acquire useful life skills and education. The Special Education Programme developed a policy framework for a unified and continuous basic education system that provides opportunities for learners with special needs and otherwise disadvantaged learners (Lesotho Ministry of Education and Training, 2005).

In 1990 in its operations plan, The Lesotho Ministry of Education set the following general policy statement:

> *Ministry of Education will promote the integration of children with special educational needs into regular school system at all levels.*

In line with Article 3.5 of the World Declaration of Education for All (WDEFA) (Haddad 2002), Lesotho realised that the existing special education services in the country were for the deaf, the blind and the physically handicapped children only, whereas there are many learners with other special needs who need these services and are not catered for in the special schools.

Mitchell *et al.* (2008, p. 100) emphasise that "through innovative policies, major challenges remain in terms of access to and delivery of quality education, where a learner is educated, and supported in a holistic way." This means there are many challenges faced by many countries in the implementation of inclusive education.

2.5   Causes of learning disabilities

The research and arguments about the causes of learning disabilities can be grouped into two categories; external factors (environmental and dietary factors) and internal factors

(organic, biological or genetic). Medical researchers have suggested that other physiological factors have a role in causing learning disabilities.

2.5.1   External Factors: (Environmental and dietary factors)

There are a variety of learning disabilities and these are mainly caused by a problem in the nervous system that affects how information is received, processed or communicated. There are also a variety of disorders that affect the way verbal and non-verbal information is acquired, understood, organised, remembered and expressed (Learning Disability, 2001). There are some conditions that can affect a learner's ability to learn; in some cases they can be neurological conditions. Adelman and Taylor (2005) suggest that learners with learning disabilities may have sustained very minor, sub-clinical brain damage before or during birth or may have a nervous system that is maturing at a slower rate than is normal. Another possibility is that some learning disabilities are caused by problems during prenatal development or delivery. In some cases, during the prenatal period (from labour and delivery through the age of twenty-eight days) there are more traumatic events in children's lives, such as difficult or prolonged labour and delivery, hypoxia during the birth process, low birth-weight, or illness (Learning Disability, 2001).

A number of researchers have found that learning disabilities are more prevalent in low birth weight infants (Litt, Taylor & Klein, 2005). One more cause of learning disabilities in some children, especially with regards to language disorder, may be that parents who have expressive language disorders might talk less to their children or if they do talk, they may use distorted language. In such a case, the learner lacks a good model for acquiring language and therefore, may end up seeming to be disabled (Powers, 2000). Furthermore, Powers (2000) shows that even when the speech of such a child develops, it has a lack of or unusual social quality. As a result, the child fails to engage successfully in interaction communication.

Many possible causes have been proposed over the years, including malnutrition and biochemical imbalances, such as allergies or the inability of the blood to synthesize a normal supply of vitamins (Hartgill, 2008). According to Schonwald (2008), diet is the best known example of the school of thought that allergies to certain substances found in foods (particularly artificial colourings and flavourings) cause hyperactivity and

learning disabilities. The severe malnutrition can affect the development of the central nervous system and can affect learning (Hartgill, 2008).

An example of external factors that may cause learning disabilities is the learners' interaction with their environment. Learning styles can have a definite effect on the ways learners fit into certain learning environments and types of things they learn easier. According to Morsink (2002), learners with learning disabilities do often demonstrate a disorganised approach to learning. However, this may be a characteristic of the disability rather than a cause. The factors that are most frequently mentioned are lack of motivation, inappropriate teaching methods, materials, curricular, and poor teaching (Morsink, 2002). Furthermore, observations made by Hartgill (2008) concluded that parents were at fault for providing insufficient warmth and affection. Parental anxiety may also aggravate the child's problems thereby reducing their ability to cope in school.

2.5.2 Internal factors: (genetic or biological and chemical factors)

Litt *et al.* (2005) explain further that learning disabilities tend to run in families indicating that there may be genetic factors as sources of disabilities. For example, learners who lack some of the skills needed for reading, such as hearing the separate word sounds, are likely to have a parent with a related problem. This means that the deficiency is their genes. Tobacco, alcohol and drug abuse are other factors that may lead to learning disabilities. Research shows that a mother's use of cigarettes, alcohol, or other drugs during pregnancy may have damaging effects on the unborn child (Wallace & McLoughlin, 2008). Alcohol may particularly be dangerous to the foetus' developing brain as it has the capacity to distort the developing neurons. Heavy alcohol consumption during pregnancy may be linked to Foetal Alcohol Syndrome (FAS), a condition that can lead to low birth weight, intellectual impairment, hyperactivity and other physical defects. Drugs such as cocaine, especially in its smokable form known as crack, may affect the normal development of brain receptors. Some researchers believe that learning disabilities, as well as ADHD, may be related to faulty receptors (Wallace & McLoughlin, 2008).

2.6 Types of learning disabilities

Learning disabilities differ in degree and type. According to Learning Disabilities Association America (LDAA) (2006) the types of learning disabilities are identified by the specific processing problem. They may relate to getting information into the brain (input), making sense of this information, organisation, storing and later retrieving this information (memory), or getting this information back out (output). Learners with learning disabilities differ in their abilities of learning. Learning Disability (2001) further identifies types of learning disabilities as language (reading and disorders of written expression), calculation (mathematics disorder), motor skills (developmental coordination disorder) and communication disorders (expressive language disorder, phonological disorder and stuttering). Barkley (2005) identified another type of learning disability as Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) which is a developmental disorder of self-control. It consists of problems with attention span, impulse control, and activity level.

The two sources namely, LDAA (2006) and Learning Disability (2001) explain types of learning disabilities in different words though implying the same meanings. Westwood (2007) also identifies types of learning disabilities as dysgraphia (problems with writing), dysorthographia (problems with spelling) and dyscalculia (problems with arithmetical calculations). Therefore Westwood (2007) agrees with LDAA (2006) and Learning Disability (2001) about the types of disabilities. In addition, learners with learning difficulties may have problems in one or several of the academic areas (such as reading, arithmetic, language, and spelling). These individuals may lack social adjustment, motivation, or self-management skills (Hammill & Bartel, 2004).

A serious learning disability is Down syndrome which is explained as a chromosomal genetic disorder. It happens due to errors during the cell division (Heyn, 2010). Although the severity of Down syndrome ranges from mild to severe, most individuals with Down syndrome have widely recognizable physical characteristics. These include a flattened face and nose, a short neck, a small mouth sometimes with a large, protruding tongue (which causes problems with speech), small ears, upward slanting eyes that may have small skin folds at the corner. The hands are short and broad with short fingers, and with a single crease in the palm. Poor muscle tone and loose ligaments are common.

Autism is another cause of learning disability. The American Psychiatric Association (APA) (2000) explains that children with autistic disorder exhibit a moderate-to-severe range of communication, socialisation and behaviour problems. Many children with autism differ significantly in the types of skills they present. Siegel (2007, p. 301) reminds that "autism is a collection of overlapping groups of symptoms that vary from child to child." The APA (2000) defines autism as qualitative impairment in social interaction, and communication as well as restricted repetitive and stereotyped patterns of behaviours, interests and activities.

2.7   Signs and symptoms

Individuals present with learning disabilities may show different signs and symptoms which may need different learning strategies. With regards to input, the information is primarily brought to the brain through the eyes and ears. An individual might have difficulty in one or both areas. There may be physical signs of a disability. Learners with ADHD or ADD look normal as there is no outward sign that something is physically wrong within their central nervous system or brain (Barkley, 2005).

The following are common symptoms of learning disabilities:
Auditory perception problems: The child with auditory perception problems has a learning disability. The affected individual might have difficulty in distinguishing subtle differences in sound or in distinguishing individual phonemes. They have difficulty identifying what sounds to listen to when there is more than one sound (LDAA, 2006). As a result individuals cannot understand what is said. Another theory on learning disabilities is that learners with learning disorders have trouble processing sensory information which interferes in their daily activities at school (LDAA, 2006). They see, hear and understand things differently. LDAA (2006) continues to point out that some signs of learning disabilities present themselves in early childhood as learners with disabilities delay in understanding or using spoken language. They have difficulty understanding simple instructions because they have difficulty distinguishing different sounds. On the contrary, Mohnsen (2008) states that there is no evidence those learning disabilities can be objectively identified at the same time.

Visual perception problems: Learning disabilities relating to visual perception problems may manifest through difficulty in distinguishing differences in shapes (called

graphemes). Learners with visual problems might rotate or reverse letters or numbers (d, b, p, 6, 9), thus misreading the symbols (LDAA, 2006). The LDAA (2006) further indicates that learners with learning disabilities may skip words, skip lines or read the same line twice.

There could be problems with tasks that require eye-hand coordination such as catching a ball or doing a puzzle. In integration and memory perception, children with learning disabilities have difficulty learning information in the proper sequence. Thus they may get sequences wrong or have difficulty remembering sequences such as the months of the year, the alphabet, or days of the week on time-tables (LDAA, 2006).

The article on Learning Disability (2001) shows that learners with learning disabilities fail to master reading, spelling, writing, and experience difficulty telling the difference between right and left, problems of identifying words or have a tendency to reverse letters, numbers or words (18 with 81 or on and no, aminal for animal, hecalopter for helicopter).

Other signs and symptoms of learning difficulties described by Burgstahler (2009) are:
Information processing speed **-** The student may have difficulty distinguishing subtle differences in shape (the letters b and d) deciding what images to focus on when multiple image are present, skip words or repeat sections when reading or misjudge depth or distance.

Abstract reasoning **-** The student may have difficulty understanding the context of subjects such as philosophy and logic which require a high level of reasoning skills.

Memory (long term, short term) **-** The student may have difficulty with the storing or recalling of information during short or long time periods.

Spoken and written language **-** The student may have difficulty with spelling (mixing letters) or with speaking (reversing words or phrases).

Mathematical calculation **-** The student may have difficulty in manipulating numbers, may sometimes invert numbers, and difficulty converting problems described in words to mathematical expressions.

Executive functioning (planning and time management) – The student may have difficulty breaking larger projects into smaller sub-projects, creating and following a timeline, and meeting deadlines.

In this manner, learning disabilities differ in different perceptions. Again LDAA (2006) indicates that these learners with learning disabilities frequently lose or misplace homework, schoolbooks, or other items. They are unable to understand the concept of time and are easily confused by the difference between yesterday, today and tomorrow. These signs and symptoms can help educators to plan their lessons appropriately.

Learning disabilities encompass a wide range of disorders. Allen and Cowdery (2009, pp. 226-231) discuss learning disabilities in categories:

Sensory motor difficulties (gross motor) – The child often shows generalised delay in reaching basic motor milestones such as imperfect body control resulting in poorly coordinated or jerky movements such as in running, throwing, catching, hopping or kicking. She/he also has poor balance that may cause her/him to fall off play equipment, fall down, or fall onto furnishing or other people. Again the child can display uncertain bilateral and cross-lateral movements are signs of future problems with academic tasks. The child has trouble using the right hand to work on a task where any part of the task lies to the left of the midpoint of the child's body or vision. Lastly, faulty spatial orientation interferes with the child's ability to understand where they are in space, in relationship to their physical surroundings.

Sensory motor difficulties (fine motor)

Children have problems in buttoning, lacing, snapping, cutting, pasting and stringing beads. Often children are unable to draw a straight line or copy simple shapes such as a circle, cross or square.

Perseveration

A child can repeat the same act over and over, endlessly. The child appears unable to stop the activity. A child may scrub back and forth with the same crayon or draw the same shape for several minutes at a time, until stopped by the teacher or parent.

Cognitive disorders

Children have trouble carrying out simple directions or remembering what it was they were supposed to do, even while they are working on the task. Trouble in generalizing from one event to another is common.

Language deviations

Children have trouble with receptive or expressive language, or both. Many of these children have trouble repeating short sentences, rhymes and directions. They also have difficulty imitating sounds, gestures, body movement, facial expressions and other forms of nonverbal communications.

Social skills deficit

The child may be a bully or aggressive, withdrawn, or over dependent. This behaviour often confuses other children and so he/she has trouble making friends. When a friendship is formed it tends not to last.

2.8 The effects of learning disabilities on learners' academic performance

Most families do not realise that their children have learning disabilities until they reach school-going age and begin to fail school related tasks. It is then that the family is challenged to find the appropriate special education services for the child. Such a discovery may have a number of different effects on the concerned family. The family experiences stress and conflict while the particular child feels bad about himself/herself. (Ehrlich & Kornblatt, 2004). Very often parents are put in the position of making educational decisions based on very little information and this results in parent-parent and parent-children conflicts.

Learners without a learning disability may be anxious for attention and to obtain it to promote their skills; at the same time, parents may want to protect the child with a

disability and forbid overt competition. Observing the difficulties that the child with learning disability has - be it in terms of academic skills or in social relationships with others – can be a very painful experience for parents. They may end up being overprotective of the child in order to try to save him/her from pain (Hunt & Marshall, 2005).

Many learners with learning disabilities fail a number of times at school and cannot even complete school. Low self-esteem, frustration, despair and poor relationships are also common in these children (Hartgill, 2008). These outcomes are usually manifest if the child with a learning disability is largely unassisted. Learners with learning disabilities are tempted to experience many vices such as cheating, stealing and experimenting with drugs. These behaviours are especially prevalent when learners regard themselves as failures. The possible consequences of difficulty in academic work include emotional stress. Adolescents with learning disabilities are often considered at risk of juvenile delinquency (Kauffman, 2005). In addition to consequences of difficulty in academic work, Wheldall (2002) confirms that some educators still rely on punishment, as a tool of positive reinforcement. Barkley (2005) argues that punishment can lead to resentment and hostility in learners and they can find ways to strike back or retaliate.

Rosenthal (2001) asserts that young adults and late adolescents with learning disabilities may have a poor sense of self as a result of the many pressures that arise from decisions on education, career, and family. The learner ends up not trusting himself, particularly in the area of personal competence. The learners, amongst themselves, have their own prejudices which lead to stereotyping and discrimination in the classroom. This is emphasised by Guerin and Male (2006) when stating that learners with learning disabilities often have lower social status than peers, are less accepted by their peers and are less frequently selected in games.

Individuals with learning disabilities are often inactive or passive learners (Torgesen, Rashotte & Alexander, 2001). This characterisation reflects behaviour rather than the attitude usually ascribed to the word passive. It suggests that students with learning disabilities often do not take the initiative in the learning process. This passive role may contribute to deficits in organisational skills; since organisation requires the individual

to recognise the need to take action, to develop and carry out a plan. In addition to difficulties already mentioned, reading is the most difficult skill area for most learners with learning disabilities (Torgesen *et al.*, 2001). A learner with reading disability often experiences difficulty in other subjects as well. Again, the emphasis on oral reading in the early school years may make the learner with a reading disability reluctant to read.

2.9   Educators' understanding of learning disabilities

Before inclusive education was introduced, ordinary teachers did not understand how learners with disabilities could be taught, because the learners attended special schools, and were not integrated in mainstream education. In 1975, Public law 94-142, the Education for All Handicapped Children Act, required that all learners with disabilities be given a free, appropriate public education. This public law was recast as the Individuals with Disabilities Education Act (IDEA) in 1990 (Friend, 2006). The Salamanca conference was also the key to reinforcing and extending the Education for All (EFA) principle of an extended vision of education; one in which ordinary schools should accommodate all learners - regardless of their physical, intellectual, emotional, social, linguistic or other conditions. These codes served to bring all learners into mainstream education.

