

**KWAZULU-NATAL EDUCATORS' ATTITUDES TOWARDS THE
INCLUSION OF MILDLY MENTALLY RETARDED LEARNERS
INTO MAINSTREAM EDUCATION**

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**A STUDY OF KWAZULU-NATAL EDUCATORS' ATTITUDES
TOWARDS THE INCLUSION OF MILDLY MENTALLY
RETARDED LEARNERS INTO MAINSTREAM EDUCATION**

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A dissertation submitted to the Faculty of Education in fulfilment or partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology) in the Department of Educational Psychology and Special Education at the University of Zululand.

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ABSTRACT

The present investigation had two objectives. The first aim was to examine educators' attitudes towards the inclusion of mildly mentally retarded learners into mainstream education. The second aim was to determine the extent to which educators were influenced by factors such as gender, age, teaching experience, special education qualification and teaching phase qualification.

A questionnaire was administered to all race groups of educators teaching in mainstream primary schools, located in the Umlazi District.

Fifty two and a half percent (52,5%) of the educators were found to have a positive attitude towards the inclusion of mildly mentally retarded learners in mainstream classes. Forty seven and a half percent (47.5%) displayed a negative attitude towards the inclusion of mildly mentally retarded learners in mainstream classes.

Results also illustrated that the variables of gender, age and years of teaching experience have no influence on educators' attitude towards the inclusion of mildly mentally retarded learners in mainstream education. However, the results did indicate that there is a relationship between educators' qualification in special education and their attitude towards the inclusion of mildly mentally retarded learners in mainstream education.

Fourteen percent (14%) had special education qualification and the majority of this group had positive attitudes towards the inclusion of mildly mentally retarded learners in mainstream education. Finally with regard to the variable of teaching phase qualification, there appeared to be insufficient evidence to make a decision as to the relationship between teaching phase qualification and educators' attitude towards the inclusion of mildly mentally retarded learners in mainstream education.

DECLARATION

I hereby declare that the work on “KwaZulu-Natal educators’ attitudes towards the inclusion of mildly mentally retarded learners into mainstream education” is my own work, both in conception and in execution and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference.



SIGNATURE
J. NAIDOO

DATE:

31:10:2004

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CHAPTER 1

1. MOTIVATION FOR THE STUDY TO BE UNDERTAKEN

The integration of children with disabilities into mainstream education has become educational policy in most developed countries in the last twenty years. In many developed countries this is now legislation.

Fish (1985) points out that the movement towards integration is part of a broader concern for the rights of the handicapped to appropriate education and training and for independent living and an acceptable quality of life as part of a normal community.

The history of special education has moved from the practice of total exclusion towards policies which are emphasizing the total inclusion of students with special needs within the mainstream.

Much of the impetus for mainstreaming came from an article by Lloyd Dunn (1968) entitled "Special Education for the Mildly Retarded – Is Much of it Justifiable?" Dunn concluded in this article, that there was no evidence to justify the existence of special classes for this population. Dunn's article appears to be the seminal piece on mainstreaming versus special education. Since then much debate has been sparked off and still continues today.

In Australia, for example, it is clear from the states educational department's directives, that the practice of integration has been adopted for all, but those students with the most severe disabilities (Colins, 1984).

In New South Wales, students with mild and moderate disabilities are attached to special classes in mainstream school. However, in Victoria, such children are placed in mainstream classrooms. It is therefore the

regular school system that is required to provide for the educational needs of its disabled children (Harvey, 1992). Consequently, greater responsibility for educating learners with special needs would be borne by regular educators and recommends that instructional, organisational and administrative support systems be provided for regular classroom teachers.

In restructuring its education system, with the merging of 17 ex-departments into a single ministry of education, post 1994, the South African Government has also stated its intent to implement a *mainstream inclusive* policy in ALL its schools. This is supported in the advanced government policy as expressed in the White Paper on an Integrated National Disability Strategy (Department of Education, 1997), in the Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS): Quality Education for All. Overcoming Barriers to Learning and Development (Department of Education, 1997). To the writer, these developments in the education development and disability field appears to demonstrate the Governments commitment towards the implementation of an inclusive education system. "This implies, that the regular school or classroom in the South African future can be expected to have among its members children for whom physical, intellectual or emotional factors seriously interfere with learning" (Green, 1991:88). That the regular education system is not ready to deal with handicapped children is shown in a survey by Payne and Murray (1974). They asked fifty urban and fifty suburban principals whether they agreed with the concept of integrating handicapped and normal children. Only 59 % of the suburban and 46 % of the urban principals believed that MILDLY RETARDED pupils should be integrated. Hudson, Graham and Warner (1979) found that of a large group of regular classroom teachers, 47 % did not support mainstreaming. Regular educators' reluctance to have exceptional children in their classes is undoubtedly due to

their belief that they are unprepared to deal with these children's special needs.

According to Madden & Slavin (1983), the largest group of students who are candidates for mainstreaming, are students considered to have mild learning and behavioural problems. These students do not display obvious sensory, physical or behavioural handicaps upon school entry, but they are later classified mildly handicapped, because their low academic performance is determined to result from mild learning or behavioural differences, either specific or general in nature.

In fact, for over 25 years, research reviews and position statements (Cegelka & Tyler, 1970; Dunn, 1968; Epps & Tindal, 1987; Madden & Slavin, 1983; Stainback & Stainback, 1984; Will, 1986) have called for the education of students with mild disabilities in general education classroom settings. Of great concern has been the lack of evidence that separate class placement improves the academic achievement of these students. For example, Madden and Slavin (1983:555) concluded that "there is little evidence that self-contained special education is superior to placement in regular classes in terms of increasing the academic performance of (students with mild academic disabilities) and the best evidence is that, in general, it is regular class placement with appropriate supports that is better for the achievement of these students.

While there is a raging debate regarding whether separate class placement is ever beneficial for students with mild disabilities most tend to support the view that students with mild disabilities should spend most, if not all of the school day with peers without disabilities (Baker, Wang, & Walberg, 1994-1995; Carlberg & Kavale, 1980; Madden & Slavin, 1983).

The general philosophy related to educational placement was that the students with mild mental retardation should be placed with children who had similar learning problems (Ingram, 1960). In addition, some researchers based support of this placement on their belief that many children with mild mental retardation were either rejected or totally isolated when they were placed in general education classrooms (Kirk & Johnson, 1951).

McGinity and Keogh (1975) found that 80% of the teachers they surveyed thought they needed to know more about the characteristics of exceptional children. Hudson, Graham and Warner (1979) found that nearly half the regular classroom teachers they surveyed stated they would be unable to correct a handicapped student's learning problems, and three fourths indicated they needed pre-service or in-service training before they could handle exceptional children.

It is clearly evident that teachers want to be provided with pre-service and in-service training on the characteristics and needs of exceptional children. Perhaps, this would endow them, with an index of confidence in terms of their mind set.

In South Africa, the National Disability Strategy decries the segregation of persons with disabilities from the mainstream of society. It emphasises the need for including persons with disabilities in the workplace, social environment, political sphere, and sports arenas. The education ministry supports this direction and the establishment of an inclusive education and training system as a corner stone of an integrated and caring society for the 21st Century (Department of Education, 1995).

In line with its responsibility to develop policy to guide the transformation programme, the education ministry commits to the provision of educational opportunities, in particular, for those learners experiencing barriers to

learning. In the previous dispensation learners whose barriers could not be catered for, dropped out of the system or were simply excluded.

Presently, public education in South Africa seems to be fraught with problems, as a consequence of recent policies involving all schools, issues of rationalisation and redeployment, low teacher morale, voluntary severance packages, early retirement, the banning of corporal punishment and an increase in teacher-pupil ratios. In addition special education and remedial education classes have been and are being closed down, despite having trained educators to offer children individual education programmes.

This means that increasingly, in South Africa, educators will have children with special educational needs in their classroom. The question is “what are their feelings towards this?” “Will they cope?”

In the light of the above problems and in association with inclusive education, it seems logical to examine the attitudes of educators towards the inclusion of mildly mentally retarded learners into mainstream classrooms.

The development of the Education White Paper 1 on Special Needs (Department of Education, 1996) resulted in the appointment of the NCSNET (National Commission on Special Needs Education and Training Services). This was followed by comment on the Consultative Paper No. 1 on Special Education : Building an Inclusive Education and Training System (Department of Education, 1999), which resulted in the launch of the Education White Paper 6 (Department of Education, 2001). The writing of this paper is a collation of submissions and feedback of social partners and the wider public. In the main the Education White Paper 6 seeks to ensure provision for those learners who have previously experienced barriers to learning and development or who have been pushed out of the system because of the inability of the education and training system to accommodate their learning needs. Amongst the various definitions, the

Education White Paper 6 (Department of Education, 2001) defines inclusive education and training as , “Acknowledging that all children and youth can learn and that all children and youth need support” (pg 6).

A particular key to inclusive education is about changing attitudes, behaviour, teaching methods, curricula and environments to meet the needs of all learners (Department of Education, 2001: 7).

The framework for building an inclusive education system (Department of Education, 2001), talks about three categories of schools, resource centres, full service schools and ordinary school. These schools cater for learners that require severe, moderate and mild levels of support, respectively.

The important human resource in all 3 schools is the class educator (teacher) who is now being challenged, as of previously to focus on learner strengths, identifying and overcoming the causes of learning difficulties, focussing on multi-level classroom activities, co-operative learning and curriculum enrichment. If inclusion is to be successful, educators need to embrace the policy and act in terms of its implementation. Importantly therefore, one needs to ascertain what are educators perceptions and attitudes to embracing this diversity, especially in the mainstream classroom, in ordinary schools, as clearly, our government is determined to create special needs education as a non-racial and integrated component of our education system. The implications for educators is that they need to possess the skills and confidence to attend to the learning needs of any learner who comes into their classroom, identify barriers to learning, and access the support which they need to accommodate different learners (Department of Education, 2001).

The above policy has implications therefore for mainstream educators in ordinary schools, as they would be required to teach the mildly mentally retarded learner, who previously had been contained in special education classes. These learners who present with impaired intellectual development will require curriculum adaptation rather than serious structural adjustments or sophisticated equipment (Department of Education, 2001). Such learners would also require assessment and instructional adaptations.

In South Africa approximately 70% of learners in mainstream education receive little or no education support service, yet experience barriers to learning and exclusion (Department of Education, 1997). The Education White Paper 5 suggests that learners attending special schools and specialised settings should be accommodated within the local neighbourhood school thus ending the isolation and stigmatisation of disabled learners.

In fact in most Black schools, at pre-primary, junior primary and even senior primary classes there are mentally retarded learners who have not been identified as such and who have not been referred to special or remedial classes as no such provision existed. "In the more senior classes one finds those children who, although not really mentally handicapped, are slow learners." (Kapp, 1991 : 316). These learners are referred to as the slow learners or dull normal children. The learners are poor achievers and consequently, in all these cases "a special responsibility is placed on the shoulder of class or subject teachers" (Kapp, 1991 : 316).