According to Armstrong, Armstrong and Barton (2000), schools are selling millions of learners short by writing them off as underachievers, when in reality they are disabled largely by poor teaching methods. Armstrong *et al.* (2000) argue against the view that learning disability is caused by injury or minimal brain dysfunction. Armstrong *et al.* (2000) further argue that learning disorders are present only among learners in school settings and are absent elsewhere. Thus the problem must lie in the learning environment of the school, not in some mysterious, non-quantifiable neurological disorder of the learners. This implies that the learning environment is not conducive to teaching some kinds of learners and teachers are to be equipped with relevant strategies, and teaching methods, to make the learning environment more learner-friendly.

In relation to problems encountered by learners with learning disabilities, Hartgill (2008) is of the opinion that a number of possible outcomes for an unassisted child with learning disabilities exist. Many fail a number of times at school and may not even complete school. Hartgill (2008) says that there is a correlation between learning

disabled children, drug and alcohol abuse as well as other anti-social behaviours (especially if the learning disability is undiagnosed).

There is a school of thought that says that if one does not understand the behaviour of a certain organism, he/she can label it the way he/she sees it or understands it. Children with learning disabilities are given many labels. Those who have been unable to cope in the existing mainstream system, including learners labelled as slow learners, drop outs or those with various challenges, are extrinsically generated through socio-educational disadvantage (Jussim & Harber, 2005). There are different expectations from educators of their learners in the class, regardless of learners' individual differences. Nieto (2003) explains how research indicates that treating learners in the same way does not always result in equality. Because every learner has unique abilities and talents as well as limitations, failing to recognise and cater for the individual differences of the learner often leads to inferior performance. Failure by teachers to cater for individual learner differences can therefore lead to learning disabilities. This is what Armstrong et al. (2000) mean when they say that learning disorders are present only among learners in school settings and that the problem must lie in the learning environment of the school.

Furthermore, Geary (2004) explains that teachers expect their students to enter their mathematics class with basic conceptual knowledge of numbers and to have the declarative and procedural knowledge required for higher level of learning. But this supposition does not take cognizance of the fact that, amongst others, there are learners with a mathematics disorder. This is a classic example of educators failing to assist learners with a mathematics disorder simply because the learners do not meet the expectations. Gardner (2004) in his theory of multiple intelligences supports Nieto (2003) when he says "each individual possesses several abilities, talents or mental skills called intelligences." This means an individual's good or poor performance in one area does not necessarily guarantee similar performance in other areas.

According to Jussim and Harber (2005), labelling may result in unnecessary destructive and sometimes harmful treatment especially when learners are wrongfully diagnosed. In consequence this may mean that once learners with learning disabilities are labelled they may actually perform according to the labels given to them. In support of Jussim and Harber (2005), Hallahan and Kauffman (2006) are of the opinion that educators

sometimes are quick to label learners with the slightest learning problem as having learning disabilities, instead of recognizing that the problem may rest in their ineffective teaching. In his study Mvuna (2008, p.19) supports Jussim and Harber (2005) that "labelling learners according to their performance in class is unfair, not to the child, but to ones classmates. It creates a bias and prejudice that spreads to other children and teachers." This is further evidence that educators do not always understand what learning disability is.

2.10   Challenges that educators experience

According to Henchey (2007), children deserve a safe, nurturing learning environment where they can learn in an atmosphere of patience, respect, gentleness and trust, and not threat, force, and cynicism. Learners with learning disabilities need educators who care for them, who are patient, and do not threaten them. The recent developments have seen special educational provision become the responsibility of regular class educators to cater for the needs of these learners with learning disabilities, with occasional assistance from special education personnel, if available (Westwood 2007). Maanum (2001) supports Westwood's (2007) idea by suggesting that educators need to maintain positive relationships with the principal, other educators and other personnel. This is collaboration in the form of team teaching as educators help each other to implement the best education strategies for each learner.

Westwood (2007), states that observation of learners with learning disabilities suggests that, even at an early age, learners begin to regard themselves as failures in given learning situations once they are stereotyped as such. Constant failure results in poor self-esteem and lowered motivation. To reduce the possibility of early failure in a new learning situation, educators must prepare and present new tasks very clearly, with as much directed guidance and support as necessary to ensure success. Here Rollet, Horowitz and Lichtenstein (2002) emphasise Westwood's point by arguing that one of the disturbing characteristics of learners with learning disabilities is not simply that they have low levels of motivation but, paradoxically, they seem to put a great deal of effort into avoiding effort. This is a challenge to educators, because children with learning disabilities end up not carrying out the tasks set by educators but seemingly put a great deal of effort into avoiding the tasks.

Maanum (2001) suggests that in special education, educators need to have a solid understanding of the different learning styles of individuals with exceptionalities and how to adapt curricula, learning environments, and their own teaching style to these different learning disabilities. This means that educators are supposed to know the signs and symptoms of different learning disabilities, so that they can know about the appropriate curricula to be taught and learn techniques for modifying instructional methods and materials. Maanum (2001 argues that educators should be made aware of their attitudes and behaviours which can influence the behaviour of their learners with learning disabilities. In fact, educators should explore and understand their personal cultural biases and differences and how these could affect their teaching. This means that educators should not judge learners according to their preconceptions as they will be teaching children from different cultures and religions. They should consider learner's prior knowledge and experiences.

Educators are now challenged to find ways to identify learners who struggle and provide them with the very best possible instruction (Horowitz, 2006). The way in which educators can identify and help learners who struggle is to give them clear instructions when giving oral directions and make sure that they have the learner's attention before speaking (Anusavice, 2002). This is the way that teachers ensure success for learners with ADD and those with ADHD.

Concerning these learning disabilities (ADD and ADHD), educators must be energetic and enthusiastic with regard to the task at hand and provide a calm, structured, and positive environment while being firm, patient and consistent. When teachers have accomplished these objectives, they will have arrived at the goal of having children motivated to learn. Horowitz (2006) emphasizes this point by arguing that teaching is based on the highest quality research and professional wisdom, and that takes into account not just subject matter, but learner's rate of learning and his/her ability to achieve the highest standards possible within the general education curriculum.

Another major challenge that educators also face is the lack of resources in schools. The resources, which educators might find at schools, are very limited and these are usually in the form of human resources – general and special educators should be working creatively, sharing ideas and strategies for the required adjustment in instruction

(Mweli, 2009). These strategies are aimed at ensuring that learners have the best opportunities to succeed, and these are the ways to help educators and administrators to create learning communities, pooling resources and sharing expertise to the benefit of all (Horowitz, 2006). Horowitz (2006) in support to Maanum (2001) and Westwood (2007), states that the personnel should collaborate with educators in teaching learners with learning disabilities, thus to adjust to learners with learning disabilities. Furthermore, Guerin and Male (2006) state that identification of learning strengths and weaknesses in a student or group of children can lead to the use of instructional strategies that are tailored towards individual needs.

According to Brown (2009), having a learner in class that has been diagnosed with ADHD can be very frustrating, but there are some strategies that an educator can employ to make both of their lives a little easier. Brown (2009) view tallies with Maanum's (2001) idea that teaching learners with learning disability is demanding and causes educators stress. In response to this challenge Brown (2009) suggests that in order to promote high self-esteem, an educator should be friendly, respect opinions, provide immediate feedback, and give reinforcement for any improvement.

2.11 Conclusion

This chapter reviewed the literature that is related to the study, both national and international. It covers origin of the programme in Lesotho, the definition of learning disabilities and inclusion, causes of learning disabilities, signs and symptoms, effects of learning disabilities and educators' understanding of learning disabilities in the classroom. It also covers the challenges that educators experience in teaching learners with learning disabilities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study explores educators' experiences in teaching learners with learning disabilities in three primary schools in Botha-Bothe district in Lesotho. This study was conducted as qualitative research. One of the distinguishing characteristics of qualitative research is that the researcher attempts to understand people in terms of their definition of the world. Qualitative research is a form of enquiry that explores phenomena in their natural settings and utilizes multi- methods to interpret, explain and make meaning of them.

Cohen, Manion and Morrison, (2007) state that qualitative research is strong in validity, because through it, theories and ideas are examined in living cultures. This means that one can learn from another's experience, and that vicarious learning saves time and allows for interventions to be made to enhance a specific outcome. Leedy (2000, p. 25), defines qualitative research as "a holistic and emergent design and instruments, for example, interviews and interpretations developing and possibly changing along the way." For this study, the chosen research strategy was a case study, according to Lodico, Spaulding and Voegtle (2006, p. 269), case study is a form of qualitative research that endeavours to discover meaning, to investigate processes, and to gain insight into an in-depth understanding of an individual, group, or situation.

The purpose of this chapter is to set out and explain the methodological design of the study. It presents the research questions which were devised from the gaps and problems identified in the literature review. The chosen research instrument and the case study will be further explained. Further insights on sampling preferences, data collection and analysis, validity and reliability and ethical considerations will be presented.

3.2   Research questions

This study engages the active participation of educators to find answers to the research questions formulated below:

- What do educators' understand of learning disabilities in the classroom?

- What are the challenges that educators experience in teaching learners with learning disabilities?

3.3   Theoretical Framework

In this section of the dissertation, the theoretical framework for this study will be discussed and explained.   The definition of theoretical framework is explained by Neuman (2006, p. 52) as "a very general theoretical system with assumptions, concepts and specific social theories." Henning *et al.* (2005) argue that theoretical frameworks help the researcher to make explicit assumptions about the interconnectedness of the way things are related in the world. They continue that a theoretical framework is the lens through which the researcher views the world. This means different people can view the world in different ways depending on their research topics and the purpose of their research.

The theoretical framework chosen for this study of educators' experiences in teaching learners with learning disabilities in the classroom is Bronfenbrenner's ecological theory of child development.   Ecological theory is based on the interdependence and relationship between different organisms and their physical environment; these relationships are seen as a whole (Bronfenbrenner, 1979). According to Bronfenbrenner (1979), child development should be seen as happening within four nested systems: the microsystem, the mesosystem, the exosystem and the macrosystem. It is common to find learners with learning disabilities being referred to educational psychologists and general practitioners for evaluation or diagnosis. However, Bronfenbrenner (2001) argues that it is usually much more productive to examine external factors to the learner, such as quality and type of instruction given, educator expectations, relevance of the work set, classroom environment, interpersonal dynamics, class social group, and rapport with teachers.
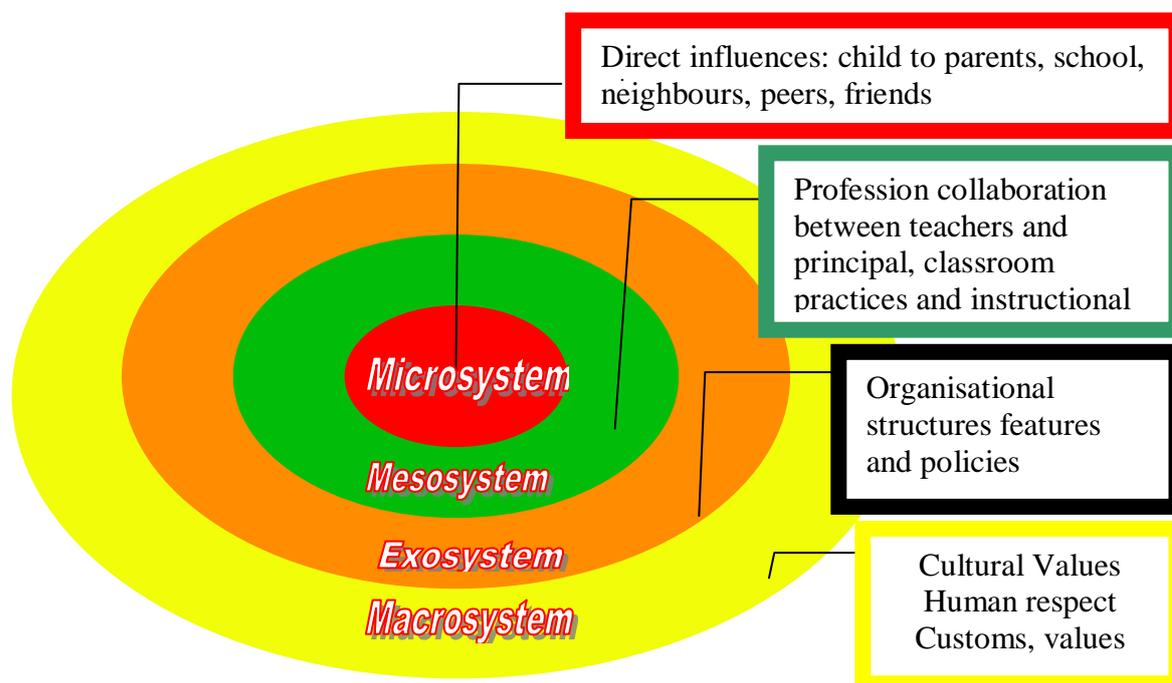
Figure 1 (Ecological Systems Theory) Adopted from Bronfenbrenner & Morris, 2006, p. 866.

Microsystem is a system of the family, the school, and the peer group in which learners are closely involved in continuous face to face interactions with other familiar people (Donald, Lazarus & Lolwana, 2002). At this level, relationships have an impact in two directions – both away from the child and toward the child. For example, a child's parents may affect his beliefs and behaviour; however the child also affects the behaviour and the beliefs of the parent. Bronfenbrenner (2001) calls these bi-directional influences. At the microsystem level, bi-directional influences are strongest and have the greatest impact on the child (Berk, 2000). According to Bronfenbrenner (2005), the family influences the child's school life through what many writes have called the curriculum of the home, which predicts academic learning as well as the socioeconomic status of the family. In this system, parental involvement and commitment are needed because parents share special relationships and have deep understandings of their children's needs (Swart, Engelbrecht, Eloff, Pettipher & Oswald, 2004). The curriculum of the home helps the child to develop habits and attitudes that make the child ready for school instruction (Novak & Pelaez, 2004). Novak and Pelaez (2004) emphasise that since the family exerts such powerful influence on the child's development, it is

important for educators to enlist the cooperation of the parents and guardians of their students. Sigelman and Rider (2009) state that it is important to note that sometimes when families are dysfunctional, schools can provide a safe and nurturing environment to protect children from negative factors in their environment.   .

Mesosystem: At this level, peer group, school and family systems interact with one another. Thus what happens at home or in the peer group can influence how learners respond at school. For example, a learner who is unsupported at home may end up experiencing care and understanding from a neighbour, peer or an educator at school. Although lack of support from home may make the learner anxious and insecure, interactions with a neighbour, peer or educator over a sustained period may modify the child's sense of insecurity (Bronfenbrenner, 1979).

Exosystem includes other systems in which a child is not directly involved, but which may influence, or be influenced by the people who have proximal relationships with her/him in her/his microsystem; for example, the parents' place of work, brothers' peer group, or a local community organisation. The structures at this level impact on the child's development (and thus abilities and disabilities) by interacting with some structure in her/his microsystem (Berk. 2000). The child may not feel directly involved at this level, but he/she does feel the positive force involved with the interaction with his/her own system.

Macrosystem involves dominant social structures, as well as beliefs and values that influence and may be influenced by all other levels of the system. For example, a cultural value may include developing obedience to authority and respect for senior members of the community. This in turn affects the structures in which the parents function. The parents' ability or inability to carry out the responsibility towards their child with hearing impairment within the context of the child's microsystem is likewise affected (Berk, 2000).

Westwood (2007) argues that an ecological perspective, in this situation, recognises that a learning problem is usually due to a complex combination of interacting factors, all of which merit attention when seeking to provide additional help for the learner concerned. This means that if educators do not consider these factors and do not seek to teach

effectively and personalise their approach, they may easily precipitate the learner's entry into the failure cycle.

Bronfenbrenner's Ecological and Bio-Ecological models are very important theories in the implementation of inclusive education. According to Bronfenbrenner and Morris (2006), the major challenge of education systems is to understand the complexity of the influences, interactions and interrelationship between the individual learner and a multiplicity of other systems that are connected to the learner through ecological systems theory or systems change perspective.

Bronfenbrenner's model (2001) is an example of a multidimensional model of human development which involves many other kinds of changes. Such changes include qualitative, transforming changes, such as manifested in the change from an exclusive to an inclusive education system. This theory is appropriate for understanding inclusive education because it can help educators to focus on how things might change, develop and if necessary, be healed. Educators need to concentrate on some levels of systems more than others in addressing the issue of understandings of learning disabilities in the classroom.

3.4 Research design and Methodology

This study aims at exploring educators' experiences in teaching learners with learning disabilities in three primary schools. The study is positioned within an interpretive paradigm. The study will provide insight into how people perceive, understand and interpret their world. Henning *et al.* (2009, p. 21) explains that the "interpretive research paradigm is fundamentally concerned with meaning and it seeks to understand social members' definitions and understanding of situations."

In conducting this study the researcher employed the case study which according to Yin (2002, p.23), "is an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple resources of evidence are used." Under the case study research methodology, interviews, observations and documentary analysis and questionnaires were used as data collection methods. As Yin (2002) indicates, a key strength of the case study method is the use of multiple sources and techniques in the

data gathering process. Furthermore, the importance and strengths of this methodology are spelled out by Cohen *et al.* (2007, p. 181) who argue that case studies observe effects in real context, recognising that context is a powerful determinant of both causes and effects. Regarding this point, Cohen *et al.* (2007) are in agreement with Yin (2002).

Even though case studies are an important research methodology, they still have some weaknesses that should be considered for the validity of research findings. A major criticism of case studies is that they lack representativeness of the wider population and, thus, researchers are unable to make generalisations from their findings (Bassey, 2003).

According to Slavin (2007), case studies are usually comprehensive investigations such that the kinds of data that a researcher could collect are vast, ranging from precise counts of inventory to open-ended interviews. In this study, a case study of three primary schools was used. The number of participants who took part in this study was appropriate for a case study methodology. The most important reason for the adoption of a case study research methodology was that the emphasis was on educators in pilot schools for implementation of inclusive education.

3.4.1 Research design
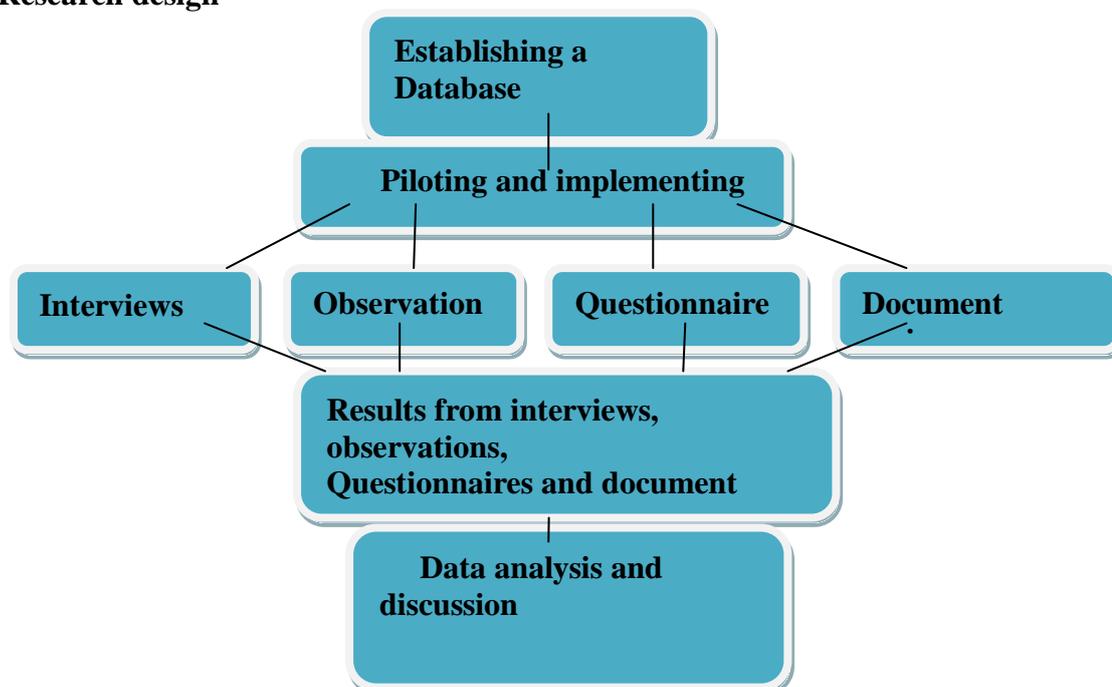
 Figure 2 (Research design) own illustration

As represented in Figure 2, the research was conducted in five phases.

The first phase: In this phase a database was set up consisting of a profile of six selected educators from three primary schools who participated in the study. All these educators were qualified and underwent a training of inclusive education in primary schools.

The second phase: In the second phase the interviews and questionnaires were piloted in another school and implemented in three selected schools for the study.

The third phase: In the third phase the design was planned out, taking into consideration the use of research instruments such as semi-structured interviews, observations document reviews and self administered questionnaires which were employed because the interviewer had to explain any questions that the participants did not understand. The interview questions and questionnaire were done, piloted and adjusted before implementation in order to gain the needed information.

The fourth phase: Data was collected using the instruments mentioned above.

The fifth phase: Data was analysed and discussed in this phase

3.5 School context

The study is a case study of three primary schools (A, B, C) in Botha-Bothe district in Lesotho. School A is situated in a rural village in the northern part of the district. It is about 21 km from the nearest town. The school is co-educational catering for classes R-7 and serves four hundred and fifty learners and thirteen educators. It was established in 1930 by missionaries as a church school. The researcher has been employed in a full-time capacity, as a principal of the school since 1991. This enabled her to establish a rapport with teachers and learners over years at the school. School A was the choice as a site of the study because in 2003 it served as a pilot school, together with five schools in Botha-Bothe district for the implementation of inclusive education in primary schools. Learners come from villages surrounding the school. The majority of the learners come to school on foot as public transport is not reliably available in this area.

School B is located in town. This school is an inter-racial Primary School catering for classes R-7 and has eight hundred and ninety-three learners and twenty-five Basotho educators. It accommodates Indians, Zulus and Basotho learners. It is also a church

school under the Lesotho Evangelical Church. School B was chosen because it served as a pilot school for nineteen years in implementation of inclusive education.

School C is situated in a rural village North East of the district. It is about 15km from town. This school is also co-educational catering for classes 1-7. The school serves three hundred and twelve learners including Indians and twelve Basotho educators. It is a church school under the Roman Catholic Church. School C was the choice of the study because it also served as a pilot school for ten years in implementation of inclusive education.

3.6   Data collection techniques

3.6.1 Interviews

An interview is a structured or planned conversation between two or more parties with the purpose of producing the relevant information for a particular study (Cohen *et al*., 2005). In the case of more than two participants it turns into a focus group interview.

In this study, data was obtained through individual semi-structured interviews. Semi-structured interviews were used for data production to find quality and in-depth information on educators' experiences in teaching learners with learning disabilities in primary schools. A semi-structured interview provides a clear set of instructions for the interviewee and can provide reliable and comparable qualitative data. Questions for this interview were prepared ahead of time. An interview is applicable and convenient in collecting in-depth data about people's opinions, perceptions or beliefs from a small number of people rather than on a larger scale (Cohen *et al*., 2007). This technique is used to collect qualitative data by setting up a situation that allows participants time and scope to talk about their opinions on a particular subject. The objective was to understand the participants' point of view rather than make generalisations about behaviour. As Cohen *et al*. (2007) states, interviews are appropriate for the cases that cannot be generalised.

As already alluded to, interviews are appropriate when the research is done on a small scale like the case study. The interviews for this study used open-ended questions and allowed some flexibility during the interviews as some questions were suggested by the interviewee and some arose naturally during the interview. To reduce bias in a selected interview, the interview was piloted with a friend who then gave feedback on how the

interviewer's view on the topic being researched is evident. After reflection further steps were then taken to reduce any more bias (Campbell *et al.,* 2004).

The use of the interview also allowed the interviewer to use probing questions in order to get clarifications and more elaborations of incomplete answers. The data which the interviewer collected was audio taped and the interviews were transcribed and notes were written. Six educators were interviewed as the assumption was that they had knowledge about inclusion practices and strategies used in including learners with learning disabilities. They had knowledge because they were trained in inclusive education. The interviews took three days; two educators were interviewed in a day.

3.6.2 Observations

In addition to the interviews, observations were used as another method of collecting data. According to Walliman (2001, p. 241) an "observation is a method of recording conditions, events and activities through non-inquisitorial involvement of the researcher." Observations helped the researcher to record whether the participants acted differently to what they said, or intended to do. Using observations, the researcher obtained first hand data rather than reported data (Cohen *et al*., 2007). The type of observation which was done was unstructured observation, meaning that the researcher wrote down a description of what she saw happening in the classroom, rather than using the observation schedule. According to Silverman (2000) "observation is not generally seen as a very important method of data collection in quantitative research. This is because it is difficult to conduct observational studies on large sample." Furthermore, Silverman (2000) argues that some researchers find observations not to be reliable because different people experience what they see in different ways. However, observations are used as the method of choice in many qualitative studies. The aim was to observe how children with learning disability were catered for in the classroom; which methods were used to assist them and their participation in the school activities. The observations were completed within three days.

3.6.3 Documents review

Documents review as a data collection technique was used in this study to explore evidence of what people had actually done. This study employed primary sources, which Maree (2007), explains as data that are unpublished and which the researcher has

gathered from the participants or organisation directly (e.g. minutes of a meeting, reports etc.). In other words primary sources are original source documents. Learners' work books, continuous assessment record books, learners' assessment books and learners' duty record books were used to verify how children with learning disabilities participated in school activities and how they performed in the classroom. The importance of documents is reinforced by Yin (2002, p. 19) who argues that, "when no relevant persons are alive to report, even retrospectively what occurred, and when an investigator must rely on primary documents, secondary documents and cultural and physical artefacts as the main source of evidence." Therefore educators' perceptions can either be reinforced or disproved by relevant school documents. Even though documents are so important and resourceful, they still have some limitations just like other research instruments (Molapo, 2004).

3.6.4 Questionnaires

Self-administered questionnaires were used to ensure a high response rate. Cohen *et al*. (2007) regard a questionnaire to be an appropriate tool for survey study as one can use them to collect data on a large scale within a short space of time. However in this study, the meaning of questionnaire is limited to printed forms on which participants are asked for information regarding educators' experiences in teaching learners with learning disabilities. Self-administered questionnaires were used because they are cheaper and quicker than a face- to- face interview (Babbie, 2007). Open-ended and close-ended questions were used to complement one another in order to validate the findings. Close-ended questions provided the participants with range of items that were short, clear, understandable and straight to the point (Cohen *et al*. 2007). In addition, close-ended questions are easier to complete, to code and analyse than word-based information. Open-ended questions allowed the participants to give detailed information. A well designed questionnaire can increase the reliability and validity of data to acceptable levels.

3.7 Piloting the instruments

Silverman (2006) suggests that it is important for each interviewee to understand the questions in the same way. In order to get around this concern, he suggests that careful piloting of interview schedules can enhance their reliability. In order to assess the validity of the interview questions and questionnaires, and to check the nature of the

instruments themselves, piloting of instruments can be carried out (Fereday & Muir-Cochrane, 2006). The interviews and questionnaires were piloted at School D. This school was similar to the target schools in the sense that it was a pilot school for the implementation of inclusive education and it was also a rural school. This exercise enabled the researcher to make some modifications, which she might not have been aware of if she had not engaged in the piloting. Some of the educators did not understand the word inclusion; they preferred to use special education.

3.8 Sampling

Sampling, according to Henning *et al.* (2005), is a selection of research participants. There are two main methods of sampling which are probability and non-probability sampling (Cohen *et al.*, 2007). In this study, purposive sampling as a type of non-probability sampling was employed to collect in-depth data. According to Cohen *et al.* (2007), purposive sampling is used when the researcher makes specific choices about the actual people to include in the sampling. Researchers choose knowledgeable people who have in-depth knowledge about a particular issue, maybe by virtue of their professional role, power and access to networks, expertise or experiences (Bell, 2000).

The specific participants were chosen as they were in the pilot schools for the implementation of inclusion. The researcher targeted a specific group knowing that the group did not represent the wider population, it simply represented the participants. This was acceptable as the researcher did not wish to generalise the results beyond the group sample. The purpose was to get deeper understanding of educators' experiences and challenges in teaching learners with learning disabilities in these three primary schools. Purposive sampling also allowed the researcher to choose a sample with a specific rationale in mind. Nieuwenhuis (as cited in Maree 2007) states that purposive sampling means that participants are selected because of a defining characteristic that makes them the holders of the data needed in the study. He further shows that purposive sampling is not only used to select participants, but to select settings, incidents, events and activities to be included for data collection.

The participants were chosen non-randomly. Using the above-explained methods of collecting data, six educators, one male and five females were interviewed as sources of data. The purpose of interviewing male and female educators was to get views from

different sources to avoid biased data. The data were to be collected within a period of six days.

3.9 Research Process

In June 2010, the researcher visited school A as arranged. The meeting was held during the lunch break. The researcher met with the educators. Individual semi-structured interviews were conducted, lasting for 30 minutes per educator. The interviews were conducted in the principal's office as it was time for quarterly examinations and learners were writing examination in their classroom. Interviews were audio-taped. The researcher revisited school A for document reviews and class observations on the 8th of June 2010. The researcher was given continuous assessment books, learners work books and classroom duty books. The researcher took notes on what was in the documents. Everything was fine except that the educators were busy marking learners' scripts.

A day later, the researcher visited school C. In this school the researcher did not get a chance to interview the participants because of quarterly examinations and music competitions. Educators were busy with music practice since they were going for music competitions with the learners. Some other arrangements were made and the researcher went back to the school. The interviews started at 13h30 due to lack of transport to this school. Fortunately, educators were still at school preparing their work for the beginning of the second session. The individual semi-structured interviews were successfully done together with class observations. One session took 30 minutes and the second session lasted for 50 minutes as the educator who was to be interviewed was unavailable and another educator agreed to participate in the interviews. The interviews took place in the classroom. Questionnaires were given to all the participants after the individual interviews and collected during the day of document reviews. As was mentioned earlier, time was very limited. The following day was for document reviews. Continuous assessment books, attendance registers, learners individual work books and classroom duty books were reviewed and notes were taken.

The last visit was at school B. Two educators were interviewed. The first session started at 10.30 a.m. during lunch break, it lasted for 30 minutes and another session started at 11.15 and lasted for 45 minutes. On the second day, the 5th of August 2010, the researcher revisited the school for document review. Learners' workbooks, classroom

duty book, attendance registers and assessment books were reviewed. All the interviews were tape-recorded and later transcribed by the researcher. Follow up appointments were set up, the aim of the researcher was to confirm the transcripts of the recorded data with the participants.

3.10 Ethical issues

Ethical issues refer to moral principles or rules of behaviour which the researchers have to take into consideration before conducting a research; especially with the research involving humans and animals (Cohen et al., 2004). Permission was sought from the Senior Education officer in Botha-Bothe district, principals of three primary schools and educators to access school and interview educators as the intention was to conduct research within the school environment. Ethical clearance was also obtained from the University of KwaZulu Natal.

The Senior Education Officer granted a permission letter that was produced to the principals of three primary schools. All participants were assured that their own identities would be treated as confidential throughout the study. The researcher built a rapport by clearly explaining the focus and aim of the study to the participants and why their participation was important. The consent of participants is a very important part of the research when conducting interviews. A clear expectation of what was expected of them was given to the interviewees who could volunteer to participate and feel free to withdraw at any time. Campbell *et al*. (2004) and Cohen *et al*. (2005) agree that the interview should not be harmful or bring risk to the participants. Ethical issues were explained, as to how data was to be collected, handled and kept confidentially and then disposed of after the study. My contact details and those of my supervisor were provided in case they might need further clarification.