Educators of junior primary and senior primary classes who encounter this category of slow learners in their classes, will invariably be challenged to support these learners affectively and cognitively.

Moreover, the high cost, high intensive resources allocated to special schools and specialised settings should be used more efficiently within an inclusive single mainstream education and training system.

Specialised education in South Africa is at present organised in various ways, including both ordinary and specialised schools. However, currently most education of learners with special needs takes place in segregated settings that often leads to social isolation from their peers and other members of their community.

2. STATEMENT OF THE PROBLEM

In view of the above factors, this study, examines Kwa-Zulu-Natal educator's attitudes towards the inclusion of mildly mentally retarded learners into mainstream education.

The problem this study identifies and addresses entails the following :

What is the nature of attitudes of educators towards the inclusion of mildly mentally retarded learners in mainstream schools?

What factors contribute to the nature of attitudes towards mildly mentally retarded learners?

3. AIMS OF THE STUDY

- 3.1 To determine the nature of educators' attitudes towards inclusion of mildly mentally retarded learners in the mainstream education.
- 3.2 To establish if there is any relationship between the attitude held by mainstream educators and such variables as sex, age, educational and teaching phase qualification.

4. HYPOTHESES

The hypotheses will be formulated in accordance with the above aims of study.

5. OPERATIONAL DEFINITIONS OF TERMS

5.1 Kwa Zulu-Natal Educators

Persons who hold relevant teaching qualifications and are permanently employed by the Kwa Zulu-Natal Department of Education and Culture and whose work involves educating others at all levels of education or training context. For the purpose of this research, *educator* would be viewed as a school teacher at primary school level.

5.2 Attitudes

Kerlinger (1986 : 452) defines attitude as "an organised pre-disposition to think, feel and behave toward a referent or cognitive object". In this study the term attitude will be used to mean the way the educators feel, believe, think and respond to learners with mild mental retardation.

5.3 Mainstream education

'Mainstreaming, simply, stated requires that "exceptional" children be educated in the same environment as all other children wherever possible' (Cantrell & Cantrell, cited in Apter, 1982:188).

5.4 Inclusive education

A system of education that is responsive to the diverse needs of learners (Engelbrecht, 1999:19-20).

5.5 Mildly Mentally Retarded Learners

Learners who experience a slow rate of learning and who experience consistent delays in academic achievement, intellectual performance and adaptive behaviour such as personal independence and social responsibility (Du Toit, cited in Kapp, 1991:316).

6. RESEARCH METHODOLOGY

6.1 Literature Study

A literature review on educators' attitudes towards inclusion, exceptional children and related issues will be conducted.

6.2 Research Design

The research that will be conducted will take the form of a field study, aimed at establishing the nature of teacher attitudes towards mild mentally retarded learners.

6.3 Sample

The sample will consist of full-time, permanently employed educators of the KwaZulu Natal Department of Education. Since we are products of previously segregated educational settings, the sample will come from educators of the four ex-departments using cluster sampling design. Only primary school educators will be included in the sample as mildly mentally retarded learners present with more problems and are greater in numbers at primary schools than secondary schools.

6.4 Instrument

A likert type of scale consisting of statements relating to characteristics of mild mental retardation in learners, will be distributed to educators at primary schools for completion.

The instrument will consist of two sections : A and B. Section A will address the personal data such as age, sex, educational qualifications and number of years of service. Section B will be a likert type of scale consisting of statements relating to mainstreaming of mildly retarded learners.

Each respondent will categorise the response he or she selects in relation to each statement. The respondent has to indicate by means of a cross whether she or he strongly agrees (SA), agrees (A), undecided (U), disagrees (D), or strongly disagrees (SD) with the statement at hand. The items will be scored assigning values of 1,2,3,4,5 for positively worded items and reversed 5,4,3,2,1 for negatively worded items.

7. PLAN OF STUDY

- 7.1 Chapter 1 consists of motivation for investigation in this field statement of the problem, aims of the study and a plan for the organization of the whole scientific report.
- 7.2 Chapter 2 provides a theoretical background to the study. This background considers and discusses the review of relevant previous work done in this field.
- 7.3 Chapter 3 details the research design and methodology of the study. The design and method of investigation are discussed in detail. Described in this chapter are among other things, how data is collected, the selection of subjects, a plan for organisation and analysis of data.
- 7.4 Chapter 4 concerns itself with the analysis and interpretation of the data. The hypothesis formulated in Chapter Three are tested in this section
- 7.5 Chapter 5 presents the main findings of this investigation or study and concludes the research report by making a summary of study, recommendations, discussing limitations of study and avenues for future research.

CHAPTER TWO

2.1 STUDIES OF EDUCATORS' ATTITUDES TOWARDS LEARNERS

Teacher attitude towards children in their classroom have been the focus of critical attention dating back to Wickman's pioneering study in 1928. The argument has been that teacher's attitudes are strongly influenced by the degree to which children conform to teachers perceptions of acceptable student attitudes and that interactions between these expectations and such child characteristics as sex, academic behaviours and interpersonal behaviours make for important differences in children's school careers. (Brophy & Good, 1974; Kedar – Voivodas 1983).

International research, on teacher attitudes in respect of children with special educational needs, implies that teachers in ordinary classrooms, generally express negative attitudes to mainstreaming efforts, (Gans, 1987; Coates, 1989; Rodden-Nord & Good III, 1992); and few factors can be identified to account for positive integration attitudes (Larrivee & Cook, 1979; Stephens & Braun, 1980; Stoler, 1992), cited in Davies & Green (1988:97).

The general assumption is that teachers who hold negative attitudes would reject children with special educational needs if mainstreaming were to take place (Siegel, 1992).

Thomas (1985) found that irrespective of local history, of how children with mild intellectual disabilities had been educated, whether special class or integrated, the scale of opinion, amongst most teachers, tipped against the integration of the child with an intellectual disability, into mainstream education.

Jamieson (1984) reviewed research undertaken in the 1970s which considered teachers' attitude toward mainstreaming and found teachers to be more rejecting of children with a behavioural, emotional or intellectual disability than of any other category.

According to Culliver, (1991 : 4) mildly mentally handicapped students continue to be mainstreamed into regular classrooms despite the rejection they experience from regular classroom teachers.

Varying opinions in the interpretation of research results can be attributed to two important factors. First, there is no one optimal placement for all students with disabilities (Lewis & Doorlag, 1995), suggesting that while some students may be suited to the regular class, others may require more intensive intervention of special class placement.

Secondly, students with learning difficulties or physical impairments are perceived as the easiest to mainstream, whereas those with behavioural disorders or mental retardation are considered the most difficult (Leyser & Bursuck, 1986). This study is supported partly by results of a follow up study of more than 1000 elementary grade students with disabilities (Singer, Palfrey, Butler & Walker, 1988). After 2 years, 17% of the students no longer required special education services. Those most likely to leave special education were students identified as speech impaired. Students with hearing impairments, physical and multiple disabilities or mental retardation, very seldom, had their special education services terminated.

Research on peer and teacher attitudes toward learning disabled students clearly indicates that those with learning disabilities are viewed negatively. As Reid (1984) puts it: Regular classroom teachers associate the label "learning disability" with a negative stereotype. Learning Disability children

have significantly lower social status than their non-exceptional peers Regular classroom teachers and non- exceptional peers behave more negatively toward learning disability children than their normal classmates (p167).

Most studies on teacher attitudes towards special educational needs children, indicate negative attitudes and a general reluctance to accommodate them in their mainstream classes (Cave & Modison, 1978; Salend, 1984; Voeltz, 1984). Cave and Modison (1978) in their analysis of literature research are of the view that unfavourable teacher attitudes towards mainstreaming children with special educational needs, are rooted in insecurity and sometimes resentment based on ignorance and inexperience of children with special educational needs. It would appear that knowledge and information are critically important in favourably disposing an educator to receive a learner with special educational needs into his/her class. On the contrary, teachers' attitudes towards their learners with special educational needs improve positively as they become more knowledgeable about their pupils' special needs and how to serve them (Hegarty & Lucas, 1984; Larrivee, 1981; Ringlaben & Price, 1981). This is supported by (Gallagher, 1985; Sack, 1998; Stoler, 1992; Taylor et al., 1997) cited in Van Reusen; Shoho & Barker (2000) of some survey studies indicating that teacher acceptance or resistance to the inclusion or integration of students with disabilities into general education classes is related to the knowledge bases and experience of teachers.

In a study on the inclusion of children with Down's Syndrome at a local primary school in Pretoria, South Africa, (Engelbrecht, Eloff, Newmark & Kachelhoffer, 1997 : 81) says that regular educators and peers have negative attitudes towards pupils with special needs which will result in the isolation and stigmatization of pupils.

The training of four regular educators in the skills necessary to work with children with Down's Syndrome, was met with some resistance. The teachers, were not keen at first, to make adaptations that required changes in terms of individualized planning, instruction, evaluation procedures and alterations to the environment. According to the above authors, "attitudes and expectations of teachers were and remain a primary problem" (p82).

Shoho, Katims and Wilks (1997) are of the view that by increasing the knowledge base of teachers about the integration of students with disabilities and methods to address their learning needs, may be a means of minimizing negative teacher attitudes toward inclusion.

Avramidis, Bayliss and Burden (2000:194) investigated mainstream and special education teachers attitudes to inclusion. Their use of focus group interviews indicated that the majority of those teachers who were not currently participating in inclusive programmes had firm negative feelings about inclusion and were of the view that policy makers were out of touch with classroom realities. , A study by Villa; Thousand; Meyers and Nevin (1996) indicated that teachers who had active experience of inclusion, favoured the inclusion of children with special educational needs in the ordinary school.

According to Van Reusen, Shoho and Barker (2000/2001) in their study, on "High school teacher attitudes toward inclusion", teachers displayed an attitude that the inclusion of students with disabilities would negatively impact, the learning environment, their delivery of content instruction and the overall quality of learning in their classrooms.

In a study conducted by Cook (2001) "A Comparison of Teachers' Attitudes toward their included students with mild and severe disabilities" it was found that teachers appeared to form different attitudes and

expectations of their included students with disabilities depending on the severity or obviousness of students' disabilities. After interviews with 32 teachers regarding their description and feelings towards students in their classes the categories of attachment, concern, indifference and rejection were identified (Silberman, 1971).

Brophy and Good (1974) cited in Cook (2001) indicate that those students categorized as attachment were seen as a pleasure to teach, in the indifference category, the students presence was overlooked, in the concern category, educators became intensely and personally involved with students and in the rejection category teachers had 'given up' on students because of behavioural, social and attitudinal problems. In this study, the students were further classified as those with severe or obvious disability and those with mild or hidden disability. It should be noted that students who fell into the obvious category were categorised as mentally retarded. The findings of this study indicated, that students with severe and obvious disabilities are largely over represented among their teachers' indifference nominations, and that included students with mild and hidden disabilities were largely over represented among their teachers rejection nominations. This rejection is because they fell out of the teachers instructional tolerance and that they pose classroom management problems (Cook, 2001).