3.11 Data analysis process

According to Mouton (2002), data analysis encompasses the breaking up of complex data into themes, patterns and relationships. Thematic analysis was used and ideas appeared from individual interviews, observations, document reviews and questionnaires. This analysis method focuses on emerging themes and patterns of behaviour or experiences (Fereday & Muir-Cochrane, 2006). The analysis started with open coding, with the reading of all the interviews, after which the data was divided into

smaller meaningful units, considering the research questions, while examining the data. In the processing of this method, verbal data generated through observations, questionnaires and the audio-taped individual interviews were transcribed. The transcripts were re-read, to certify that nothing was left out, and the data was combined.

In this process, responses were checked and categorised into meaningful patterns and themes. Themes were formulated by bringing together bits of ideas and patterns that could be meaningless when viewed in isolation (Fereday & Muir-Cochrane, 2006).

Furthermore, research questions were re-visited to assess the relevance of data in relation to the key questions. The principles of Bronfenbrenner's ecological theory (1979) were applied at this stage to support the claims and arguments that the researcher made in the study. Cohen *et al.* (2007) noted that data analysis can also be influenced by the number of data sets and people from whom data has been collected. After collecting data, the researcher analysed, interpreted and then presented it. In analysing this kind of data, an inductive approach was used. In the inductive approach known facts collected from raw data were categorised into patterns and themes (Maree, 2007).

Maree (2007) points out that qualitative data tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. This analysis method focuses on identifiable themes and patterns of behaviour and experience. Themes were identified as:

- Educators' understanding of learning disabilities.

- Common learning disabilities in schools

- Educators challenges towards teaching learners with learning disabilities.

3.11.1 Description of themes
(i) Educators' understandings of learning disabilities.

This theme focuses on individual achievement, individual progress and individual learning. Educators when teaching learners with learning disabilities should make sure

that those activities given to learners are focused on assessing individual learners to monitor their progress through the curriculum. The concerns for the individual must take precedence over concerns for the group, and over concerns about the general education classroom.

Educators' understandings of learning disabilities require specific, directed, individualised intensive learner support instruction of students who are struggling. Educators' understandings of inclusive education influence its implementation. For example, learning activities conducted in classes should suit learners with learning disabilities so that they can enjoy classroom participation that allows them to feel part of the class. Educators should manage their classes so that learners with learning disabilities are given a chance to demonstrate their abilities and are given equal access to the learning environment. There should be good relationships among learners because learners with learning disabilities learn better with their peers.

Sub-theme formulated under educators' understanding is

- Teaching methods

(ii) Common learning disabilities in schools

This theme focuses on dyslexia and ADD or ADHD as common learning disabilities in schools. Most of the learners in three primary schools display difficulty in the use of a multisensory approach (seeing, hearing and touching) and they are also inattentive, hyperactive or disruptive. Learners with dyslexia have difficulty identifying what sounds to listen to when there is more than one sound. They also have difficulty in distinguishing differences in shapes. Learners with visual problems might rotate or reverse letters or numbers (e.g. d-b, 6-9, p-q) thus misreading the symbols. Dyslexia is characterised by a constant problem in learning to read, write and spell. Learners also have a problem with tasks that require eye-hand coordination such as catching a ball.

Learners with ADD or ADHD have difficulty in attending to a basic message that involves details or lacks explanation. They have difficulty in reading, in part because of other disabilities that a learner may have, such as dyslexia. They cannot maintain clear handwriting during lengthy classroom assignments. Learners with ADD or ADHD cause distraction to teaching as they are bossy, aggressive impulsive and outspoken. This kind of learning disabilities can affect one or more aspect of academic

performance, cognitive areas and social behaviour (Guerin & Male, 2006). Parents and educators need to be strong supporters for learners with dyslexia and ADD or ADHD because they need special efforts to improve their chances for success. Sub-theme formulated under this theme is:

- Classroom activities

(iii) Educators' challenges towards teaching learners with learning disabilities

This theme is about the challenges that educators encountered in teaching learners with learning disabilities. Educators need to maintain positive relationships with the principal, other educators and other personnel. This entails collaboration in the form of team teaching as educators help one another to implement the best education strategies for each learner. To reduce the possibility of early failure in a new learning situation, educators must prepare and present new tasks very early, with as much directed guidance and support as necessary to ensure that learners are on task. This is a challenge to educators because learners with learning disabilities end up not carrying out tasks set by educators as they seem to put a great deal of effort into tasks.

Educators are supposed to learn the signs and symptoms of different learning disabilities, so that they can be aware of the appropriate curricula to be taught as well as to learn techniques for modifying instructional methods and materials. Educators' perceptions of challenges also influence the implementation of inclusive education such as: school curriculum which is to be aligned to meet the individual needs. Teaching and learning materials should be available to allow effective learning in the class.

Sub-themes formulated under educators' challenges are:
- School curriculum.
- Teaching and learning materials.
- Parent and teacher collaboration.
- Educators training and preparedness.
- Class management.

3.12 Validity and Reliability

According to Cohen *et al.* (2004), qualitative research rules of validity and reliability are unworkable as there is no possibility of the same results in dealing with humans because their behaviour always changes with conditions, and their results depend on uniqueness of the situation. Oppenheim (2003, p. 145) argues "validity is more important than reliability because a measure can be highly reliable and yet poor in validity." Molapo (2002, p.31) also emphasizes "a measure cannot have excellent validity if it is not also reliable." Molapo (2002) shows how she used the triangulation technique to establish and increase the validity and reliability of her study. Cohen *et al.* (2005), define triangulation as the use of two or more methods of data collection in the study of the some aspects of human behaviour.

In this study triangulation was also used to increase validity and reliability. Questionnaires and document reviews were used together with individual interviews in order to improve validity. Open-ended and close-ended questions from the questionnaires were used to complement one another in order to validate the findings. Data, which was tape recorded during semi-structured interviews, was transcribed. The transcripts were made available to the participants to read and verify that it was a true reflection of information they had given.

3.13 Conclusion

This chapter presented a theoretical framework to assist educators in helping learners with learning problems. It also set out the research design and methodology used in this study. It explained that data was collected through the use of interviews, observations, document review and questionnaires. It gave a full picture of how participants were selected. The researcher gave justification for using each data collection method and the ethical procedures followed in collecting data. Overall, this provided qualitative data, which will be presented and analysed in chapter four.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The previous chapter described the research methodology employed in this study. The purpose for the choice of research methods used for the data production was given. Chapter four presents the data analysis and discussions organised in terms of two research questions provided in chapter one. Thematic analysis was used to identify themes that emerged from the data which had been obtained from semi-structured individual interviews, observations, questionnaires and document reviews. For each research question, themes were identified and discussed. Two categories of analysis were created from the key research questions and the data was coded into sub-themes.

4.2 Research questions

- What are educators' understandings of learning disabilities in the classroom?

- What are the challenges that educators experience in teaching learners with learning disabilities?

4.3 Analysis and findings

In this section, data was analysed from a number of methods. Themes were identified from the data to answer research questions. Each theme is supported by verbatim quotes from the participants.

4.3.1 Educators' understandings of learning disabilities

The educators' understanding of learning disabilities varied in their responses to the interview questions and that revealed what the educators knew and understood about learning disabilities. Similarly, the classroom practices of the educators were also argued to be based on their understandings of learning disabilities. To begin with, the educators showed how they viewed learning disabilities to be different as learners behave differently. Participants showed that they identify learners with learning disabilities by their bad pronunciation, spelling mistakes, bending of head aside

indicating that one ear does not hear properly, squeezing of eyes when reading and reversing letters when writing. All these signs indicate that learners with learning disabilities are different. As a result, educators' attitudes towards learners with disability were influenced by their understanding. For instance, they showed to be sympathetic towards the learners with disabilities. The responses below are testimony to this finding:

"I felt pity for them and I thought the work will be hard for me."(Participant 1 school B)
 "I felt like I will not be able to work with them."(Participant 2 school C)

These responses show that the Ministry of Education imposed an inclusion policy on educators without giving them guidelines or training for helping learners with learning disabilities. This confirms the study undertaken by Mariga and Phachaka (1993) that reveals that when the special education programme was introduced, the focus was only on learners with hearing and sight impairment and physical disability, while learning disabilities were excluded. This view, in relation to methods of teaching learners with learning disabilities is also held by Armstrong *et al.* (2000) in that schools are selling millions of learners short by writing them off as underachievers, when in reality they are disabled largely by poor teaching methods. This also explains why educators were not able to assist learners with learning disabilities due to lack of appropriate teaching techniques. Educators did not understand how learners with learning disabilities could be taught.

Based on their understanding, the educators therefore put into practice various classroom methods. These methods ranged from proactive to reactive practices and they reveal the way the educators view learning disabilities. Participant A and Participant B showed almost a similar view. Concerning methods of encouragement, the two had this to say:

"I give them incentives of erasers, pencils and pencil sharpeners when they have got questions correct. (Participant 2 school B).
"I praise them and pat them." (Participant 1 school A).

The above statements show that it is the educators' understanding that with more incentives and positive reinforcement, the learners with disabilities will do more. However, the same participants also admitted to administering punitive measures as reactive classroom practices. With reference to the issue of homework, the two participants responded thus:

"I give them a punishment of doing the homework before they can be in the class."
(Participants 1 School A)
"I give them a punishment to sit on the imaginary chair." (Participant 2 school B).

The quotations above show that not all educators believe in the use of incentives. This lack of consistency regarding useful teaching methods reveals that the workshops that educators attended for inclusive education were inadequate and too short - they were only for two weeks. Learners with learning disabilities have individual differences and difficulties which educators should bear in mind. According to IDEA (2005), some children lack preschool experiences. Some have few opportunities to learn outside school due to limited family resources, some do not attend school regularly and miss a lot of information. This shows that learners come to school with individual differences and difficulties. Educators punish learners without finding out the reason for not doing the homework. Learning disorder has a potential to cause destruction in child's life on a daily basis (Learning Disability, 2001).

Furthermore, the punishment given to the learners with learning disabilities who do not submit their homework can lead to dropouts or truants. This is revealed in the daily attendance register which shows that learners with learning disabilities have poor attendance records. The reason is that, they are not well cared for or they are threatened.

This is supported by Henchey (2007) who asserts that children deserve a safe, nurturing learning environment where they can learn, in an atmosphere of patience, respect, gentleness and trust - not threat and force. In the same vein, Kauffman 2005 explains that the consequences of difficulty in academic work also include the possibility of emotional stress and contribute to the fact that adolescents with learning disabilities are often considered at risk for juvenile delinquency. According to Barkley (2005), punishment can lead to resentment and hostility in learners and they can find ways to

retaliate. However, some teachers still rely on punishment as a tool of positive reinforcement (Wheldall, 2005).

In support of documents review, daily attendance register reveals that many learners with learning disabilities have bad attendances. The reason is that learners are not cared for and treated well. Still, some participants take the initiative to help learners with learning disabilities to do their homework and encourage them to ask for help from their siblings or neighbours.

One participant said:

"I encourage them to ask for help from their parents or siblings, or do the homework in groups." (Participant 2 school A)

Evidently such responses reveal an understanding that with sufficient help, learners with disabilities can overcome their problems and do well in class.

In order to explain the issue of sufficient or insufficient help from parents and siblings, Bronfenbrenner's theory (1979), shows how the microsystem consists of the child's immediate family. The immediate family includes parents, grandparents and siblings who assist in developing the child. At school, the child's immediate environment includes peers and educators. Learners with learning disabilities need their peers to help them. At this microsystem level, the development of the child is closely involved in continuous face-to-face interactions with familiar people (Donald et al, 2002).

While the foregoing responses expose a negative understanding of learning disabilities, one participant, when responding to a question on whether or not they enjoyed working with learners with disabilities, seemed to contradict herself. She explained why she enjoyed it thus:

"Very much because they are always happy, they are nice people." (Participant 2 school B).

While this statement portrays the learners with disabilities in a positive light, it still reveals that the educator has the understanding that learners with disabilities have a peculiar behaviour. Another of the educators' experiences is that learners come to

school with different types of learning disabilities. At the same time, the participants revealed an understating that learners need extra help. This extra help can be in the form of group work. As one participant stated:

"Learners with learning disability learn better when they are grouped with normal peers from their village. (Participant 1 school A).

Another participant understands that with extra responsibility the learners with disabilities can deal with the problems they face as it gives them confidence. This is called self-esteem enhancement.

"Let them be group leaders and lead the discussions." (Participant 2 school A)

Evidently, as discussed above, educators' understanding of inclusive education impact on its implementation. The more they know, the more ready they would be; the less they know the more reluctant they would be to try it out.

4.3.2   Common learning disabilities in schools

Educators showed that they believed that learners with disabilities have their own peculiar behaviour in class. While they did not explicitly say this, they seemed to ascribe some behavioural problems to learners with disabilities. The statements below are testimony to this understanding.

"They are shy because they feel…they know that they do not perform well." *(Participant 1 school A)*
"They behave badly; they do not pay attention to the educator." (Participant 2 school B)
"They don't listen, they like to play, they are noisy, and they distract other learners." (Participants 2 school C).

The way in which educators can identify and help learners who struggle is to give them clear instructions when giving oral directions and make sure that they have the learners attention before speaking (Anusavice, 2002). This is the way educators ensure success for learners with different disorders.

It cannot be denied that some of the learners with disabilities tend to be disruptive, the educators' painting of all learners with disabilities with one brush means that some of them who are not disruptive will become victims by association. The responses below illuminate this argument:

"They don't listen, they like to play, they are noisy, and they distract other learners."
(Participants 2 school C).
"Learners with learning disability are noisy; they distract other learners in the class."
(Participant1 School C)

This finding therefore reveals two challenges; the first one is that of educators failing to go above their own stereotypes; the second is that of learners who are indeed disruptive. The disruption can be related to ADHD which was explained in Chapter 2. This, as also mentioned above was contradicted by one participant who claimed to enjoy working with learners with disabilities and described them as always happy and nice people. Thus not all teachers view learners with disabilities as challenges.

Westwood (2007) argues that an ecological perspective in this situation recognises that learning problems are usually due to a complex combination of interacting factors. This means that if educators do not consider these factors and do not seek to teach effectively and personalise their approach, they may easily precipitate the learners' entry into the failure cycle. Through an analysis of the findings from class observations, it was confirmed that most educators are unable to manage learners with learning disabilities in their classrooms.

4.3.3 Educators' challenges towards teaching learners with learning disabilities

The challenges that the participants claimed to experience are not necessarily divorced from their understandings of learning disabilities. In fact, the way the educators viewed learning disability could be argued to be a challenge in itself. As such, the first challenge was for educators to move above their own stereotypes and realise that it is possible to work with learners with disabilities. The statements whereby the participants responded that they felt pity for the learners with disability show, how they were still fixated with their own stereotypes. Therefore, instead of viewing learners with

disabilities just like all other learners, the educators admitted that they found it hard to work with the learners' right from the outset because they felt pity for them. Some of the statements already quoted above are testimony to this and they can be corroborated by the response below.

"It was difficult to understand how I will work with learners with learning disabilities at the beginning."(Participant 1 school A)

The above statement also reveals the fact that the educators lacked training relevant to teaching learners with disabilities. This insufficient training therefore posed a challenge to the educators' execution of duty. It has also been explained above how the participants tended to ascribe certain behaviour to learners with disabilities.
The participants claim that in spite of enjoying working with learners with disabilities, this experience is dampened by other challenges. For instance, it emerged from the data that it is difficult to teach learners with disabilities when the classes are spatially small and resources are scarce. This is expressed in the following responses:

"very much because they never forget what you have taught them, but you have to work hard because pupils are many in the class and they need a lot of time. There is also lack of teaching and learning materials." (Participant 1 school A).
"I like to work with them but it is very difficult because teacher-pupil ratio is very high as I teach 80 pupils. It is not easy to help children individually." (Participant 2 school C).

The learners with disabilities need more contact time with the educators. The contact time should also be useful in that there should be good resources and the teachers help each learner individually. This therefore becomes a huge challenge for the educators to overcome. In relation to the above challenge, the participants lamented the fact that not all learners with disability did their homework. The educators view homework to be very important, since they cannot always afford each individual learner quality teaching and learning time. The two responses below articulate the educators' disappointment.

"I use to help them to do homework because I have noticed that some parents neglect them." (Participant 1 school C).

"I try to help this child with learning disability to do the homework because may be there was nobody to help him/her at home."(Participant 2 school C).

"I make remedial classes because they need extra time in order to help them." (Participant 1 school C).

Since some of the learners with disabilities do not get help from parents, the educators find that the learners always tend to lag behind. This means that the teachers will have to find more time to help those learners who cannot get help from home. The last quotation does not refer to homework in particular, but extra work that the learners need to deal with to ensure they understand the work of the day. Besides helping with homework, the educators expect parents to be heavily involved in the day-to-day learning of the learners. This means that they have to come to school when asked to do so and offer whatever help might be required of them in relation to their children. The quotation below is a lamentation over some of the parents' lack of involvement.

"Parents do not care about their children's performance, children's learning problems. It is very difficult to work with some of the parents." (Participant 1 school A).

While some parents do not cooperate, there are those who do. The participants therefore appreciate the role of those who cooperate and wish all parents would do the same. According to research, there are benefits of parental involvement. Department of Education (2002) argues that parents are sources of support in the teaching and learning environment. It shows that lack of parental recognition and involvement is a barrier to learning. According to Swart *et al* (2004) parents' commitment and involvement is needed in inclusion because parents share special relationship with their children and have deep understanding of the children's needs. They can offer a personal support in the children's learning process.

Maphanga (2006), in his study asserts that through parental involvement, the school has become more sensitive to local needs and opinions that are of benefit to them; they have a garden project that benefits the community as it alleviates poverty and hunger. In the opinion of the researcher as an educator, parents who do not participate in school activities still believe that children's education is the school responsibility and there is

no need to involve them; especially the ones who have never been to school or had little education. To show the differing views on parents, the participants had this to say.

"They show cooperation, we have the forms which are filled by parents about child's life history, Individual Educational Programme (IEP form). Parents come to school, to give educators all the information about their children." (Participant 2 School B).
"Some parents accept that their children have learning problems, but some do not accept. One parent said that her child is normal unless she has evil spirits. The parent does not believe that the child has learning problems." (Participant 2 school C)

With regard to parents who do not assist their children: this can be a problem faced by learners who are raised by single parents who are over-loaded by work, stressed by their employers' actions or attitudes. Such parents do not have enough time to attend to their children's school work. The child's school work is now influenced by his/her parent's employer being insensitive to the situation. One participant states that her child is normal unless she has an evil spirit. Bronfenbrenner's (1979) level of macrosystem shows that macrosystem involves dominant social structures as well as beliefs and values. In this way the child's performance can be influenced by the beliefs and customs of the parent.

It is Bronfenbrenner's (1989) view that a strong supportive link between school and the family is challenged when children grow up under undesirable conditions. In regard to this phenomenon, Mvuna's (2008) study on "disadvantaged children" shows that many orphaned and abandoned learners are raised by their grandparents who might be very old, and are unable to support their grandchildren with academic development. In these circumstances, the child's academic performance is neglected. Literature supports the theory that lack of parental involvement affects learners' academic performance, but, on the other hand, learners who are aware that their parents are interested in their school work, experience emotional stability and security, are better able to adjust to school, and better able to overcome obstacles (Van Wyk & Lemmer, 2009). Therefore, learners with learning disabilities experience the same problems as orphaned children. In situations like these educators are to intervene to assist learners with learning disabilities as it has been shown in the mesosystem level.

The participants also identified the lack of support from government as a challenge. Besides training, they expect the policy documents to help them with strategies of teaching learners with disabilities. On the contrary, as reflected in the responses below, the educators are left to find their own way.

"No the syllabus is just meant to teach the so called normal because there are nowhere the guidelines are stated." (Participant I school A).
"the guidelines are not there in the syllabus." (Participant 1 school B).

The above sentiments expose the curriculum itself of not being inclusive enough to include learners with learning disabilities. It is therefore difficult to practice inclusivity in the classroom based on a curriculum which itself is not inclusive. McLaughlin and Nolet (2000) explain that inclusion should be based on a curriculum that promotes high expectations for all students.

Bronfenbrenner's (1979) theory, in the exosystem level, states that government bodies also contribute in the child's development. For example, the Ministry of Education, as a government agency' is supposed to develop curriculum which includes all learners - even those with different disabilities. The recent syllabus needs to be revised as it is outdated. This study revealed that revision of curriculum by the Ministry of Education was urgently needed as educators used the syllabus which excluded learners with learning disabilities and they lacked strategies and techniques to impart appropriate knowledge in the inclusive classrooms.

The learners, amongst themselves, have their own prejudices that lead to stereotyping and discrimination in the classroom. This tendency is illustrated by Guerin and Male (2006) who contend that learners with learning disabilities often have a lower social status than peers; are less accepted by their peers; and are less frequently selected in games. It is therefore a great challenge for the educators to explain to their classes that they should not discriminate. Below, one of the participants explains how she manages to deal with this challenge. This can affect learners with learning disabilities, as they can end up loosing interest in learning when they discover that other learners do not accept them. They do not feel part of classroom community. Eventually learners with learning

disabilities can develop hatred, and that can destroy their self-esteem and confidence (Maphanga, 2006).

"At first other learners did not accept learners with learning disability but since I explained to them that God loves us all and has created us differently but all as human beings. We are the same but different in complexion, learning, and different in performing other activities. They accept learners with learning disability and they want to help them. (Participant 1 school B)

The educators therefore note that if there are no concrete ground rules in class, there will be an escalation of prejudices and stereotypes, thus disenabling the learners with disabilities to fit in and try to do what others do. This reveals that learners with learning disabilities need strong support from parents and educators as peers neglect them. This is emphasised by Mweli's (2009) study which reveals that learners who experience learning difficulties are being alienated and marginalised by normal learners in the learning process.

There can also be a possibility of educators labelling learners wrongly. This is supported by Jussim and Harber (2005) who says that labelling may result in unnecessary destruction and sometimes harmful treatment as learners are wrongly diagnosed. This point is also stressed by Hallahan and Kauffman (2006) when they say that educators sometimes are quick to label learners with the slightest learning problem as having learning disabilities, instead of recognising that the problem may rest in educators' ineffective teaching. These arguments show that it is important for learners to be diagnosed by specialists. Once learners with learning disabilities are labelled, they may actually perform according to the labels given to them. The line of argument pursued by Mvuna (2008) is that labelling learners according to their performance in class is unfair, not to the learner, but to one's classmates. It creates a bias and prejudice that spreads to other children and teachers.

In trying to come up with inclusive teaching methods, the participants demonstrated that they believed in differentiation by task. In other words, their understanding is that learners with disabilities cannot do the same tasks as those who are deemed normal. This is confirmed in the responses below:

"In the activities, there should be activities which can be easy for them, even in my evaluation there should be questions which are easy for them to answer." (Participant 2 school A).

"They are included because they have their own activities and questions for evaluation." (Participant 1 school B)

"I include them because I give them their own activities and materials." (Participant 1 school C)

Learners with learning disabilities cannot do the tasks as normal children do, but if they are allowed to work on their own pace, can also manage to do tasks assigned to them. The findings reveal that there is a need for the government to revise the syllabuses. It is noticed that educators still have some problems in incorporating learners with learning disabilities when preparing lesson plans, because learners with learning disabilities score low marks as was revealed in the continuous assessment record book.

The issue discussed above was dealt with in Chapter 2 where it was indicated by Maanum (2001) that special education educators need to have a solid understanding of the different learning styles of individuals with exceptionalities and how to adapt curricula, learning environments and their own teaching style to these different learning disabilities. This means that educators are supposed to know the signs and symptoms of different learning disabilities, so that they know the appropriate curricula to be taught and techniques for modifying instructional methods and materials.

Participants responded that they support learners with learning disabilities by having remedial classes and give them more activities using different materials. The way educators grouped learners and made some of them group leaders to lead the discussion, allow the active learners who distract others, to participate in discussions and to be able to discipline others. This is a sign of inclusion which was explained by Nutbrown and Clough (2006), as the drive towards maximal participation in, and minimal exclusion from, school and society. This means that if learners can be given a full participation from early years, this can minimise exclusion at schools and society.

4.4 Discussion of the findings

One way to support successful inclusion of learners with learning disabilities is to adequately prepare the regular workshops for educators. The findings of this study point to the need for thorough and adequate teacher preparation for them to implement inclusive education. The findings reveal that the workshops for inclusive education that the educators attended were run for too short a time and there were no follow-up sessions. Ntombela's (2006) study emphasises that there were limited understandings and acceptance of inclusive education among educators and stakeholders. There was ineffective dissemination of information about the innovation, inadequate professional development and training of educators and a lack of support for educators. These also had a negative impact on educators' readiness to implement inclusive education.

The findings also reveal that educators who participated in the study display limited understanding of inclusive education. This shows that educators were not ready to implement inclusive education - they had no guidance in teaching learners with learning disabilities; as there were no guidelines in the syllabus. The government expected inclusive education to be implemented and learners with learning disabilities to be taught as effectively as the policy of EFA from the Salamanca conference recommended. UNESCO (2007) Global Monitoring Report (GMR) of the same year recommends that inclusive education should be a top priority if governments want to achieve the targets of EFA. The problem still lies with how to implement EFA as it was stated in Chapter two that the Special Education Services in Lesotho were for the deaf, the blind and the physically handicapped children only, learners with learning disabilities (e.g. ADHD and Autism) were not recognised. That is why the guidelines for teaching learners with learning disabilities were not supplied in the syllabus.

In these three schools where the study was conducted, there were learners with different types of disabilities; for example learners who were diagnosed with ADHD, ADD, Autism, dyslexia and Down syndrome. All these different disabilities needed different assistance from the educators who were not well trained. The findings of Mweli's (2009) study reveal that learning resources were lacking within the classroom, thus the implementation of inclusive education was slowed down. Educators also discovered that some of the parents were unwilling to help their children, partly because they also lacked training and understanding of inclusive education and learning disabilities.

Educators felt pity and sympathy for learners with learning disabilities and thought that they could work with them. This is a testimony of the responses of other educators interviewed. The findings show that it was indeed difficult for the educators to work with learners with learning disabilities because they lacked appropriate techniques in teaching these learners. In relation to the above statement, Armstrong *et al.* (2000) emphasise that educators often write off learning-disabled learners as underachievers, when in reality they are disabled by poor teaching methods.

4.5 Conclusion

This chapter presented, analysed and interpreted the data collected through semi-structured interviews, observations, questionnaires and document reviews. The data presented included participants' quotations. Analysed thematically two themes emerged which were: educators' understanding of learning disabilities and educators' challenges towards teaching learners with learning disabilities. The principles of ecological theory and literature were used to guide the analysis. The data generally show that educators did not understand learning disabilities and inclusive education due to inadequate training and lack of strategies for teaching learners with learning disabilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to explore educators' experiences in teaching learners with learning disabilities in three primary schools. This chapter addresses the summary, conclusions and recommendations. Firstly, the summary of the findings as well as the entire research process are summarised, and then conclusions are drawn. These conclusions are a response to key questions of the study. Thirdly the recommendations are proposed. These are in line with conclusions reached. Limitations of the study are also highlighted. Finally, suggestions for further research are offered.

5.2 Summary of the findings

The purpose of inclusive education in Lesotho was to fulfil the policy of "Education for All" as certain marginalized groups were at particular risk of being excluded from education. In Lesotho the provision of education and care of learners with special educational needs was the responsibility of churches, Non-governmental Organisations. The Lesotho Ministry of Education took an active interest in the efforts to reach children with special educational needs.

The summary of the findings focus on:

- Educators' understanding of IE

- Challenges educators experience in teaching learners with learning disabilities

- Educators' perception of challenges impacting on IE

- Educators' understanding of Learning Disabilities

5.2.1 Educators' understanding of Inclusive education

This study reveals that educators and parents had limited understanding and knowledge of inclusive education. Educators were exposed to the concepts of inclusive education and learning disabilities but this was done for a short time. Educators in three primary schools were expected to implement inclusive education successfully. The findings of

this study suggest that the implementation of inclusive education did not succeed in these three primary schools as educators were not able to assist learners with learning disabilities due to inadequate training, lack of teaching and learning materials and lack of support from the government with guidelines for teaching learners with learning disabilities. The re-training is needed and follow up services should be thoroughly done.

The findings also show that the curriculum itself was not inclusive enough to cater for learners with learning disabilities as educators expected the policy document to help them with strategies of teaching learners with learning disabilities. It was therefore difficult to practice inclusivity in the classroom based on a curriculum which itself was not inclusive. The study therefore reveals that revision of the curriculum is needed as a matter of urgency.

Educators lacked understanding of inclusive education because they did not create a conducive environment for learners with learning disabilities. They used punishment as the reinforcement for learners to study. This means that educators did not support inclusive education.

5.2.2 Challenges educators experience in teaching learners with learning disabilities.

The findings suggest that some of the parents were not able to assist their children with schoolwork, as they did not believe that their children had learning disabilities. Parents were influenced by the norms and customs of their communities and they were not trained to understand that children could have learning disabilities. This means that children's academic performance can be influenced indirectly by norms and customs of the community. Parental involvement is needed in order to enhance the implementation of inclusive education as Bronfenbrenner's theory of child development through four nested systems explains.

Another implication of the findings is that learners with learning disabilities were accepted and placed in the regular classrooms and they were allowed to participate in the same activities as learners who are so called "normal children." Horowitz (2006)

suggests that this practice was not inclusive because there was no support to meet individual children's learning needs through curriculum and learning resources.

5.2.3 Educators' perception of challenges impacting on inclusive education

Educators in these three primary schools were not able to implement inclusive education due to lack of understanding of inclusive education. Lack of understanding had impacted on how learners with learning disabilities can be assisted. This means that learners with learning disabilities were excluded from regular education because their needs were not met.

5.2.4 Educators' understanding of learning disabilities

The findings demonstrate that educators and parents did not understand the concept of learning disabilities. Educators treated learners with different learning disabilities in the same way as if their learning styles were the same. Different learning styles of learners with learning disabilities were neglected. Parents did not participate in the learning process of their children because they did not understand the concept "learning disability" as their children look normal, and they do not show observable disabilities like physical disability.

5.3 Summary of the study

This research is reported in this dissertation through five chapters. Chapter one presented the research topic, problem statement, research questions rationale and its settings. Chapter two reviewed literature around educators' experiences in teaching learners with learning disabilities in some previously conducted studies. Chapter three described the research methodology. The study opted for qualitative research design involving a case study and theoretical framework of Bronfenbrenner's ecological theory (1979). Some principles of ecological theory were stated and discussed. Chapter four presented and discussed the findings. This involved the analysis and interpretation of data collected through semi-structured interviews, questionnaires, class observations and school documents. The findings were discussed in relation to the research questions.

5.4 Limitations of the study

This study had some limitations which were:

- The distance from the researcher's place of study and to the schools was too far. One of the schools, being in the rural areas, had poor road conditions and it was difficult to reach the school in times of rain.