According to Lewis and Doorlag (1995) students with mild emotional disturbance constitute about seventy five percent of students with handicapping conditions. Childs (1981) administered a fourteen item questionnaire to two hundred regular classroom teachers to examine their attitudes towards the inclusion of educable mentally handicapped students in regular classrooms. His findings revealed that regular classroom teachers did not favour teaching these students in their classroom. Unfortunately these students have experienced significant rejection by regular classroom teachers (Childs, 1981; Vacc & Kirst, 1990). Additional research compared

the attitude regular classroom teachers exhibited toward LD (learning disabled), EMR (educable mentally retarded) and ED (emotional disturbed) students in regular classrooms. Their findings showed more favouritism toward learning disabled students than toward, emotional disturbed or educable mentally retarded students. The students that were least favoured were educable mentally retarded. According to Moore and Fine (1978) and Vandivier and Vandivier (1981) educable mentally retarded learners were described by their teachers as being a detriment to classroom instruction. It was felt that the presence of these students would hamper the academic growth of non handicapped students, in regular classrooms and even reduce the teachers' competence, as found by the Feldman and Attman study in 1985 (Culliver, 1991). Culliver (1991:176) says that mildly handicapped students who are mainstreamed, develop a negative self-concept, which impacts on their gaining acceptance from their teachers. On the contrary, Larrivee (1981) intimated that when regular classroom teachers showed acceptance toward mainstreamed mildly handicapped students in regular classrooms and respond positively to their feelings, such behaviour has a better effect than any curriculum or administrative strategy in integrating these students.

In Culliver's (1991) study on "Enhancing Teacher Acceptance of Mainstreamed Mildly Handicapped Students through Computer Assisted Instruction" two clear findings emerged. Firstly, teacher acceptance of mainstreamed mildly handicapped students includes teachers feelings, beliefs and emotions concerning these students and secondly, for teachers to develop positive attitudes about mildly handicapped students, a reasonable amount of time should be allowed, as the above study only allowed five weeks of investigation. This study did not show any significant positive results for computer assisted instruction (CAI) and teachers of mainstreamed mildly handicapped students.

Minke, Bear, Deemer and Griffin (1997) cited in Davies & Green (1998) indicated, though not unusual, that regular education teachers in traditional classrooms were less positive about accepting 'different' children than either special or regular educators already working in an inclusive classroom. All, however, indicated the need for appropriate resources.

According to Farrell (1997:158) educators are generally positive about the idea of inclusion, particularly for learners with physical or sensory difficulties and rather less for learners with emotional and behavioural problems. Generally, though when faced with the prospect of a learner with disabilities in their class, attitudes become less positive. Classroom educators feel negative and experience high levels of stress when a learner with special education needs is in their class (Farrell, 1997).

Bender (1993:61) states that learners with special education needs were perceived by educators as less cooperative, less attentive, less able to organize themselves, less able to cope with new situations, less socially acceptable to others, less accepting of responsibility and less tactful than their normally achieving peers.

Educators perceive these learners as showing more problem behaviours, engaging in appropriate social skills less often, showing less task initiative and being more distractible and more introverted than non-disabled learners. In addition, educators perceive learners with learning disabilities as less desirable to have in the classroom.

A number of studies suggest that teachers do not consider inclusion the ideal solution or the educational priority for disabled students, and would support partial rather than total inclusion (Arick & Krug, 1993; Bender, Vail & Scott, 1995; Center & Ward, 1987; Jenkins & Heinen, 1989; Myles & Simpson, 1989; Scruggs & Mastropieri, 1996).

Davies and Green (1998) found that mainstream primary school teachers in the Western Cape were concerned that too much time and work would be taken up in teaching children with special educational needs. In fact teachers felt that they would not have time to give sufficient attention to learners with special educational needs, taking into account the high pupil numbers in their classroom. They also felt that this would result in neglect for the rest of the class.

A study by Barnartt and Kabzems (1992) in Zimbabwe found educators were very unaccepting of inclusion/mainstreaming and 40% of their sample indicated they would refuse to teach a student with an intellectual disability if placed in their classroom.

On the question of "Do teachers support mainstreaming/inclusion of students with disabilities in general education classes?" Scruggs and Mastropieri (1996) reported that teachers indicated different levels of support for including students with different conditions of disability. Overall, support for mainstreaming appeared to be due mostly to the degree of intensity of mainstreaming and severity level of students with disabilities who are mainstreamed. On the question of "Do students with disabilities have a negative effect on the classroom environment?" Overall, 110 of 368 teachers (30,3% range = 10,0% to 41,7%) agreed that students with disabilities could be harmful to the classroom environment.

Bothma, Gravett and Swart (2000) conducting research on primary school teachers attitudes towards inclusive education found that teachers felt that learners with special educational needs would be best catered for in separate educational facilities, that is, remedial or special schools or classes. They also felt that if learners had to attend therapy during instruction time, this could lead to greater complication, such as further lags in academic work.

This may be pertinent to mildly mentally retarded children who are already termed as slow learners. Another interesting concern raised by teachers is that such children, if placed in the mainstream, would require intensive remedial tuition after school and thereby removing necessary time for them to be 'children' and to have fun.

Teachers also felt that standards would drop, in that normal learners would be neglected in order to cater for learners with special educational needs. Additional, research indicates that teachers felt it would be unfair to expect the normal learners to uphold the learners with special educational needs, when indeed their focus should be on their own education.

To the writer it would appear that apart from now having to deal with learners with special educational needs, general educational teachers feel that they already have more than their fair share of issues to deal with in their classrooms.

According to Farrell & Mittler (1998), when UK teachers are presented with the prospect of accommodating a child with disabilities in their class, attitudes become less positive and in addition, there is evidence from Australian research (Forlin, 1995) of class teachers feeling negative and experiencing high levels of stress and when a special educational needs child is placed in their class.

Interesting findings emerged in Bothma, Gravett and Swart (2001) in research on the attitudes of primary school teachers towards inclusive education. Firstly, teachers still seem to view teaching as a process where standards are set for the learner to meet and not as a process targeted at facilitating the attainment of outcomes utilising continuous assessment, as proposed in the Report : Quality Education for All – Overcoming Barriers to Learning and Development (Department of Education, 1997).

In addition, teachers still held the deficit – medical view of learners who experience difficulties. This simply implies that teachers still see the problem located within the individual and therefore the individual has to be removed and treated so that the individual can be changed to fit the demands of society (Sleeter, 1995 : 156). To the writer this would imply that teachers are still reluctant to include learners with special educational needs in mainstream classes.

According to Kugelman (2001), the inclusion of children with learning challenges, disabilities and other impairment in general education classrooms has been hampered by teacher assumption regarding the meaning of these differences. The belief that these children cannot succeed in general education classrooms has been supported by deficit-based paradigms and medical models that provide the foundation for special education practice (Poplin, 1988; & Skrtic, 1991.a, b).

Kugelman (2001) says in her interaction with many progressively orientated teachers who shared a willingness to support diversity among their students, many believed that children with disabilities were qualitatively different from other children. They believed that special children needed more than they could offer, even in newly designed, progressively orientated classrooms.

In Western Australia principals and teachers acceptance of integration was lower for the child with an intellectual disability than for a child with a physical disability. Acceptance decreased as the degree of severity increased. In addition educators were more accepting of part-time integrations, but mostly for the child with a mild or moderate disability. (Forlin, 2001).

While research has shown that some educators believed that the child with a disability had a right to equal education opportunities (Semmel, Abernathy, Butera & Lesar, 1991); educators attitudes towards inclusive placements were in general very negative (Barnartt & Kabzems, 1992).

In Queensland, Australia, 89% of teachers believe that effective teaching to normal learners would be compromised, by having a child with an intellectual disability in their class, and that would be quite stressful for them (Forlin, 2001).

Research findings indicate that attitudes also vary according to the disability (Moore & Fine, 1978; Schloss & Miller, 1982) and that deficits with the smallest critical social stigma would be those best accepted (Algozzine, Mercer & Counterline, 1977).

Baker and Gottlieb (1980:6) clearly state that "teacher attitudes are expected to influence the extent to which handicapped children become not only physically integrated, but integral members of regular classes, benefiting academically, socially and emotionally from the experience".

Studies by Siegel (1992) and Stoler (1992) indicated that positive attitudes were significantly correlated with teachers' successes with handicapped children. In relation to this study, Davies and Green (1998:97) mention that attitudes towards mainstreaming may be closely tied to teachers' feelings of competency and effectiveness in educating these children.

Literature review seems to indicate that most teachers still perceive learners with special needs as not their problem, because schools have still not developed an understanding of why change is necessary (Bayliss, 1995).

It appears, however, that teachers are more accepting of special needs children if they in contact with a special educator who favours integration (Thomas, 1985), if they actively participate in decision making, and if the mainstream is modified, Myles and Simpson (1989) cited in Davies & Green (1998). The most common modifications suggested were: support services availability, special educator consultation and decreased class size.

Horne (1985), provided evidence that positive attitudes towards mainstreaming increase as the implied personal responsibilities for mainstreaming decrease. Therefore, classroom educators generally exhibit the most pessimistic attitudes, with school administration and college faculty holding the most optimistic attitude.

Scruggs and Mastropieri (1996), in reviewing teacher perceptions about instructing students with disabilities found that 81% of elementary grade general education teachers were satisfied with the mainstreaming placement of students with mild disabilities, compared to 53% of teachers in grade 7 and above.

In Diebold and Van Esehenback (1991) study, 92% of a sample of 25 teachers expressed willingness to teach students with a variety of disabilities, but not students with severe disabilities or mainstream retardation.

On the issue of introducing co-operative learning with mildly handicapped students in regular classrooms (Morse, 1976), says co-operation is more likely when teachers view proposed change as making their lives "more meaningful and productive." (p.10).

Teachers also felt that special educational needs learners might evoke an adverse effect on the class, in that they might distract the attention of the class and they might be ridiculed and feel unhappy (Morse, 1976).

In an Australian study, a sample of primary and post primary teachers and non-education tertiary students in Victoria were surveyed using the Attitudes Toward Mainstreaming Scale (ATMS, Berryman, Neal & Robinson, 1980). A significant finding of this study indicated that the non-teacher group held the more favourable attitude toward mainstreaming and that even teachers who were favourably inclined were reluctant to accept children with disabilities into their classrooms. Included in the category of disabilities was intellectual disability. Further findings on this survey indicated "It is feasible to teach students who are gifted, of normal ability, or intellectually disabled in the same class" (Harvey 1992 : 38). This is significant, in that it indicates a positive reaction to the inclusion of students with mild intellectual disabilities into regular classes. Harvey (1992) says there is little doubt that the child who is a slow learner is the one that can pose the most difficult of challenges to a teacher's professionalism.