- Finding the appropriate times for conducting interviews which had to happen within the available time and without causing any disturbance to the normal classroom proceedings.

- The study was restricted to three primary schools and therefore the findings were not generalised to teachers' experiences in other schools in Lesotho and beyond. There were also the limitations of the sample size and the response rates resulting in reduced generalisability of the implications of the study. This means the results cannot be said to apply to all primary schools in Lesotho. Only six educators participated in the study (small sample size).

- Importantly, the fact that the study focus is broad, since it focuses on a variety of learning disabilities. It was the researcher's intention not to limit the study to one or two learning disabilities since Lesotho has just recently implemented Inclusive Education. An assumption was made that educators are generally not well informed about different learning disabilities.

5.5 Conclusion

The data showed that educators were trained to implement inclusive education but the training was inadequate and it was for a short time. Educators were not monitored regularly to ensure that they use appropriate teaching strategies for teaching learners with learning disabilities. Learners with learning disabilities were already enrolled in these three primary schools, but still educators experienced many problems in teaching the learners with learning disabilities. There was also lack of teaching and learning materials for teaching learners with learning disabilities. Another problem that hinders learners with learning disabilities to learn effectively is a high teacher-pupil ratio.

Educators were unable to cater for individual differences and difficulties for each learner in the class.

5.6 Recommendations

- In-service training and workshops could be conducted regularly to equip educators with adequate techniques for teaching learners with learning disabilities.

- Learning and teaching would be improved if the Ministry of Education reduced the high teacher-pupil ratio by hiring more teachers and increasing the infra-structure so that educators can be able to assist learners by focussing on learners' individual differences and difficulties.

- Parents need workshops on how to assist their children with learning disabilities.

- The Ministry of Education should revise the primary school curriculum so that it should include learners with learning disabilities.

- The Government should supply schools with relevant teaching and learning resources for learners with learning disabilities.

- The Government should offer sponsorships to educators to study inclusive education.

- Advocacy: a campaign to inform educators and communities about Inclusive Education and learning disabilities.

5.7   Recommendations for further study

This study has only explored educators' experiences in teaching learners with learning disabilities. Therefore, a further study is needed to be done on learners with learning disabilities experiences in the inclusive classroom.

This study could serve as the basis for further research on the following:

- Challenges with implementation of Inclusive Education in Lesotho schools.

- The diagnosis of learning disabilities in Lesotho schools.

- Educators' preparedness for implementing Inclusive Education in schools.

REFERENCES

Adelman, H. S., & Taylor, L. (2005). *Mental health in urban schools*. Retrieved January 27, 2009, from http://www.urban schools org.

Allen, K. E., & Cowdery, G. E. (2009). *The exceptional child: Inclusion in early childhood education* (6th ed.). Clifton Park: Thompson Delmar Learning.

Allen, K. E., & Schwartz, I. S. (2001). *The exceptional childhood settings* (4th ed.). Albany, NY: Delmar Publishing.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington DC: Author.

.Anusavice, S. (2002). *Teaching tips for those working with ADHD kids, 24*(1). Retrieved August 27, 2008, from http://user.cybrzn.com/kenyonck/add/teaching_tips.html

Armstrong, D., Armstrong, F., & Barton, L. (2000). *Inclusive education: Policy, contexts and comparative perspectives.* London: David Fulton.

Babbie, E. (2007). *The practice of social research* (11th ed.). Belmont: Thomson Wadsworth.

Barkley, R. A. (2005). *Taking charge of ADHD* (3rd ed.). New York: The Guilford Press.

Bassey, M. (2003). Case study research. In M. Coleman & A. Briggs (Eds.). *Research methods in educational leadership and management.* London: Sage Publications.

Behr, A. L. (1988). *Education in South Africa: Origins, issues and trends* (1652-1988). Cape Town: Academia.

Bell, J. (2002). *Doing your research project: A guide for the first time researchers in education and social sciences* (3rd ed.). Buckingham: Open University Press.

Berk, L. E. (2000). *Child development.* (5th ed.). Boston: Allyn and Bacon.

Booth, T. (2002). *Index for inclusion: Developing learning and participation in schools*. Bristol: CSIE.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Thousand Oaks, CA: Sage.

Bronfenbrenner, U. (2001). The theory of human development. In N. J. Smelser & P. B. Baltes (Eds*.). International encyclopedia of the social and behavioural sciences, 10,* (pp. 6963-6970). New York: Elsevier.

Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. M. (Eds*.). Handbook of child psychology, Vol. 1: Theoretical models of human development* (6th ed.). New York: Wiley.

Brown, T. E. (2009). *ADHD comorbidities: Handbook for ADHD complications in children and adults.* Arlington: American Psychiatric Publishing Inc.

Burgstahler, S. (2009). *Academic accommodation for students with learning disabilities.* Retrieved September 15, 2010, from http: Academic Accommodations for Students with Learning Disabilities. Mht

Campbell, A., McNamara, O., & Gilroy, P. (2004). *Practitioner research and professional development in education.* London: Paul Chapman Publishing.

Cohen, L., Manion, L., & Morrison, K. (2004*). Research methods in education* (3rd ed.). London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education* (4th ed.). London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.

Csapo, M. (1987). *Basic, practical, cost-effective for children with disabilities in Lesotho.* A consultancy report. Maseru Lesotho. Ministry of Education.

Department of Education. (2002). *Quality education for all: Overcoming barriers to learning and development.* Department of Education: Pretoria.

De Vos, A. S. (2002). *Research at grassroots: For the social sciences and human services professions.* Kagiso Tertiary: Van Schaik.

Diniz, F. A., & Reid, S. (2001). Inclusion and revised national curriculum. In L. Peer & G. Reid (Ed.). *Dyslexia-successful inclusion in secondary school.* David Fulton Publishers.

Donald, D., Lazarus, S., & Lolwana, P. (2002). *Educational psychology in social context* (2nd ed.). Cape Town: Oxford University Press.

Douglas, M. J. (2008*). Learning disabilities in the workplace.* Retrieved August 21, 2008, from http://content.monster.ca/7474_en-CA_pl.asp

Du Toit, A. S. (2009). *Learning problems: A pedagogical perspective*. Retrieved July 9, 2011, from   http://hdl.handle.net/10210/2483

Ehrlich, E., & Kornblatt, T. (2004). *A new framework for assessing the benefits for early education.* Washington DC: Committee for Economic Development.

Engelbrecht, P., & Green, L. (2006). *Responding to the challenges of inclusive education in Southern Africa (*Eds.). Pretoria: Schaik Publishers.

Engelbrecht, P., Kriegler, S. M., & Booysen, M. I. (2004). (Eds.). *Perspectives on learning difficulties*. Pretoria: J. L. Van Schaik.

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods 5*(1).

Flavell, L. (2001). *Preparing to include children in mainstream schools.* London: David Fulton Publishers.

Frederickson, N., & Cline, T. (2009). *Special educational needs, inclusion and diversity* (2nd ed.). Buckingham: Open University Press.

Friend, M. (2006). *Special education.* Boston: Allyn & Bacon.

Gardner, H. (2004). *Frames of mind: The theory of multiple intelligence.* New York: Basic Books.

Gates, B. (2002). *Learning disabilities towards inclusion* (4th ed.). London: Churchill Livingstone.

Geary, D. C. (2004). Mathematics and learning disabilities. *Journal of Learning Disabilities, 37*, 4-15

Gross, (2002). *Special Education Needs in primary school: A practical guide* (3rd ed). Milton Keynes: Open University Press.

Guerin, G., & Male, M. C. (2006). *Addressing learning disabilities and difficulties* (2nd ed.). California: Corwin Press.

Haddad, W. D. (2002). *Technologies for education: Potential, parameters and prospects.* Washington DC: The Academy for Educational Development.

Hallahan, D. P., & Cruickshank, W. M. (1973). *Psycho educational foundation of learning disabilities.* Englewood Cliffs, NJ: Prentice Hall.

Hallahan, D. P., & Kauffman, J. M. (2006*). Exceptional learners* (10th ed.). Boston: Allyn & Bacon.

Hammill, D. D., & Bartel, N. R. (2004). *Teaching students with learning and behaviour Problems.* Austin Texas: Pro Ed.

Hartgill, M. (2008). *Does my child have a learning disability?* Retrieved July 16, 2008, from   http://www.kidzworld.co.za/art-learningdisability.htm.

Henchey, N. (2007). The state and the curriculum questions and options. *Journal of Education, Vol. 42*(3).

Henning, E., Van Rensburg, W., & Smit, B. (2005). *Finding your way in qualitative research* (3rd ed.). Pretoria: Van Schaik Publishers.

Henning, E., Van Rensburg, W., & Smit, B. (2009). *Finding your way in qualitative research*. Pretoria: Van Schaik Publishers.

Heyn, S. N. (2010). The *down syndrome mouse: A historical perspective and what the future may hold.* Retrieved October 28, 2010, from http://www.medicinenet.com/down_syndrome/article.htm

Horowitz, S. (2006). *Help for teaching students with learning disabilities.* Retrieved August 27, 2008, from http://www.education_world.com/a-issues/chat.chat181.shtml

Hunt, N., & Marshall, K. (2005). *Exceptional children and youth* (4th ed.). Boston MA: Houghton Mifflin.

Individuals with Disabilities Education Act (IDEA). (2005). Retrieved August 14, 2008, From http://www.teachersandfamilies.com/open/parent/idea1.cfm

Jussim, L., & Harber, K. D. (2005). Teacher expectations and self-fulfilling prophecies: Knows and unknown, resolved and unresolved controversies. *Personality and Social Psychology Review 9*(2), 131-155.

Kanner, A. M. (2011). Special issue: Beyond seizures: Mechanisms underlying epilepsy sectrum disorder. *Volume 52*(1), 21-27.

Kauffman, J. M. (2005). *Characteristics of emotional behavioural disorders of children and Youth* (8th ed.). Columbus, OH: Merrill Prentice Hall.

Khatleli, P., Mariga, L., Phachaka, L., & Stubbs, S. (1995). Schools for all: National planning in Lesotho. In B. O'Toole & R. McConkey (Eds.). *Innovations in developing countries for people with disabilities* (pp. 135-160).

Learning Disability (2001). *Types, symptoms, and interventions*. Retrieved August 19, 2008, from
file://fi\LearningDisabilitiesUnderstandingthetypes,symptoms,causesanddiagnos

Learning Disability Association of America (2006). *Types of learning disability*. Retrieved   August 14, 2008, from
http://www.ldaamerica.us/aboutld/teachers/understanding/types.asp

Leedy, P. D. (2002). *Practical research planning and design* (7th ed.). New Jersey: Pearson Educational International and Prentice Hall.

Lesotho Ministry of Education and Training (1989). *Special education*. Maseru: Lesotho Ministry of Education.

Lesotho Ministry of Education and Training (2005). *Lesotho education sector strategic plan.* Maseru: Beepee.

Litt, J., Taylor, H.G., Klein, N., & Hack, M. (2005). Learning disabilities in children with very low birth weight: Prevalence, neuropsychological correlates, and educational interventions. *Journal of Learning Disabilities, 38,* 130-141.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research: From theory to practice.* San Francisco: Jossey-Bass.

Maanum, J. L. (2001). *The general educator's guide for special education: A resource handbook for all who work with children with special needs.* Minnetonka, MN: Peytral Publications, Inc.

Maphanga, N. C. (2006). *Parental involvement in children's education in selected schools in Inanda area, Kwa-Zulu Natal Province.* M. Ed. Dissertation University of Kwa-Zulu Natal (Edgewood campus).

Maree, K. (2007). *First steps in research.* Pretoria: Van Schaik.

Mariga, L., & Phachaka, L. (1993). *Background history of integrated education in Lesotho.* (Unpublished study). Ministry of Education in Lesotho.

Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction* (2nd ed.). Columbus, OH: Merrill Prentice Hall.

McLaughlin, M. J., & Nolet, V. (2000*). Accessing the general curriculum: Including students with disabilities in standards based.* Thousands Oaks, CA: Corwin Press.

Mental Health and Growing Up (n.d). *Factsheet 10: The child with general learning disability: For parents and teachers*. Retrieved October 20, 2008, from http://www.rcpsych.ac.uk/mentalhealthinfo/mentalhealthandgrowingup/10learnngdis

Miller, F., & Katz, J. (2002). *The inclusion breakthrough: Unleashing the real power of diversity.* Canada: Berret-Koehler Publishers.

Mitchell, C., De Lange, N., & Xuan Thuy, N. T. (2008). Inclusive education: Let's not leave this problem. *Journal of Inclusive Education, 38*(1), 100-116.

Mohnsen, B.S. (2008). *Teaching middle school physical education* (3rd ed.). Canada: USA.

Molapo, M. P. (2002). *A study of the disjunction between spoken and written English among second language (L2) learners at St. Charles High School, Lesotho.* M.Ed. Dissertation University of Natal, Durban.

Molapo, T. A. (2004). *A study of teachers' and management perceptions on factors that influence poor academic performance of form "E" students at Maryland High School in Lesotho.* M. Ed. Dissertation University of Natal Durban.

Morsink, C. (2002). *Teaching special needs students in regular classrooms.* Boston: Little, Brown.

Mouton, J. (2002). *How to succeed in your masters and doctorial studies: A South African guide and resource book.* Pretoria: Van Schaik Publishers.

Mvuna, T. N. (2008). *"Disadvantaged children": A case study of the vulnerable state of children and how it affects schooling in South Africa.* M.Ed. Dissertation University of Kwazulu-Natal.

Mweli, P. (2009). *Exploring the implementation of inclusive education in the Pinetown district schools: A case study of learners' experiences and teachers' perception about the classroom environment at a selected school.* M.Ed. Dissertation University of KwaZulu-Natal.

Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches.* London: Pearson.

Nieto, S. (2003). *Affirming diversity: The socio-political context of multicultural education* (4th ed.). New York: Allyn & Bacon

Nieuwenhuis, W. L. (2007). Qualitative research and data gathering techniques. In K. Maree (Ed.). *First steps in research.* Pretoria: Van Schaik.

Nirje, B. (1982). *Basis and logic of the normalization principle, sixth international congress of IASSMD, Torondo*

Novak, G., & Peleaz, M. B. (2004). *Child and adolescent development*. London: Sage Publications.

Ntombela, S. (2006). *The complexities of educational policy dissemination in the South African context: A case study of teachers' experiences of inclusive education policy in selected schools in greater Durban.* PhD degree in the University of KwaZulu-Natal.

Nutbrown, C., & Clough, P. (2006). *Inclusion in the early years.* London: Sage.

Oppenheim, A. N. (2003). *Questionnaire design, interviewing and attitude measurement.* London: Pinter Publishers.

Powers, M. D. (2000). *Children with autism: A parent guide* (2nd ed.). Rockville, MD: Woodbine House.

Rollet, C., Horowitz, S. H., & Lichtenstein, B. (2002). *An intervention-oriented, multi-tiered approach for identifying and serving students with learning disabilities.* Washington DC: PCMR.

Rosenthal, H. (2001). Discussion paper-working towards inclusion: I am another other. *Educational Psychology in Practice,* 17(4): 386-392.

Schonwald, A. (2008). ADHD and food additives revisited. *AAP Ground Rounds: DOI: 10,* 1542/gr.19-2-17.

Sello, T. M. (2007). *Guidelines for guidance programmes for Xhosa parents with children with cerebral palsy: An orthopedagogical perspective.* Unpublished M. Ed. dissertation. Pretoria: University of South Africa.

Siegel, B. (2007). *Helping children with autism learn: Treatment approaches for parents and professionals.* New York: Oxford University Press.

Sigelman, C. K., & Rider, E. A. (2009). *Life-span human development.* Belmont: Wadsworth, Cengage Learning

Silverman, D. (2000). *Doing qualitative research: A practical handbook.* London: Sage.