On the question of "Do students benefit from mainstreaming?" 15 surveys asked teachers whether they believed that students with disabilities and/or students without disabilities, might benefit from mainstreaming. These reports included both general and special education teachers from 10 states in the Northeast, Midwest, South and West of America were published from 1975 – 1995. Across these 15 surveys, 1 820 of 3 348 teachers (54,4%) agreed with general statements that students with or without disabilities could benefit from mainstreaming experiences. Of note, is that special education teachers more frequently than general education teachers agreed with mainstreaming provided benefits (Scruggs & Mastropieri, 1996).

According to Bothma, Gravett and Swart (2000) in exploring the attitudes of primary school teachers towards inclusion, teachers expressed the view that learners with special educational needs would receive better and more effective occupational and emotional therapy in specialised education, thus enhancing and accelerating their development.

According to Madden and Slavin (1983 : 510), "Research favours placement in regular classes using individualised instruction or supplemented by well designed resource programs for the achievement, behaviour, social and emotional adjustment of academically handicapped students."

Rich and Ross (1989) carried out research that suggest that instruction in the resource classroom is more academically focussed than the regular classroom. This is logical, as resource services concentrate on the areas in which students with mild disabilities experience the most difficulty, this being, academic skills. Most needed are support services from professionals such as special educators and reading specialists, a decrease in class size, and consultation in areas such as behaviour management and instructional techniques, and least wanted is in-service training.

General education teachers seem to have low tolerance for maladaptive behaviour and therefore resist the placement of students with disabilities in their classroom, however, when mainstreaming occurs, effective teachers are the most willing, to receive technical assistance to help them work with their students learning and behaviour problems (Lewis & Doorlag, 1995). This is supported by Myles & Simpson (1989), who indicate that teachers have definite preferences for the types of modification that should occur when students are mainstreamed.

Rogers, (1987); Mega, Castellini and Vianello (1998) cited in Cornoldi, Terreni, Scruggs & Mastropieri (1998) reported that elementary teachers

reported more positive attitudes toward inclusion than did secondary teachers. Two factors can be attributed to this finding: i) the curriculum is more demanding on the secondary level compared to the smaller range of achievement on elementary level and ii) considering elementary teachers spend more time with their students, consequently they develop more positive attitudes towards those students with disabilities.

In South Carolina, United States, a survey on teacher attitudes to inclusion, previously alluded to, fifty one percent of the respondents indicated that the redistribution of special education resources into the regular education classes would not decrease the load of the regular education teacher. (Monahan & Marino, 1996).

Sixty eight percent of the respondents felt the students with special needs improve their social skills when placed in a regular education classroom. Sixty two percent of the respondents felt that students with special needs benefit from inclusion in the regular classroom. Seventy one percent of the respondents did feel the students with special needs require more attention and assistance than the regular education teacher can provide.

According to McLeskey and Waldron (1996), over the past 30 years extensive literature reviews have addressed the effectiveness of separate class placements for students with mild disabilities such as mild mental retardation and learning disabilities. Their findings indicate, that the vast majority of research has failed to demonstrate the effectiveness of such programmes. To these writers separate class placements do not really improve the academic and social progress of students with disabilities.

In the above study, the writers asked, 'How can teachers in separate classrooms know how much to expect of their students?' (p151). In response, the teachers they interviewed shared the frustration they felt when

they began to teach in inclusive programmes and realized that their expectations were far too little of the students they had taught in special education classrooms. According to Zigler and Muenchow (1979:944) "the data on the merits of educating reformed children with their non-retarded peers are simply inconclusive."

McLeskey and Waldron, (1996:156) refer to a panel discussion by teachers, where one sixth grade science teacher said that she could include some students with learning disabilities in her class, if they could read the required material, understand all of the grade-level concepts and pass test related to this material. Consequently, no students labelled mildly mentally handicapped could be included in her class, since they would be unable to meet the stipulated criteria. McLeskey and Waldron (1996:156) are of the view that though correct, as long as this teacher held the belief that all students must meet arbitrary criteria for success in her classroom, students with mild mental handicap could not be successfully included in her class.

In a study by Myles and Simpson (1989) elementary teachers were initially given a description of a student with a mild learning, cognitive, or behavioural disability and then asked to choose a classroom modification that would convince them to accept the students in their classrooms. They found that one third of the respondents were keen to accept the student without any listed modifications, in addition, 54% of the teachers were keen to accept the student with teacher chosen modifications and that 14% of the teachers would be unwilling to accept the students into their classrooms, even with modifications or support. In relation to the above study, McLeskey and Waldron (1996) indicate that about two to three of every ten teachers require very little convincing that inclusion is appropriate for students with disabilities.

Approximately, every five to six of every 10 teachers will cooperate in an inclusion programme, if it is good, clear to them and if they are involved in decision making regarding the programme. An interesting finding emerged in the above study, in that teachers of students with disabilities appear to oppose inclusion more strongly, than mainstream classroom teachers as they would have to give up their separate classrooms and curricula, and make a variety of other changes as compared to regular teachers, who would maintain their classrooms, curricula and related familiar aspects of their teaching world.

In Queensland, Australia, primary school teachers who included a child with a moderate or severe intellectual disability in their class reported that their ability to teach other students effectively as they would like to, would be reduced and that this is quite stressful for them (Forlin, 2001).

Davies and Green (1998), found that primary school teachers in the Western Cape were generally found to have more positive attitudes towards mainstreaming learners with mild to moderate levels of special educational needs.

Attribution of the willingness of regular educators to accept exceptional children were greater when expectation to participate in planning and implementation were high, but decreased when denied such opportunities (Myles & Simpson, 1989).

Research on teacher attitude indicates that whilst many general education teachers support the concept of mainstreaming and inclusion, philosophically, most seem to doubt their concern to implement these programs successfully (Harding & McCormick, 1986). In this instance, studies have shown that most general education teachers do not seem convinced that they have or will be provided with adequate planning and

instructional time necessary to support mainstreaming or inclusion (Gans, 1987; Myles & Simpson, 1989/1992).

In South Africa the inclusion of special educational need learners into mainstream, has already met with strong criticism. The clear concerns were that regular educators are not trained to work with pupils with special needs and that this will utilize major portions of a teacher's time, thus affecting the progress of other pupils and secondly that regular educators and peers have negative attitudes towards special educational needs pupils resulting in the isolation and labeling of pupils (Schoeman, 1994).

2.2 STUDIES ON FACTORS INFLUENCING EDUCATORS' ATTITUDES TOWARDS LEARNERS

2.2.1 STUDIES ON THE RELATIONSHIP BETWEEN SUPPORT AND EDUCATORS' ATTITUDE

While some survey studies have indicated teacher acceptance or resistance to the integration of students with disabilities into general education classes to knowledge base and experience, some studies in contrast have shown that staff development programmes and further contact with mainstream students have failed to improve teacher attitudes or beliefs (Baines, Baines & Masterson, 1994; Feldman & Attman, 1985; Gans, 1987; McLesky & Waldron, 1996; Wilczenski, 1993).

Research studies indicate that while many general education class teachers in principle, support the concept of mainstreaming and inclusion, many are deeply are concerned about their ability to implement these programmes successfully (Van Reusen; Shoho & Barker, 2000/2001). Further studies

have indicated that most general education class teachers argue that they will not be provided with adequate planning and instructional time needed to support mainstreaming or inclusion (Barton, 1993; Gans, 1987; Myles & Simpson, 1989;1992).

Further, studies have indicated, that even after completion of staff development training, many teachers are still doubtful of their abilities to teach students with disabilities and some are uncertain whether they will be provided with resources and support necessary for the programs (Hannah, 1988; Semmel; Abernathy; Butera & Leser, 1991).

In what is considered to be most widely reviewed and analysis of the literature on teacher perception about teaching students with disabilities in their classrooms, Scruggs and Mastropieri (1996) analyzed 28 survey reports published from 1958-1995. They clearly found that teachers reported needing time (at least one hour per day for instructional planning), training (on going in-service), personnel resources (consultant special education teachers and paraprofessionals in their classrooms) and material resources, adequate curriculum materials and equipment appropriate to the needs of students with disabilities. Another important finding is that these general education teachers felt that the class size should be reduced to less than 20 students when students with disabilities are included. A significant finding in their study revealed that teachers are more favourably inclined to include students with mild disabilities than those with more severe disabilities.

In Italy, after 20 years of inclusion, teachers felt that they were still not receiving adequate support for undertaking inclusion practices. Cornoldi, Terreni, Thomas and Mastropieri (1998:355), stated:

“These teachers were far less positive about the level of support they received for meeting the needs of students in heterogeneous classroom environments.”

The above authors also indicate that teachers in the United States, also felt that the support they received was inadequate. These negative responses of teachers from both Italy and the United States on personal support items is indicative that both sets of teachers, are of the firm belief, that including students with special educational needs in general education classes warrants much greater support than schools are presently providing.

The ecological or preventive belief-system views student problems as resulting from the interaction of the student with the environment (Graden, Casey & Christenson, 1985; Jordan in press; Wilson & Silverman, 1991; Ysseldyke & Thurlow, 1984). In essence the teacher is of the view that most learners can benefit from instruction in the regular classroom, if appropriate instruction is implemented. (Jordan; Kircaali-iftar & Diamond, 1993), implying that educators need support.

Harvey (1992) investigated differences in attitudes toward the integration of children with disabilities, between teachers – in training and non-teachers in the State of Victoria, Australia, with corresponding groups in 1984 and 1990. It was found that in 1990, the teacher groups held more positive responses to the enrollment of students with mild intellectual disabilities in regular classes, than had their counterparts in 1984, the reason being that there was greater exposure to children with disabilities and more importantly the provision of ancillary staff in the form of integration aides. As Harvey (1992) puts it: “There is little doubt that the child who is a slow learner is the one who poses the most difficult of challenges to a teachers’ professionalism” (p41).

In Davies and Green (1998:100) study on “Mainstream teachers’ attitudes to the mainstreaming of learners with special educational needs in primary classrooms: a Western Cape Study”, 86% of the educators indicated that it

would be acceptable to them to teach children with mild to moderate special education needs either without any assistance, or with monthly consultation. It is interesting to note that 21% of teachers indicated that they could manage a child who needed a modified curriculum without consultative support, but with monthly consultation, another 62%, thought it would be possible.