Silverman, D. (2006). *Interpreting qualitative data* (3rd ed.). London: Sage

Slavin, R. (2007*). Educational research in an age of accountability.* New York: Pearson.

Stainback, W., & Stainback, S. (2000). *Inclusion: Guide for educators.* Baltimore: Paul H. Brookes.

Strauss, A., & Corbin, J. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.

Swart, E., Engelbrecht, P., Eloff, I., Pettipher, R., & Oswald, M. (2004). Developing inclusive school communities: Voices of parents of children with disabilities. *Education as change 8*(1) 80-108

Torgesen, J. K., Rashotte, C. A., & Alexander, A. W. (2001). Principles of fluency instruction in reading. In M. *A Wolf, Dyslexia, fluency and the brain: Research best practices* (pp. 253-264). New York: The Guilford Press.

UK Department of Health (2001). *Valuing people: A new strategy for learning disability for 21st century.* London: The stationery Office.

UNESCO (1998). *Wasted opportunities: When schools fail. Education for All. Status and trends.* Paris: UNESCO.

UNESCO (2007). *Strong foundations: Early childhood care and education.* EFA Global Monitoring Report 2007. Paris.

Van Vuuren, C. H. (2006). *The influence of existential group counselling on the purpose in life, self-esteem and alcohol outcome expectancies of under-graduate students.* University of Stellenbosch.

Van Wyk, N., & Lemmer, E. (2009). *Organising parent involvement in S. A. schools.* Cape Town: Juta.

Wallace, G., & McLoughlin, J. A. (2008). *Learning disabilities: Concepts and characteristics.* New York: Prentice Hall.

Walliman, N. (2001). *Your research project: A step by step guide for the first time researcher.* London: Sage Publishers.

Westwood, P. (2007). *Commonsense methods for children with special needs* (5th ed.). London: Routledge.

Wheldall, K. (2002). Lighting the way in special education. *Educational Psychology, 22*, 367-370.

Yin, R. K. (2002). *Case study research: Design and methods* (3rd ed.). Newbury Park: Sage.

APPENDICES

APPENDIX 1

INTERVIEW QUESTIONS
1. How did you feel when you discovered that you have learners with learning disability in your class? (Explain).
2. Learners with learning disability have some problems in learning. How do you motivate them to participate in learning activities?
3. Are there any guidelines supplied in the syllabus for teaching learners with learning disability?
4. What is the behaviour of learners with learning disability in the class? (Elaborate).
5. What is the behaviour of other learners towards learners with learning disability?
6. How do you support learners with learning disability? (Explain).
7. How do you deal with learners with learning disability who do not complete their homework?
8. How do you encooperate learners with learning disability when preparing a lesson?
9. Do you like to work with learners with learning disability? (Give reasons).
10. How do parents feel when they are called about their children's problems? (explain).

Is there anything that you would like to say as a recommendation to your school and other schools?

APPENDIX 2

QUESTIONNAIRE

Purpose of the study: Is to explore how educators teach learners with learning disabilities in the primary school in Lesotho.

Name: (optional) _____   **Teaching Experience:** _____

School: _____

Class: _____

Age: _____

Sex: _____

Qualification: _____

INSTRUCTIONS

 (i) Use a tick (√) to mark the appropriate answer in the boxes written Yes / No.

 (ii) Write your comment on the space provided below.

1. Does your school practice inclusion?

               | **YES** | | **NO** |

2. For how long have you practiced inclusion? _____

3. What types of learning disabilities do you have in your classroom?

_____.

4. Which methods do you use to teach learners with learning disabilities?

_____.

5. Is it easy for you to identify learners with learning disabilities?

             | **YES** | | **NO** |

6. How do you identify learners with learning disabilities?

_____.

7. Are there any problems encountered in teaching learners with learning disabilities?

           | **YES** | | **NO** |

8. What are the problems of teaching learners with learning disabilities?

_____.

9. Are there any challenges encountered in teaching learners with learning disabilities?

YES		NO

10. What are the challenges encountered in teaching learners with learning disabilities?
_____.

11. Were the problems of teaching learners with learning disabilities solved?

YES		NO

12. How were the problems of teaching learners with learning disabilities solved?
_____.

13. Are learners' parents involved in school activities?

YES		NO

14. How are learners' parents involved in school activities?
_____.

15. Do you have any relationship/ meetings with learners' parents?

YES		NO

16. How often do you meet with learners' parents?
_____
_.

17. What are your experiences in teaching learners with learning disabilities?
_____
__.

APPENDIX 3

CONSENT LETTER (EDUCATION OFFICER)

<div align="right">

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
8thMay, 2009

</div>

Education Office
P.O. Box 258
Botha-Bothe

Dear sir/madam

<div align="center">

RE: A REQUEST FOR PERMISSION

</div>

I am a Master's education student conducting a research project titled, "An exploration of educators' experiences in teaching learners with learning disabilities in primary schools. I humbly request permission to undertake my research project at the following schools: Thabong Primary School, Botha- Bothe Camp L.E.C. Primary School and Marie-Stella R.C. Primary School.

It is an academic study of which teachers and the Ministry of Education might benefit as it will help educators to use the appropriate strategies and practices in including children with learning disabilities in primary schools. The research targets two teachers from each school. They will be interviewed as individuals. I therefore, ask for a permission to enter the schools, to interview those teachers and make class observations and also use some of the documents like learners' continuous assessment books, learners' work books, learners' assessment books and duty record books will be used to verify how children with learning disabilities participate in school activities.

Should you require more information, please contact me at 0733341644, Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

With sincere appreciation for your co-operation

Yours sincerely
Mafakazile Bernice Mntambo

If you understand and grant permission please sign a declaration form

DECLARATION FORM

I……………………………… (Full name of the Officer) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and I consent to permit the researcher to conduct her study at my school.

SIGNATURE   DATE/STAMP

………………………..   ………………………..

APPENDIX 4

CONSENT LETTERS (PRINCIPALS)

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28th May 2010

The Principal
School A
Box 37
Botha-Bothe
400

Dear sir/madam

RE: A REQUEST FOR PERMISSION

I am a Master's education student conducting a research project titled, "An exploration of educators in teaching learners with learning disabilities in primary schools. I humbly request permission to undertake my research project in your school.

It is an academic study of which teachers and the Ministry of Education might benefit as it will help educators to use the appropriate strategies and practices in including children with learning disabilities in primary schools. The research targets two teachers. They will be interviewed as individuals. I therefore, ask for a permission to enter the school, to interview those teachers and make class observations, the questionnaires are included and also use some of the documents like learners' continuous assessment books, learners' work books, learners' assessment books and duty record books will be used to verify how children with learning disabilities participate in school activities.

Should you require more information, please contact me at 0733341644, Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

With sincere appreciation for your co-operation.

Yours sincerely

Mafakazile Bernice Mntambo

If you understand and grant permission please sign a declaration form

DECLARATION FORM

I**………………………………** (Full name of the principal) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and I consent to permit the researcher to conduct her study at my school.

SIGNATURE   DATE/STAMP

………………………..   ………………………..

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28th May 2010

The Principal
School B
Box 67
Botha-Bothe
400

Dear sir/madam

RE: A REQUEST FOR PERMISSION

I am a Master's education student conducting a research project titled, "An exploration of educators in teaching learners with learning disabilities in primary schools. I humbly request permission to undertake my research project in your school.

It is an academic study of which teachers and the Ministry of Education might benefit as it will help educators to use the appropriate strategies and practices in including children with learning disabilities in primary schools. The research targets two teachers. They will be interviewed as individuals. I therefore, ask for a permission to enter the school, to interview those teachers and make class observations, the questionnaires are included and also use some of the documents like learners' continuous assessment books, learners' work books, learners' assessment books and duty record books will be used to verify how children with learning disabilities participate in school activities.

Should you require more information, please contact me at 0733341644, Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

With sincere appreciation for your co-operation.

Yours sincerely
Mafakazile Bernice Mntambo

If you understand and grant permission please sign a declaration form

DECLARATION FORM

I…………………………… (Full name of the principal) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and I consent to permit the researcher to conduct her study at my school.

SIGNATURE   DATE/STAMP

…………………………..   …………………………..

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28th May 2010

The Principal
School C
Box 36
Botha-Bothe
400

Dear sir/madam

RE: A REQUEST FOR PERMISSION

I am a Master's education student conducting a research project titled, "An exploration of educators in teaching learners with learning disabilities in primary schools. I humbly request permission to undertake my research project in your school.

It is an academic study of which teachers and the Ministry of Education might benefit as it will help educators to use the appropriate strategies and practices in including children with learning disabilities in primary schools. The research targets two teachers. They will be interviewed as individuals. I therefore, ask for a permission to enter the school, to interview those teachers and make class observations, the questionnaires are included and also use some of the documents like learners' continuous assessment books, learners' work books, learners' assessment books and duty record books will be used to verify how children with learning disabilities participate in school activities.

Should you require more information, please contact me at 0733341644, Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

With sincere appreciation for your co-operation.

Yours sincerely
Mafakazile Bernice Mntambo

If you understand and grant permission please sign a declaration form

DECLARATION FORM

I…………………………… (Full name of the principal) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and I consent to permit the researcher to conduct her study at my school.

SIGNATURE   DATE/STAMP

………………………..   ………………………..

APPENDIX 5

CONSENT LETTERS (PARTICIPANTS)

<div align="right">

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28[th]May, 2009

</div>

The participant
School A
Box 37
Botha-Bothe

Dear participant

<div align="center">

RE: A REQUEST FOR YOUR PARTICIPATION

</div>

I am a Master's education student conducting a research project titled: "An exploration of educators experiences in teaching learners with learning disabilities in primary schools." I humbly request you to participate in the study during data collection that will take place at your school. The research targets teachers and you form part of my study.

You will be expected to participate in individual interview which will take place at your school in the year 2010. Class observation will also be conducted in this research project. You are also expected to answer a questionnaire.

Notes to the participant

- This study will assist you to understand the strategies used in including children with learning disabilities.

- Your identity will not be disclosed under any circumstances.

- There is no right or wrong answer.

- All the responses will be treated with strict confidentiality.

- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).

- Participation is voluntary; therefore you are free to withdraw at anytime without negative or undesirable consequences to you.

- You will not be forced to disclose what you do not want to reveal.

- Written notes and audio recording will be done through your permission. The data will be kept for five years in the University secure location by arrangements with my supervisor.

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

Should you require more information, please contact me at 0733341644; Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

With sincere appreciation for your co-operation

Yours sincerely
Mafakazile Bernice Mntambo

If you understand and agree to participate, please sign a declaration form

DECLARATION FORM

I…………………………….. (Full name of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time if I wish to.

SIGNATURE   DATE

…………………………..   **…………………………**

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28[th]May, 2009

The participant
School A
Box 37
Botha-Bothe

Dear participant

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master's education student conducting a research project titled: "An exploration of educators experiences in teaching learners with learning disabilities in primary schools." I humbly request you to participate in the study during data collection that will take place at your school. The research targets teachers and you form part of my study.

You will be expected to participate in individual interview which will take place at your school in the year 2010. Class observation will also be conducted in this research project. You are also expected to answer a questionnaire.

Notes to the participant

- This study will assist you to understand the strategies used in including children with learning disabilities.

- Your identity will not be disclosed under any circumstances.

- There is no right or wrong answer.

- All the responses will be treated with strict confidentiality.

- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).

- Participation is voluntary; therefore you are free to withdraw at anytime without negative or undesirable consequences to you.

- You will not be forced to disclose what you do not want to reveal.

- Written notes and audio recording will be done through your permission. The data will be kept for five years in the University secure location by arrangements with my supervisor.

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

Should you require more information, please contact me at 0733341644; Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

With sincere appreciation for your co-operation

Yours sincerely
Mafakazile Bernice Mntambo

If you understand and agree to participate, please sign a declaration form

DECLARATION FORM

I…………………………….. (Full name of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time if I wish to.

SIGNATURE   DATE

…………………………..   …………………………

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28[th]May, 2009

The participant
School B
Box 67
Botha-Bothe

Dear participant

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master's education student conducting a research project titled: "An exploration of educators experiences in teaching learners with learning disabilities in primary schools." I humbly request you to participate in the study during data collection that will take place at your school. The research targets teachers and you form part of my study.

You will be expected to participate in individual interview which will take place at your school in the year 2010. Class observation will also be conducted in this research project. You are also expected to answer a questionnaire.

Notes to the participant

- This study will assist you to understand the strategies used in including children with learning disabilities.

- Your identity will not be disclosed under any circumstances.

- There is no right or wrong answer.

- All the responses will be treated with strict confidentiality.

- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).

- Participation is voluntary; therefore you are free to withdraw at anytime without negative or undesirable consequences to you.

- You will not be forced to disclose what you do not want to reveal.

- Written notes and audio recording will be done through your permission. The data will be kept for five years in the University secure location by arrangements with my supervisor.

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

Should you require more information, please contact me at 0733341644; Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

With sincere appreciation for your co-operation

Yours sincerely

Mafakazile Bernice Mntambo

If you understand and agree to participate, please sign a declaration form

DECLARATION FORM

I**……………………………..** (Full name of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time if I wish to.

SIGNATURE   DATE

…………………………..   **…………………………**

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28[th]May, 2009

The participant
School B
Box 67
Botha-Bothe

Dear participant

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master's education student conducting a research project titled: "An exploration of educators experiences in teaching learners with learning disabilities in primary schools." I humbly request you to participate in the study during data collection that will take place at your school. The research targets teachers and you form part of my study.

You will be expected to participate in individual interview which will take place at your school in the year 2010. Class observation will also be conducted in this research project. You are also expected to answer a questionnaire.

Notes to the participant

- This study will assist you to understand the strategies used in including children with learning disabilities.

- Your identity will not be disclosed under any circumstances.

- There is no right or wrong answer.

- All the responses will be treated with strict confidentiality.

- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).

- Participation is voluntary; therefore you are free to withdraw at anytime without negative or undesirable consequences to you.

- You will not be forced to disclose what you do not want to reveal.

- Written notes and audio recording will be done through your permission. The data will be kept for five years in the University secure location by arrangements with my supervisor.

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

Should you require more information, please contact me at 0733341644; Email address:
mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

With sincere appreciation for your co-operation

Yours sincerely

Mafakazile Bernice Mntambo

If you understand and agree to participate, please sign a declaration form

DECLARATION FORM

I**……………………………..** (Full name of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time if I wish to.

SIGNATURE   DATE

…………………………..   **…………………………**

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28[th]May, 2009

The participant
School C
Box 36
Botha-Bothe

Dear participant

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master's education student conducting a research project titled: "An exploration of educators experiences in teaching learners with learning disabilities in primary schools." I humbly request you to participate in the study during data collection that will take place at your school. The research targets teachers and you form part of my study.

You will be expected to participate in individual interview which will take place at your school in the year 2010. Class observation will also be conducted in this research project. You are also expected to answer a questionnaire.

Notes to the participant

- This study will assist you to understand the strategies used in including children with learning disabilities.

- Your identity will not be disclosed under any circumstances.

- There is no right or wrong answer.

- All the responses will be treated with strict confidentiality.

- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).

- Participation is voluntary; therefore you are free to withdraw at anytime without negative or undesirable consequences to you.

- You will not be forced to disclose what you do not want to reveal.

- Written notes and audio recording will be done through your permission. The data will be kept for five years in the University secure location by arrangements with my supervisor.

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

Should you require more information, please contact me at 0733341644; Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

With sincere appreciation for your co-operation

Yours sincerely

Mafakazile Bernice Mntambo

If you understand and agree to participate, please sign a declaration form

DECLARATION FORM

I**……………………………..** (Full name of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time if I wish to.