Teachers in the above study generally indicated positive attitudes towards mainstreaming learners with mild to moderate levels of special educational need. A concern raised though is that , these were their reported attitudes, and may not necessarily reflect their actual behaviour in real settings. Three possible reasons can be advanced in respect of the educators positive attitude, in the above study. Firstly, the changing political landscape with the emphasis on the rights of children with special needs, could have influenced teacher beliefs about politically correct attitudes. Secondly, the new flexibility about education in South Africa, has perhaps prompted teachers to be more open-minded and thirdly, it is possible that many South African teachers may have already experienced some learners with low to medium levels of special needs.

In essence, the results of the above study, though drawn from a small sample, indicates a supportive and caring attitude towards the mainstreaming of children with mild to moderate special educational needs in the ordinary classroom.

Gottlieb, Gottlieb, and Wishner (1994) reported that 65 percent of the educators who referred learners out of the classroom to special education mentioned that they did not know what resources would enable them to teach those learners within their classrooms, while 16 percent believed, they could be trained with the skills to enable them to teach such learners. Only 10 percent of the ordinary school educators could even describe a curricular

adaptation they might make to accommodate these learners. Clearly, educators who believed that learners with special education needs can become useful members of society were more willing to integrate them than were educators who did not share this belief.

In the Coates (1989) survey, 12 of the 94 general education teachers (12,8%) agreed that given an effective set of techniques, it would be possible to both raise the achievement levels of the entire class and meet the educational needs of the learning disabled, mildly mentally handicapped and slow learners entirely within the regular class.

Giangreco, Dennis, Cloninger, Edelman, and Schattman (1993) interviewed 19 general education teachers across grade levels who had a student with severe disabilities in their classrooms for a year. One clear indicator of teachers' comments was the benefit of having an education team to bolster their problem solving, planning, resources, organisation and to lend moral support.

Salisbury, Palombaro and Hollowood (1993) also reported strong support for teaming as a means to communicate, plan and resolve problems arising in an inclusive elementary school.

Clough (1998), says, in the clear absence of any structured statutory insistence on a special educational needs element, in initial teacher education programmes, mainstream educators are already inadequately prepared to meet the extraordinary needs of learners with depressed achievement. In the light of Clough's statement it is not unusual, as Davies and Green (1998) report that teachers seem to want other professionals to solve student problems, rather than to have the professionals.

Siebalak (2002) in a study on “Educators’ perceptions of inclusive education”, found that (65,4%) of educators indicated that in-service training opportunities are not available for mainstream educators to cope with learners with special education needs.

2.2.2 STUDIES ON THE RELATIONSHIP BETWEEN QUALIFICATION AND EDUCATORS’ ATTITUDES

During the early period of the 20th century, there were no special education teacher training programs or in-service for educators who had to work with mentally retarded learners. Gradually, as the number of students with mild mental retardation began to reach significant numbers, schools were forced to hire essentially untrained teachers, many of whom were told that they needed to keep their pupils happy, busy, and out of trouble. (Dunn, 1973:155).

According to Shoho, Katims and Wilks (1997), one way of reducing negative teacher attitudes towards mainstreaming/inclusion would be to improve the knowledge base of teachers about the integration of students with disabilities and methods to address their learning needs.

This argument advocates that educator’s require specialized knowledge skills and training for the particular type of education. Against this argument, during the last few years continuing attention has been focused on integrating mentally handicapped learners into regular education setting. Increasingly, the general educational curriculum is what mildly mentally retarded learners are being subjected to. In this respect, teacher, preferences regarding modification and adaptations seem to center around changes in instructional delivery systems and, in some instances, response modes (such as through testing), but not changes in the actual curriculum or the standards

associated with the content (Polloway, Bur-suck, Jayanthi, Epstein & Nelson, 1996). The implications of this are two fold: teachers are not readily prepared to make instructional changes and that there is no specialised curriculum awaiting mild mentally retarded learners when they are placed in such classes.

As most mildly mentally retarded learners experience problems in reading and a need exists to plan individualised educational programmes, most schools are making use of para educators, who are educational aides or assistants. Apart from their use, the pre-service preparation and in-service training received have come to the forefront in recent years (Pickett & Gerlach, 1997).

Early studies have shown that apart from being anxious about the quality of academic work that children with disabilities in regular classes could produce, teachers also were concerned about their own levels of preparation for inclusive practices (Bender, Vail, Scott 1995).

Educators in Victoria, Australia felt they were not trained to teach children with disabilities and in particular those with intellectual disabilities, that they would need additional resource support which the state could not provide. They also felt that they could not cope with a heavier workload (Mousley, Rice & Tregenza, 1993).

Davies and Green (1998) found that highly experienced primary school educators in the Western Cape were concerned about managing a child who required a modified curriculum in terms of coping as a teacher without special training.

In this respect, a recent South African teachers study in the Free State indicated that teachers were willing to learn more about inclusive education

and on how to teach integrated classes, provided that it led to a diploma or certificate (Hay, Smith & Paulsen, 2001).

The level of a teacher's education or amount of training about children with a disability were found to be significantly related to teacher acceptance in four studies reviewed by (Jamieson, 1984).

In particular, teachers who were fully trained special educators had more realistic attitudes towards placement decisions, although they were not necessarily more accepting of inclusive practices (Jamieson, 1984).

In particular, educators expressed concerns regarding their own ability to cope with inclusive practices because of a lack of confidence in their own knowledge (Center & Ward, 1987) or inadequate training (Horne, 1985; Ringlaben & Price, 1981).

Similar to the study reported above, results showed that teachers with a high level of special education training had significantly more positive attitudes towards inclusion than those with no or minimal special education training (Van Reusen, Shoho, & Barker, 2001).

Teachers of mainstreamed handicapped children are largely unprepared to deal with their integration socially (Shapiro & Margolis, 1988:135). Guinagh (1980) cited in Shapiro and Margolis (1988:27) noted:

For most handicapped children, entering a regular class promotes minimal and unplanned social contact with non handicapped children. Teachers have no training in promoting friendships in their classes for either handicapped or non handicapped children To help children to become better friends is not central to instruction.

Gessler Werts, Wolery, Snyder and Caldwell (1996) conducted a study to determine elementary general and special educators' perception of factors crucial to successful inclusion in general education classroom activities. The respondents cited staff preparation and training as important in getting started. Some of the training topics included specifically, teaching functional skills, and curricular and instructional adaptation strategies.

Nietupski, Mckee, Cook, Dvorsky, Nietupski and Costanza (1999) examined the perceptions of general and special education teachers responsible for the inclusion of students with moderate/severe disabilities into their rural neighbourhood school. Feedback from these teachers indicated that assistance from specialists, not generalists, (i.e. staff without expertise in moderate/severe disabilities) is needed to make inclusion work. Teachers also indicated the need for the restructuring of teacher training, to enable and equip teachers with expertise to serve students with moderate/severe disabilities.

According to Salend and Johns (1983) and Vaugh and Schumm (1995), further studies have shown that positive teacher attitudes about including students with disabilities in the general education classes appear to be linked to the ability of teachers to instruct these students.

Van Reusen, Shoho and Barker (2000/2001:7) in their study of high school teacher attitudes toward inclusion raised concerns about the effectiveness of teacher preparation programmes and staff development programmes in equipping them to provide instruction to academically student groups, in respect of addressing their attitudes. These writers however warn against providing teachers with one day workshops or one shot orientation meetings to help them meet the challenges of inclusion. Instead they propose on going staff development and training opportunities together with instructional support to curb their anxiety or frustration concerning inclusion, and their

attitudinal issues. Further studies referring to negative outcomes for inclusion programs often point to the lack of training opportunities and support to teachers. (Baines, 1997; Baines, L; Baines, C; & Masterson, 1994; McLeskey & Waldron, 1996).

In a study on "Teacher Attitudes toward inclusion: Implications for Teacher Education in schools 2000", in South Carolina, United States, of the three hundred and sixty-four surveys randomly distributed, seventy five percent of the respondents felt that regular education teachers do not have the instructional skills and educational backgrounds to teach students with special needs (Monahan & Marino, 1996). Sixty seven percent of the respondents indicated that regular education teachers prefer sending students with special needs to special education classrooms rather than having special education teachers deliver services in the regular education teacher's classroom.

In examining teacher education progress Monahan and Marino (1996) observed that such programmes should demonstrate the inclusion of relevant information about all children across the entire curriculum instead of depending on one course in the area of special education to address the total scope of information for future teachers. Monahan and Marino (1996:3) put it this way: "these should include opportunities for future teachers to work with the full range of students with various capabilities. The programme should model and promote team teaching and co-operative learning, so that these experiences will enable the translation of theory into practice. The programmes should also provide planning, implementation and evaluation opportunities".

These writers are of the view that there should be continuous pre-service and in-service education emphasizing on attitudes that enable all teachers to work effectively with students who may have special needs.

In a study by Jordan, Kircaali-iftar & Diamond (1996) of differences in teachers' beliefs about their work with at risk integrated exceptional students they found that teachers who scored low on the restorative-preventive scale tend to view problems as beyond their own area of responsibility and tend to prefer the withdrawal of the child.

These teachers primarily tend to view the problem as being located within the pupil. The above writers concluded, that some preliminary findings suggest that prior training of teachers in special education and teachers' interaction with preventatively rated colleagues (Wilson & Silverman, 1991:61) could result in a more preventative viewpoint. To the above writer, it would appear that collegial interaction and in-service training could influence teachers belief systems about the roles and responsibilities in meeting the needs of exceptional children.

Davies and Green (1998:100) in their research on mainstream teachers' attitudes to the mainstreaming to learners with special educational needs found that a frequent concern was coping as a teacher without special training. For example: Interviewee H: "Firstly, I'm a bit worried about myself, Am I equipped or trained to deal with these children?"

To the writer, it seems that most research suggests that educators who have taken courses in special education were more willing to include handicapped learners into their classroom than educators who had not taken such courses.

Research conducted by Alexander & Strain; MacMillan; Jones & Meyers (1976) cited in Salend (1984:413) in their findings indicated that mainstream educators often do not have the necessary knowledge or skills in order to provide effective teaching to learners with special educational needs. It is therefore not surprising that such educators lack of expertise,

results in negative attitudes, thereby leading to differing perception about learners with special educational needs.

Engelbrecht and Forlin (1998 :2) cite three studies of regular education teachers (with relatively little formal training to work with learners with special needs), who responded negatively to inclusion, (Bagwandeen, 1994; Engelbrecht & Forlin, 1998; Bothma, 1997) also felt that appropriate pre-service training could help shape positive attitudes towards learners with special needs.

South African teachers in the Free State in responding to a study on teacher preparedness for inclusive education, felt unprepared and unequipped to teach integrated classes, and ascribed this to a lack of training, lack of time, large classes, lack of facilities, and lack of teacher experience (Hay - Smith & Paulsen, 2001 : 218).

The growing emphasis on inclusive education around the world places new demands on serving teachers. Many have had little training on meeting the special educational needs of their pupils and possibly few opportunities to acquire the necessary skills in their practice. To the writer, it appears that teachers are beginning to often express concerns about their ability to cope with children whom they perceive as different.

Within the South African context, the needs and coping strategies of those mainstream teachers who already have a learner with a special need have either remained largely unidentified or have taken second place to the development and implementation of educational policy (Engelbrecht, Swart & Eloff, 2001 : 256).

An Australian study on Victoria teachers attitude towards integration of children with disabilities into mainstream classes, teachers appeared to be

more positive of integration. The availability of ancillary staff was the key factor that contributed to this positive attitude towards the policy (Harvey, 1992).

The separate general and special educational programme in teacher education have not provided teachers with the necessary training and experience to develop the necessary skills and disposition to handle diversity (Engelbrech & Forlin, 1998 ; Villa, Thousand & Chapple, 1996).

Research has shown that regular educators, with structured training and resources can successfully modify or adopt instructional practices to meet a wide range of students needs, by organising IEP's and adaptive learning environments in regular classroom settings (Slavin; Madden, and Leavey 1984; Wang & Walberg, 1988). Provided this is done amongst other diverse learning characteristics those considered mildly handicapped, can be academically and socially successful within the mainstream of regular education (Madden & Slavin, 1983; Slavin, Madden & Leavey, 1984).

Donald and Lazarus (1995) say that in terms of education support services teachers may be on a double bind, between wanting to be more effective in helping learners with special educational needs and feeling overwhelmed by existing constraints and demands of their working environment, on the other.

While there appeared a need for better training of regular teachers researchers have varied in where the emphasis should be placed with some recommending preservice (Ringlaben & Price, 1981) and others recommending inservice training (Marozas & May, 1988).

Educators were more accepting when inclusion required no additional instructional time or specific management skills and there was a high degree of support available (Centre & Ward, 1987).

To the writer, many studies indicate that even upon completion of staff development training, many teachers are still unsure of their competence to teach students with disabilities and some are doubtful whether they will be provided with the resources and support necessary for the programs.

2.2.3 STUDIES ON THE RELATIONSHIP BETWEEN EXPERIENCE AND EDUCATORS' ATTITUDES

Harvey (1985) found that professional experience in teaching students with impairments, disabilities or problems in school, seemed to support the view that experience does have some measurable and positive effect upon teacher attitudes. This confirms conclusion advocated by Frith and Edwards (1981), Marston and Leslie (1983) and Thomas (1985).

A lack of knowledge and experience of exceptional children and mainstreaming can also affect classroom teachers' attitudes and recommendations about placement (Hoover, 1984; Hutchinson & Hemmingway, 1984).

In the study by Van Reusen; Shoho and Barker (2000/2001), on "High schools teacher attitudes toward inclusion" teachers who held more positive attitudes about teaching students with disabilities in their classrooms, also reported the highest level of special education training or experiences. In this survey, 54% of the teachers who reported negative attitudes toward the inclusion of special education need learners in general education class were those teachers with the least amount of special education training,

knowledge or experience in teaching students with disabilities. Therefore, positive attitudes about including and teaching students with disabilities in general education class classrooms are closely related to the levels of special education training, knowledge and experience in working with students with disabilities (Sack, 1998; Scruggs & Mastropieri, 1996; Taylor; Richards; Goldstein & Schilit, 1997).

Le Roy and Simpson (1996) studied the impact of inclusion over a three year period in the state of Michigan. Their study revealed that as teachers experience with children with special education needs increased, their confidence to teach these children also increased. To the writer, this is indicative of a change in attitude over a period of time, as more experience and expertise develops through the process of implementation.

Harvey (1992) conducted a study entitled "Integration in Victoria: Teachers' attitude after six years of a No-Choice Policy." He reported that ninety percent of the 1990 sample of teachers and teachers in training reported having had some professional exposure in teaching students with impairments, disabilities or problems in schooling, compared with the 1984 sample where only 50% stated similar experiences. However, this difference could be attributed to the fact that the 1990 sample of teachers had integration aides to assist in meeting the needs of children with disabilities.

According to (Hoover, 1984; Hutchinson & Hemingway, 1984) the lack of knowledge and experience of working with exceptional children and mainstreaming also affects teachers' attitudes and recommendations concerning placements.

Giangreco, Dennis, Cloninger, Edelman and Schattman (1993) suggest that experience tends to promote more favourable attitudes. Experience, together with adequate training is needed for the responsibilities and the

demands imposed on educators including learners who experience barriers to learning and development into mainstream classrooms (Ainscow, 1992:12). The more experience and training educators have, the more confidence, motivational skills and expertise they will acquire over the years to become competent educators who will be able to adapt to curriculum changes easily (Bergh, 1996:120). According to (Marsh, 1992:88) continuous professional development and experience are prerequisites for educators to keep up with the rapid pace of change in education.

According to Bothma, Gravett and Swart (2000 : 201) many teachers are unsure of their abilities to teach learners with diverse needs, as they fear failure, and are concerned about the needs of 'regular' learners in their classes.

Davies and Green (1998) in a study in the Western Cape in South Africa, found that the concerns of primary school teachers, who appeared negative to mainstreaming of learners with special educational needs, stated lack of skills as one reason.

Centre and Ward (1987) reported that as educators gained in experience, acceptance declined and that resource teachers were more positive than regular teachers towards integration.

Teachers who have sufficient learning opportunities to acquire the skills necessary for teaching students with disabilities should perceive themselves as capable of affecting student learning and subsequently confident about their ability to teach, that is, teacher efficacy (Heller, Frederick; Dykes; Best & Cohen, 1999).

Thomas (1985) concludes that it is the experience of working in a supportive environment which influenced teachers 'attitudes' towards the integration of children with intellectual disabilities.

Bothma; Gravett and Swart (2000) in exploring primary school teachers attitudes towards inclusive education, found that teachers who had experience with learners with a physical disability, did not feel the need for separate facilities as against educators who had not had an experience with a learner with a disability.

This is well supported by literature which states that experience with learners with disabilities, results in teachers generally having a more positive attitude towards these learners (Lipsky & Gartner; 1996, Engelbrecht & Forlin, 1997).

Le Roy and Simpson (1996) conducted a study that indicated, as teachers' experience with children with special educational needs increased, their confidence to teach these children also increased. Consequently, teachers' negative or neutral attitudes at the start of any innovation, such as inclusion and mainstreaming can change over time, as educators develop experience and expertise via the process of implementation.

2.2.4 STUDIES ON THE RELATIONSHIP BETWEEN AGE AND EDUCATORS' ATTITUDES

In assessing Italian teacher attitudes after 20 years of inclusion, there appeared to be a difference in attitude between older and younger teachers (Cornoldi; Terreni; Scrugges & Mastropieri, 1998). One possible reason could be that teachers over 40 years had completed their schooling before

inclusion became mandatory, consequently they had not experienced first hand exposure to inclusion, as students. On the contrary, because many younger teachers had experienced inclusion in their classrooms they could have expressed more acceptance of inclusive policies.

In the study by Balboni and Pedrabissi (2000) on “Attitudes of Italian Teachers and Parents Toward School Inclusion of Students with Mental Retardation: The Role of Experience”, it was found that teachers aged 40 or under were on the whole more favourable to inclusion and called for gender changes to the school institution than their older colleagues. Younger teachers also supported inclusion in general education classes, rather than in special classes. It is interesting to note that the younger teachers expressed a strong need for innovations in teaching method, while the older ones call for more professional training.

Age and academic ability appear to influence a teacher’s decision to leave the special or general education classroom. Singer (1993a) found that younger special educational teachers (i.e. those under the age of 35) were significantly more likely to leave the classroom than their older counterparts.

2.2.5 STUDIES ON THE RELATIONSHIP BETWEEN GENDER AND EDUCATORS’ ATTITUDES

Van Reusen, Shoho and Barker (2000/2001) in their study of high school teacher attitudes toward inclusion found no significant relation between teacher attitudes and the variables of gender, years of teaching experience and content or subject area taught.

Avramidis, Bayliss and Burden (2000) conducted “A survey into mainstream teachers’ attitudes towards the inclusion of children with special

educational needs in the ordinary school in one local education authority". A part of their study examined the relationship between independent demographic variables such as gender and age. Neither gender nor age were found to be significantly related to the respondents attitudes. This is supported by Jamieson (1984) and Hannah (1988), in reviewing relevant literature that neither age nor gender can be regarded as a strong predictor of educator attitudes.

In Queensland, Australia, female primary school teachers who included a child with a moderate or severe intellectual disability in their regular classrooms, reported greater stress than their male counterparts when coping with classroom issues. It must be noted, though, that of the 571 teachers who participated in this survey, approximately 79 percent were female educators (Forlin, 2001).

According to Forlin (2001), female primary school teachers in Queensland, Australia, reported greater stress than their male counterparts when coping with classroom issues, in respect of including a child with moderate or severe intellectual disability in their regular classroom.

2.3 CONCLUSION

This chapter provided a theoretical background to educators' attitudes towards the inclusion of mildly mentally retarded learners in mainstream education by considering, discussing and reviewing of relevant previous work done in this field. The general trend that appears to prevail throughout the literature review is that mainstream educators appear to hold negative attitudes to including mildly mentally retarded learners in mainstream classes, due to a pot-pourri of factors.

CHAPTER THREE

3.1 RESEARCH DESIGN AND PROCEDURES

This chapter is concerned with the method followed in the validation of the research instrument, as this would explain and justify the design of my study. This study purports to investigate the attitude of KwaZulu-Natal educators towards the inclusion of mildly mentally retarded learners into mainstream education. More specifically the research seeks to determine the nature of attitudes of primary school educators and the influence of gender, age, special educational qualifications, experience and teaching PHASE qualification on attitudes.

3.2. THE RESEARCH DESIGN

The research design will take the form of a descriptive study. The purpose of research is to gain insight into a situation, phenomenon, community or person (Bless & Higson-Smith, 1995:42). Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational setting. It attempts to describe the situation as it is and would be the most appropriate approach for this study, because it describes existing attitudes and behaviour.

Van Rensburg, Landman and Badenstein (1994: 355) state that descriptive studies do not set out with the idea of testing hypotheses about relationships, but want to find variables. The present study focuses on a group of 314 educators in the Umlazi District. The aforementioned research design is therefore appropriate to the current study, which investigates educators' attitudes in their day-to-day interaction towards mildly mentally retarded learners in their mainstream classes.

The descriptive research design has been used by Bothma et al., (2001), Davies and Green (1998), and Hoover (1984). Davies and Green (1998: 98) applied the descriptive method on two co-educational state primary schools.

3.3 METHOD OF SAMPLING

The study consisted of full-time, permanently employed educators of schools from the KwaZulu-Natal Department of Education and Culture, in the Umlazi District. The KwaZulu-Natal Department of Education, has recently re-structured, with the emergence of four super regions, viz: **eThekweni, Umgungundlovu, Ukhahlamba and Zululand**. Each region comprises of three districts, resulting in a sum total of twelve mega districts. More particularly, the eThekweni Region comprises of the Stanger, Pinetown and Umlazi Districts. The sample used was therefore cluster sampling in the sense that districts were chosen. The above sampling frames leads to a consideration of a cluster sampling design. The districts form clusters and a sample of these clusters could be drawn.