SIGNATURE   DATE

…………………………..   **…………………………**

University of KwaZulu Natal
Edgewood Campus
Rosewood Flat 2
Room 73
28[th]May, 2009

The participant
School C
Box 36
Botha-Bothe

Dear participant

RE: A REQUEST FOR YOUR PARTICIPATION

I am a Master's education student conducting a research project titled: "An exploration of educators experiences in teaching learners with learning disabilities in primary schools." I humbly request you to participate in the study during data collection that will take place at your school. The research targets teachers and you form part of my study. You will be expected to participate in individual interview which will take place at your school in the year 2010. Class observation will also be conducted in this research project. You are also expected to answer a questionnaire.

Notes to the participant

- This study will assist you to understand the strategies used in including children with learning disabilities.

- Your identity will not be disclosed under any circumstances.

- There is no right or wrong answer.

- All the responses will be treated with strict confidentiality.

- Fictitious names will be used to represent participants' names (real names of participants and school will not be used throughout the research process).

- Participation is voluntary; therefore you are free to withdraw at anytime without negative or undesirable consequences to you.

- You will not be forced to disclose what you do not want to reveal.

- Written notes and audio recording will be done through your permission. The data will be kept for five years in the University secure location by arrangements with my supervisor.

This study is supervised by Mr. Henry Muribwathoho Tel. 0312607011

Should you require more information, please contact me at 0733341644; Email address: mntambomb@webmail.co.za/ 208524845@ukzn.ac.za

With sincere appreciation for your co-operation

Yours sincerely

Mafakazile Bernice Mntambo

If you understand and agree to participate, please sign a declaration form

DECLARATION FORM

I……………………………….. (Full name of the participant) hereby confirm that I have read and understood the contents of this document and the nature of the research project, and consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time if I wish to.

SIGNATURE   DATE

…………………………..   **…………………………**

APPENDIX 6

ETHICAL CLEARANCE LETTER

UNIVERSITY OF KWAZULU-NATAL
University of KwaZulu-Natal
Research Office
Govan Mbeki Centre
Westville Campus
University Road
Chiltern Hills
Westville
3629
South Africa
Tel No: +27 31 260 3587
Fax No: +27 31 260 2384
E-mail : naidoos4@ukzn.ac.za
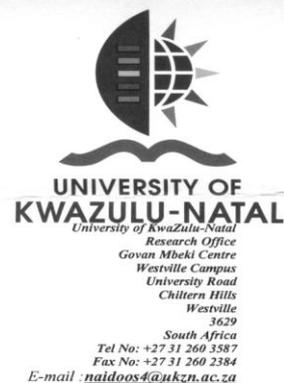
09 July 2010

Mrs M Mntambo
P O Box 348
Botha-Bothe 400
LESOTHO

Dear Mrs Mntambo

PROTOCOL: An exploration of educators' experiences in teaching learners with learning disabilities in primary schools in Lesotho
ETHICAL APPROVAL NUMBER: HSS/0458/2010 M: Faculty of Education and Development

In response to your application dated 30 June 2010, Student Number: **208524845** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL.**

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steve Collings (Chair)
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

SC/sn

cc: H Muribwathoho (Supervisor)
cc: Ms T Khumalo

Postal Address:

Telephone: Facsimile: Email: Website: www.ukzn.ac.za

Founding Campuses: ▪ Edgewood   ▪ Howard College   ▪ Medical School   ▪ Pietermaritzburg   ▪ Westville

This document,
        an M.Ed Thesis written by

    Mafakazile Bernice Mntambo

        was edited on 13 December, 2010.
                    by

            J.P.Naude
            B. Iuris (UOFS) 1979

    formerly Managing Editor of
    Butterworth Publishers (Lexis Nexis)

14/12/2010

CHAPTER 1

CHAPTER TITLE ALL IN CAPITALS CENTRED

In APA style the introduction is not labelled. You write the introduction and then the first section will be 1.1. Leave a double space (i.e. 2x 1,5 lines = 3 lines) between the chapter heading above and the first paragraph. Leave double space before next heading. Note this is the first page number i.e. 1 after the introductory section which has roman numerals. The pages must be A4 setting and have 2,5 cm margins all round. If binding can have 3 cm on left margin. Page number on top at the right.

1.1   SECTION HEADING

All new paragraphs must be indented about 5 to 7 spaces. Use the tab key. Suggest 1,0 cm. Be consistent. Introductory paragraph should be one space from heading. i.e. if using 1,5 spacing then leave 1,5 lines.

1.1.1   Sub heading

Suggest Times 12 pt and 1,5 line spacing. You can use double spacing throughout the dissertation if you prefer. Single spacing for block quotes, headings of tables etc. remember it is only one space between sentences. i.e. after a fullstop only one space before next sentence starts.

1.2   SECTION HEADING

Section heading all in capitals. You may also use time roman but sometimes a sans serif font is preferred such as Century schoolbook or Helvetica etc. These must be used for all table headings, figure headings etc.

1.2.1   <u>Sub heading</u>

Numbered sub heading starting with capital letter and then rest lowercase underlined. Start paragraph on next line. Make sure headings and first line of paragraph stay on the same page i.e. like this example.

Further headings. If at all possible avoid having any further subheadings such as 1.2.1.1 etc. If you want to add another heading then just use italics heading on the same line as I have done on this paragraph. Do not indent this line but indent subsequent paragraphs which are part of this heading.

Numbering. In a paragraph this is done with alpha (a) (b) etc. and not with i.) For example some students considered (a) the paragraph spacing of the dissertation, (b) the grammar and sentence structure, and (c) the numbering of lists.

Numbered lists. This should be done using numeric characters and not alphanumeric. If they require a heading then this should be in italics. Tab is 1cm. Continue paragraph on same line.

1. *Title.* Write the description or paragraph here. Continue onto the next line and make sure it all lines up.

2. *Title.* Write the paragraph here. Not all numbered lists need to have an italic heading. If they are just points being made then just write the paragraph with no heading.

Bullet lists: These should be used rarely. Example. I identified six basic responses which were most frequently asked for. These were:

- definitions, principles or other information had to be recalled;

- a graph or scale diagram had to be constructed;

- responses requiring the use of formulae to calculate an answer;

1.3   EXAMPLE OF A TABLE

The title of the table is above the actual table. It is numbered according to the chapter and then the number of the table in that chapter. i.e. Table 3.1 is the first table in chapter 3. You must mention in the text the table. For example: Table 1.1 shows the relationship between the research questions and the source of the data collected …….. etc. Only leave one line before the table. Make sure it is all on one page and does not break across two pages. If the title takes two lines make sure it is single spacing and correctly aligned with second line indented so table stands out. First line is not indented. Centre the table on the page. Do not centre the title. Headings in the table should be singled spaced if they take two or more lines e.g. Fieldnotes and observations. Leave a space between the different items i.e. between Fieldnotes & observations and Interviews Student.

Table 1.1   Relationship between research questions and type of data collected in the study.

	Question 1 What is going on?	Question 2 What does this mean to those involved?	Question 3 What role do problems play?	Question 4 What effect do external factors play?
Fieldnotes & observation	120 lessons	120 lessons	120 lessons	Exam meeting (3hrs) Exam marking. (4hrs)
Interviews Student		13 student interviews	13 student interviews	
Interviews Other				Examiner (2 hrs) Advisor (2 hr) Moderator (1hr)
Structured questionnaire	Role of problems	Role of problems	Role of problems	Role of problems

Table 1.2   Number of students who failed because they don't follow style conventions.

Year of dissertation	MEd	PhD
2003	6	2
2004	4	3
2005	3	1

1.4   EXAMPLE OF A FIGURE

Note that the title of the figure is written below the diagram. Centre the figure and the title must stay within the bounds of the figure. Format so it does not stick out on either side.
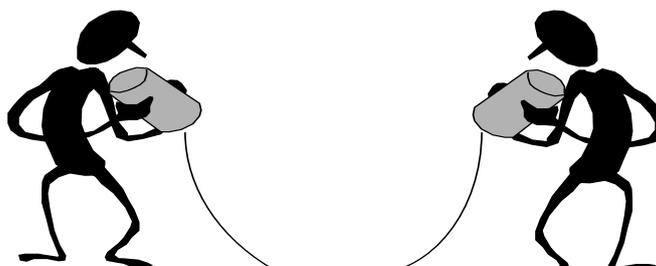

Figure 4.1   Diagram used by teacher on the chalk board.

1.5   QUOTES FROM INTERVIEWS OR LITERATURE

If the quote is three lines or less (40 words max) than place it in quotation marks "quote quote quote quote" but keep it in the normal paragraph. If it is longer than 40 words it must be indented by 1cm without quotation marks and text can be one point less i.e. if you are using 12 pt Times then drop to 11 pt Times for quotes. If you have a block quote then finish preceding sentence with a colon and then start quote on the next line. If phrase is not a complete sentence then no colon. Quote must have a page reference. It is important to see how the quote fits into the paragraph. If it can stand on its own as a separate sentence then punctuation is different to those quotes which form part of a sentence.

1.5.1   Example of quotes

This first example is of a quote that stands by itself within a sentence. However, this was not necessarily the general opinion of all the students. A number focused on what Jack did for them overall as typified by the following comment from Jean on the questionnaire, "Science in the class, however, is made more than just interesting by an enthusiastic teacher who is obviously genuinely concerned about our individual achievements" (Interview, 02/04/98). Note comma before quote starts as it stands on its own as a sentence. Normally see this as quote starts with a capital. Note full stop

outside the quote as it is a full stop for complete sentence. This applies for quotes from journals, books and other literature.

The second example is of a quote that forms part of the sentence. If you decide to follow a particular method you must make sure that you are being consistent in your choice. Can't have a survey questionnaire with a random sample when you have indicated that you "identify with the critical feminist research methodology" (Williams, 2006, p. 23) or you feel that quantitative analysis is "an outdated mode of inquiry" (Ziqubu, 2005, p.89). As it is part of the sentence there is no comma or colon to introduce the quote. Sometimes might have a comma if that would be normal punctuation for the sentence.

The third example is of a long block quote. Normally these can stand on their own as sentences so you end the introduction to the quote with a colon. Other students particularly the target students enjoyed their science class:

> I enjoy the Science class. It's a very enjoyable ... I've been in some boring Science classes, but Mr Jones's class is actually very enjoyable, because he's always ... you know, it's never stale; he's always got a thrust of humour, and you can actually put across different points of view, challenge him at certain times - not all the time [LAUGHS], certain times. He covers everything very comprehensively. (Eric, Interview, 15/03/02)

Note that preceding phrase can stand as a sentence so end with a colon. Note that the reference in brackets for block quotes comes outside of the quote full stop and does not have a full stop after it. Continue with the next part of the paragraph immediately without leaving a line. However, if you are starting a new paragraph then leave the normal line between the end of quote and start of next paragraph. A long extract from an interview would look similar to this:

Int.:	If you could put yourself into Mr Jones's shoes, and you're standing in the front and he looks at you, what do you think he's thinking? What does he think of you as a student?
Rathan	Well, probably he thinks I'm dumb. I just sit there; I don't ask him anything. I don't know. I would think that... because I just sit there...I just listen to him.
Int.:	So what do you think he thinks?
Rathan	I think he thinks I'm stupid, ... because I ... can't communicate with him.

(Rathan interview, 13/04/02)

Continue with the next part of the paragraph immediately leaving a line. However, if it is just a very short three line extract then same formatting as normal quote would apply.

REFERENCES EXAMPLE

Single spaced reference but add extra space between the references. Indent the second line by 1cm. <u>Follow APA exactly</u>.

Balacheff, N. (1984). Cognitive versus situational analysis of problem-solving behaviours. In H. Burkhardt, S. Groves, A. Schoenfeld, & K. Stacey (Eds.), *Problem solving: A world view. Proceedings of the Problem solving theme group, Fifth International Congress on Mathematical Education*, *Adelaide* (pp. 168-173). Nottingham: Shell Centre for Mathematical Education.

Bodner, G. M. (1986). Constructivism: A theory of knowledge. *Journal of Chemical Education, 63*(10), 873-878.

Bodner, G. M. (1990). A view from chemistry. In M. U. Smith (Ed.), *Towards a unified theory of problem solving* (pp. 21-34). Hillsdale: Lawrence Erlbaum.

Bodner, G. M. (1992, April). *The conceptual knowledge of beginning chemistry graduate students*. Paper presented at the 65th Annual Meeting of the National Association for Research in Science Teaching, Boston, MA.

Department of Education. (2004). *The educational policy white paper printed to end all policies*. Pretoria: Author.

Department of Education. (2000). *Norms and standards for educators* (Government Gazette of South Africa, No. 20844, 4 February 2000). Pretoria: Government Printer.

Dewey, R. A. (2002). *Psych Web pages for academics*. Retrieved January 25, 2003 from http://www.psywww.com/

Downey, D. B. (1992). *Family structure, parental resources, and educational outcomes.* Unpublished doctoral dissertation, Department of Sociology, Indiana University, Bloomington, IN.

Hobden, P. A. (1992). Physical Science INSET Rationale and descriptive report. In S. Hardman (Ed.), *The Shell Science Centre in INSET 1990* (pp. 14-21). Durban: Shell Science and Mathematics Resource Centre Educational Trust.

Lavoie, D. R. (1995a). The cognitive-processing nature of hypothetico-predictive reasoning. In D. R. Lavoie (Ed.), *Toward a cognitive-science perspective for scientific problem solving: A monograph of the National Association for Research in Science Teaching, Number Six* (pp. 13-50). Manhattan, KS: Ag Press.

Lavoie, D. R. (Ed.). (1995b). *Toward a cognitive-science perspective for scientific problem solving: A monograph of the National Association for Research in Science Teaching, Number Six*. Manhattan, KS: Ag Press.

Purdue University Online Writing Lab. (2003). *Using American Psychological Association format (Updated to 5th edition)*. Retrieved February 18, 2003 from the Purdue University Online Writing Lab at http://owl.english.purdue.edu/handouts/print/research/r_apa.html

Merriam-Webster college dictionary (10th ed.). (1998). Durban: Nasou

APPENDICES

Provide an index of all the appendices on the page before the actual appendices start.

A   Title of appendix A   page 89

B   Title of appendix B   page 92

   ETC

NOTE Start each appendix on a new page with a title in capitals as below:

APPENDIX A   CONCEPT MAP OF PROBLEM SOLVING RESEARCH

List of style conventions

<u>Page layout</u>

Leave a minimum of 2,5 cm all around. Suggest 3 cm for inside margin for binding.
Use at least one and a half spacing for text except for indented quotes, table headings etc. which can be single spacing.
Use left justified. Do not use full justified text as this introduces uneven spacing between words etc.
After a sentence fullstop, you leave one space.
Page number at the top on the right margin. Just the number, no page 6 etc.

Chapters start on a new page. The chapter heading may have a larger top margin that that found on most pages e.g. 3,5cm if you so desire.

Two full spacing between main headings and text. i.e. Chapter 1 after title two full spacings (1,5 lines x 2)
Two full spacing before a heading and one after before text. E.g. Heading 2.3
Only one spacing before and after for a subheading (many people do not have a line after a subheading. E.g. Heading 2.3.4

<u>Colons and quotes</u>   p. 80 and p.118
Only use a colon if the phrase could stand as a complete sentence on its own.

Other students particularly the target students enjoyed their science class:

> I enjoy the Science class. It's a very enjoyable ... I've been in some boring Science classes, but Mr Jones's class is actually very enjoyable, because he's always

<u>Comma and quotes</u>
He stated, "I hate the style conventions" (p. 3) but then he indicated that "he was not happy" (p.5) later in the document. When the quote is the start of a sentence introduce with comma and capital letter. If a continuation of a sentence then lowercase and no comma.