Information can then be obtained from the educators in a cluster and generalizations made to other clusters. Each cluster is heterogeneous because it contains different types of educators and schools. The clusters (districts) are however homogeneous because they are similar to each other. Therefore in essence, by investigating one cluster (i.e. district), one would have captured the general characteristics of all districts.

Random sampling was used to identify the primary schools from the Umlazi District. In random sampling every member of the population has the same chance of being selected, in that it is a selection process, which favours no member of the population over any other member. It is a method of

selecting a sample in such a way that each person in the universe has an equal probability of being chosen for the sample (Bell, 1989)

Only primary school educators were chosen because mildly mentally retarded learners present with more problems and are greater in numbers at primary schools than secondary school.

3.4 THE RESEARCH INSTRUMENT

The instrument consisted of two sections: A and B.

Section A addressed educators' personal data (biographical information) such as age, gender, special educational qualification/s, experience and teaching phase qualification.

Section B consists of 25 statements, which are intended to assess primary school educators' attitudes towards the inclusion of mildly mentally retarded learners in mainstream education. The questions were formulated in such a way that they formed sets of positive and negative statements. The 25 statements were divided into: belief components, feelings components, action tendency components and support tendency components.

Table 1.1 The distribution of items in the attitude scale

Statements	Positive	Negative	Total
Feeling Component	4	3	7
Belief Component	4	3	7
Action Tendency	4	2	6
Support Tendency	4	1	05
TOTAL	16	9	25

A Likert type scale was constructed because Likert scales provide an excellent means of gathering opinions and attitudes and can relate to more categories other than agree or disagree (Anderson, 1990). The respondent is therefore not forced to make a binary decision.

The most commonly experienced issues by educators with regard to the teaching of mildly mentally retarded learners were carefully listed in the form of statements, one below the other. These 'problem' – issues were adapted from the literature review in Chapter 2. According to Best and Khan (1986 : 181) 'the correctness of the statements are not important, as long as they express opinions held by a substantial number of people'.

3.5 METHOD OF SCORING AND DATA ANALYSIS

Each respondent had to categorise the responses he or she selected in relation to each statement by selecting the degree of intensity that best described the respondents feeling about the statement, i.e. the respondent had to indicate by means of a cross (x) whether he / she strongly agreed (SA), agreed (A), was undecided (U), disagreed (D) or strongly disagreed (SD) with the statement at hand. The categories were scored by assigning values of 1, 2, 3, 4 and 5 for positively worded items and reversed 5, 4, 3, 2 and 1 for negatively worded items.

The highest score in the scale used for measuring the primary school educators' attitude towards the inclusion of mildly mentally retarded learners in mainstream education is $25 \times 5 = 125$ and the lowest score is $25 \times 1 = 25$. The average is obtained by adding all the total scores of the respondents and the sum was divided by the total number of the *respondents*

$$\text{e.g. } \bar{x} = \frac{\sum x}{N}$$

The total score for each educator was obtained by summing up the values of individual items. This means that higher scores (above the average) indicated negative attitudes and low total scores indicated positive attitudes towards the inclusion of mildly mentally retarded learners in mainstream education. The number of respondents who fall below and above average is counted to get frequencies. A score equal to the mean will count as positive.

Empirical data was analyzed by using Chi-Square one sample test of independence to test the hypothesis and overall significance of difference among various categories of independence. Chi-Square test is a statistical procedure that is used as an inferential statistic with nominal data such as frequency counts and ordinal data such as percentages and proportions (Bless & Higson-Smith 1995: 38). Chi-Square is a test of significance, which compares observed frequencies with expected frequencies. Davies and Green (1998: 99) used a statistical analysis of response frequencies using a Chi-Square test (X^2) in their study of educators' attitudes towards inclusive education.

3.6. PROCEDURES FOR ADMINISTRATION OF QUESTIONNAIRES

The success of any data selection is the manner in which the administration of the research instrument is being conducted. In order to ensure that all questionnaires were completed and returned, the following administrative procedures were put in place:

- Approval was granted by the Education Circuit Office and the School Principals
- The completion of the questionnaire was voluntary

- All educators were to meet collectively in the school library or staffroom to simultaneously complete the questionnaire
- The researcher explained the aim and purpose of the research
- In addition to using the term “ mildly mentally retarded learners’ statements relating to characteristics of mild mental retardation in learners was used because it was felt that the former might result in various interpretations by the respondents (educators)
- Each school was coded to facilitate any follow-up procedures. In spite of being coded, each educator remained anonymous
- All questionnaires were personally handed to the respondents
- The researcher read the instructions as written on the front page of the questionnaire
- All the questionnaires were collected, immediately after completion, on the same day, to ensure a 100% return

3.7 PILOT STUDY SAMPLE

A pilot study was conducted amongst 23 primary school educators from the Pinetown District, before submitting the “research instrument” for the final study sample. These educators are teaching in mainstream settings. Questionnaires were completed and picked up on the day of distribution. Educators did not experience any difficulty in completing the questionnaire

as the instructions were clearly stated. The aim of conducting a pilot study is to test the reliability and validity of the questionnaire.

Slavin (1984) supported the pilot testing of research instruments. He argued, however, that it is quite difficult to construct a perfect protocol, but it is always wise to pilot the instrument, so that weaknesses could be detected and corrected. The researcher conducted a pilot test of the questionnaire. The main purpose of the exercise is that the pilot questionnaire allows for the elimination of ambiguous questions (McMillan & Schumacher, 1997). The identified pilot group will not form part of the final study sample.

Finally, a total of 25 items that withstood the process of item analysis explore the following areas:

- (a) 7 statements explore beliefs regarding educators' attitudes to educating mildly mentally retarded learners.
- (b) 6 statements explore actions taken by educators when confronted with educating mildly mentally retarded learners.
- (c) 7 statements explore educators' feelings towards educating mildly mentally retarded learners.
- (d) 5 statements pertain to different kinds of support to educators of mildly mentally retarded learners.

3.7.1 RESULTS OF THE PILOT STUDY

The questionnaires were returned and the items were analyzed. The SPSS computer programme was used to analyze data. The pilot testing revealed that educators wanted to state issues or points that were important to them in respect of the inclusion of mildly mentally retarded learners in their mainstream classes. Points or issues were written in at the end of the questionnaires by the educators. The researcher decided to then include an "open ended question" section, where educators could list in order of priority five issues that are important to them in context of including mildly mentally retarded learners in ordinary classrooms. The aim of the open-ended question was to assess the educators' personal experiences and opinions on the practicality of including mildly mentally retarded learners in ordinary classrooms. This section gave the educators the opportunity to express more freely issues of importance to them. According to Lamb, HJair, McDaniel, Boshoff, and Terblanchè, (2000; 116-123) research data is obtained in a descriptive format, when the researcher wishes to obtain in depth insight, understanding, explanations and detailed information from the people who are being interviewed.

3.7.2 FACTOR ANALYSIS FOR 37 ITEMS

By doing factor analysis the researcher intended to extract two factors. Factor analysis was able to identify the two factors that were needed. The cut-off point of .40 was chosen for this pilot study. All items below the cut-off point of .40 were discarded. Using .40 on the cut-off point 4 items were discarded and the item numbers are 17,19,22 and 31. A further 8 items above the cut-off point were discarded to reduce the number of questions to 25. The item numbers are 9,11,20,23,26,28,30, 33. Out of 37 items, 12 were discarded from the final scale. Therefore the total number of questions in the questionnaire for the final study is 25.

3.8 CONCLUSION

This chapter describes the methods used to conduct this study. Methodology included method of sample selection, validity of research instrument, the procedure followed for administration of questionnaires, scoring and data analysis. The next chapter deals with results of the study.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1. INTRODUCTION

This chapter concerns itself with the detailed fieldwork procedure for the final study. In this chapter data obtained from the final study will be presented, analysed and interpreted. Two hypotheses will be formulated and tested in this chapter.

4.2 THE FINAL STUDY SAMPLE

About 314 questionnaires were completed and returned by primary school educators within the Umlazi District.

Table 4.1 Distribution of respondents in the final study sample (N=314)

		Gender		Total 314
		Male 53 (16.9%)	Female 261 (83.1%)	
Age in years	35 and below	2 (0.6%)	4 (1.3%)	6 (1.9%)
	36-45	8 (2.5%)	60 (19.1%)	68 (21.7%)
	46-55	25 (8.0%)	103 (32.8%)	128 (40.8%)
	56+	18 (5.7%)	94 (29.9%)	112 (35.7%)
Qualification in special education	No	51 (16.2%)	219 (69.7%)	270 (86.0%)
	Yes	2 (0.6%)	42 (13.4%)	44 (14.0%)
Teaching experience in years	0-5 years	4 (1.3%)	22 (7.0%)	26 (8.3%)
	6-10 years	6 (1.9%)	44 (14.0%)	50 (15.9%)
	11-15 years	10 (3.2%)	58 (18.5%)	68 (21.7%)
	16-20 years	15 (4.8%)	54 (17.2%)	69 (22.0%)
	21-25 years	12 (3.8%)	40 (12.7%)	52 (16.6%)
	26-30 years	3 (1.0%)	28 (8.9%)	31 (9.9%)
	31-35 years	3 (1.0%)	15 (4.8%)	18 (5.7%)
Teaching phase qualification	Grade R + Junior Primary	0 (0.0%)	3 (1.0%)	3 (1.0%)
	Intermediate	5 (1.6%)	75 (23.9%)	80 (25.5%)
	Senior Primary	3 (1.0%)	24 (7.6%)	27 (8.6%)
	Junior Secondary	25 (8.0%)	92 (29.3%)	117 (37.3%)
	Senior Secondary	5 (1.6%)	17 (5.4%)	22 (7.0%)
	Other specified	15 (4.8%)	50 (15.9%)	65 (20.7%)

Table 4.1 shows the distribution of subjects in the final study sample [N = 314].

The questionnaire was administrated to 314 primary school educators.

4.3 FORMULATION OF THE HYPOTHESIS

From the aims stated in chapter one, the following theoretical hypotheses were formulated.

- (i) KwaZulu-Natal educators' hold negative attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes.
- (ii) There is no relationship between attitude and respondents' characteristics such as gender, age, qualification in special education, experience and teaching phase qualification.

4.4. RESULTS OF THE FINAL STUDY

In the analysis of data, hypotheses are tested and the results are presented in the tables. The two hypotheses are tested in this study. Each hypothesis is reiterated.

A total score for each individual item was obtained by summing up all the scores to individual items. There were twenty-five items altogether. A high total score indicates a negative attitude and a low total score indicates a positive attitude towards the inclusion of mildly retarded learners in mainstream education. A general mean score was obtained by adding the total scores for the respondents and dividing this sum by the number of items i.e. $\sum X = 22459$ and $n = 314$, therefore the general mean score is 71.

4.4.1 HYPOTHESIS NUMBER ONE

Reiteration of hypothesis number one.

“KwaZulu-Natal educators hold negative attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes”.

To test this hypothesis the nominal data will be subject to Chi-Square analysis.

Table 4.2: The nature of attitudes of educators towards the inclusion of mildly mentally retarded learners in the mainstream education (N=314)

Attitudes

	Positive	Negative
Frequency	165	149
Percentage	52.5	47.5

$$\chi^2 = 0.815 \text{ df} = 1 \text{ p} = 0.367$$

Table 4.2 shows that of the 314 respondents used in the study 52.5% held positive attitudes towards the inclusion of MMR learners in the mainstream education. Respondents who were negatively inclined to the inclusion of MMR learners in mainstream education comprised 47.5%.

There is no significant difference in the proportion of respondents with negative or positive attitudes. $\chi^2 = 0.815$, $\text{df} = 1$, $p > 0.05$

Hypothesis 1 is supported.

We therefore uphold H_0 and reject H_1 . The hypothesis that educators' hold negative attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes has been confirmed.

4.4.2 HYPOTHESES NUMBER TWO

Reiteration of hypotheses number two

"There is no relationship between attitude and respondents' characteristics such as gender, age, special education qualification, experience and teaching phase qualification".

Table 4.3 Relationship between the variable of gender and attitude (N= 314)

Gender	ATTITUDE		Total
	Positive	Negative	
Male	32 19.4%	21 14.1%	53 16.9%
Female	133 80.6%	128 85.9%	261 83.1%
Total	165 100.0%	149 100.0%	314 100.0%

Pearson's Chi-Square value = 1.57 df = 1 $p > 0.05$

Table 4.3. shows the distribution of attitude across gender. The relationship between gender and attitude is not significant at the 5% level. ($\chi^2 = 1.57$, $df = 1$, $p > 0.05$). We uphold the null hypothesis H_0 and reject the alternative hypothesis H_1 . The hypotheses that there is no relationship between the educators' gender and attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes has been confirmed.

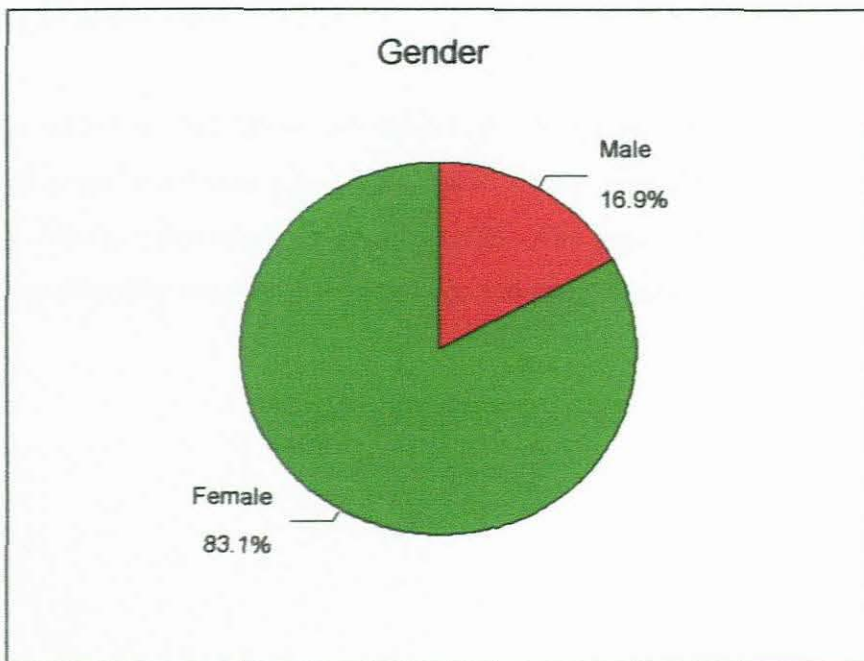


Figure 1: Distribution of gender in the study sample

Table 4.4 Relationship between the variable of age and attitude
(N= 314)

Age	ATTITUDE		Total
	Positive	Negative	
35 and below	5 3.0%	1 .7%	6 1.9%
36-45	35 21.2%	33 22.1%	68 21.7%
46-55	63 38.2%	65 43.6%	128 40.8%
56+	62 37.6%	50 33.6%	112 35.7%
Total	165 100.0%	149 100.0%	314 100.0%

Pearson’s Chi-Square value = 3.23, df = 3 p> 0.

In table 4.6 we wanted to find out the extent to which educators’ attitudes are affected by the variable of age. At χ^2 value of 3.23 at df=3 is not significant. We therefore uphold Ho and reject H1. The hypotheses that there is no relationship between educators’ age and attitudes has been confirmed.

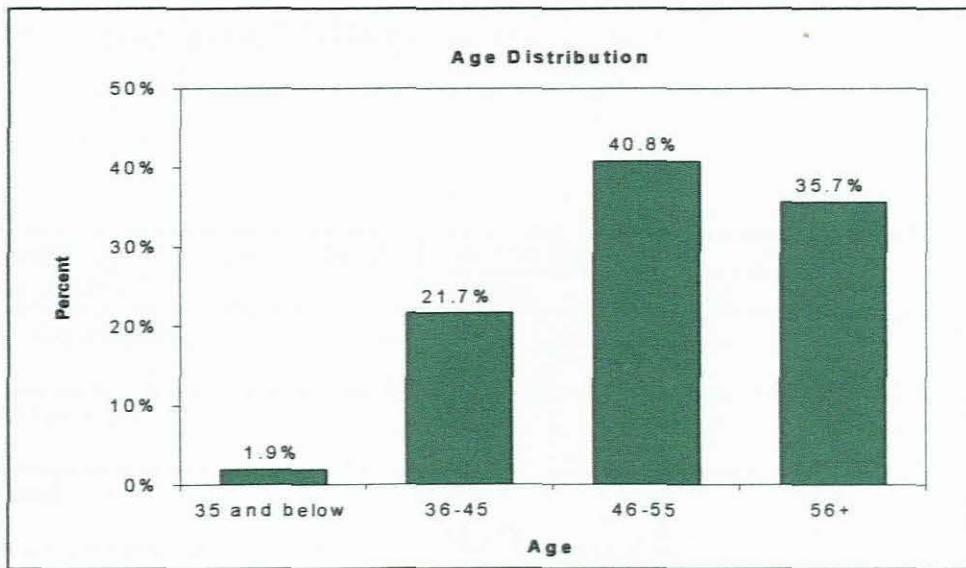


Figure 2: Distribution of respondents according to age

Table 4.5 Relationship between the variable of qualification in special education and attitude (N= 314)

Qualification in Special Education	ATTITUDE		Total
	Positive	Negative	
Those without	134 81.2%	136 91.3%	270 86.0%
Those with	31 18.8%	13 8.7%	44 14.0%
Total	165 100.0%	149 100.0%	314 100.0%

Pearson’s Chi-Square value = 6.58 df = 1 p<0.05

Table 4.5 shows significant results.

The alternative hypotheses that there is a relationship between the educators’ attitudes and qualification in special education has been confirmed.

The results indicate that there is a relationship between the educators’ attitudes to the inclusion of mildly mentally retarded learners in mainstream classes and special education qualification. This means that amongst the educators who do not have a qualification in special education, the proportion of those with positive and negative attitudes is not different. However, amongst those who have a qualification in special education, the proportion of those with a positive attitude (18%), is higher than those with a negative attitude (8.7%), indicating that those with a positive attitude appear to feel competent in teaching mildly mentally retarded learners.

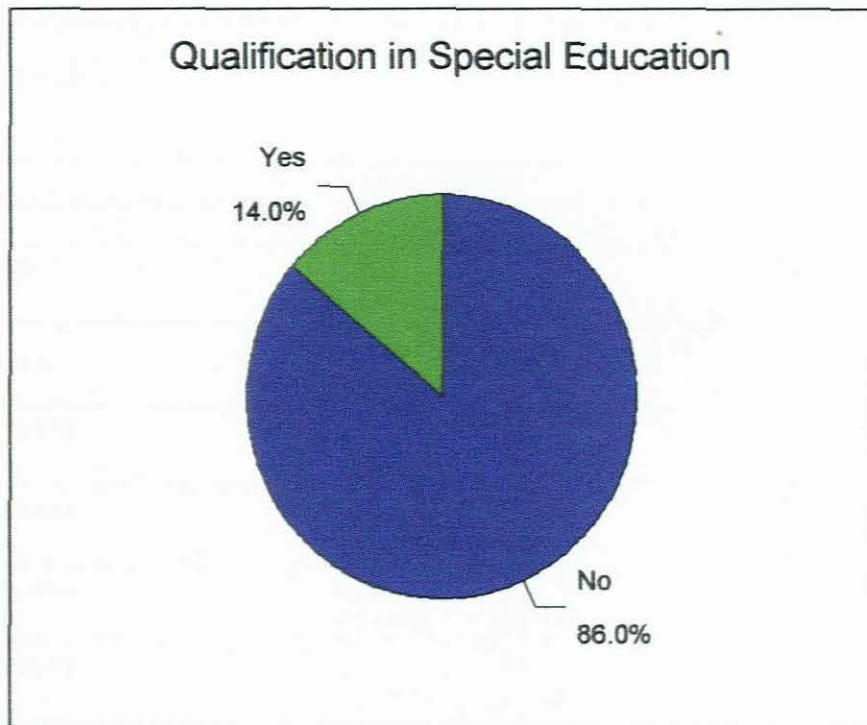


Figure: 3 Distribution of respondents according to the variable of qualification in special education.

Table 4.6 Relationship between the variable of teaching experience and attitude (N= 314)

Teaching Experience in years	ATTITUDE		Total
	Positive	Negative	
0-5 years	19 11.5%	7 4.7%	26 8.3%
6-10 years	24 14.5%	26 17.4%	50 15.9%
11-15 years	36 21.8%	32 21.5%	68 21.7%
16-20 years	28 17.0%	41 27.5%	69 22.0%
21-25 years	28 17.0%	24 16.1%	52 16.6%
26-30 years	19 11.5%	12 8.1%	31 9.9%
31+ years	11 6.7%	7 4.7%	18 5.7%
Total	165 100.0%	149 100.0%	314 100.0%

Pearson's Chi-square value = 10.29 df = 6 p>0.1

At χ^2 value of 10.29 at df = 6 is not significant at the 1% level. We uphold H_0 and reject H_1 .

The hypothesis that there is no relationship between teaching experience and attitude has been confirmed. The results show that there is no relationship between educators' teaching experience and attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes.

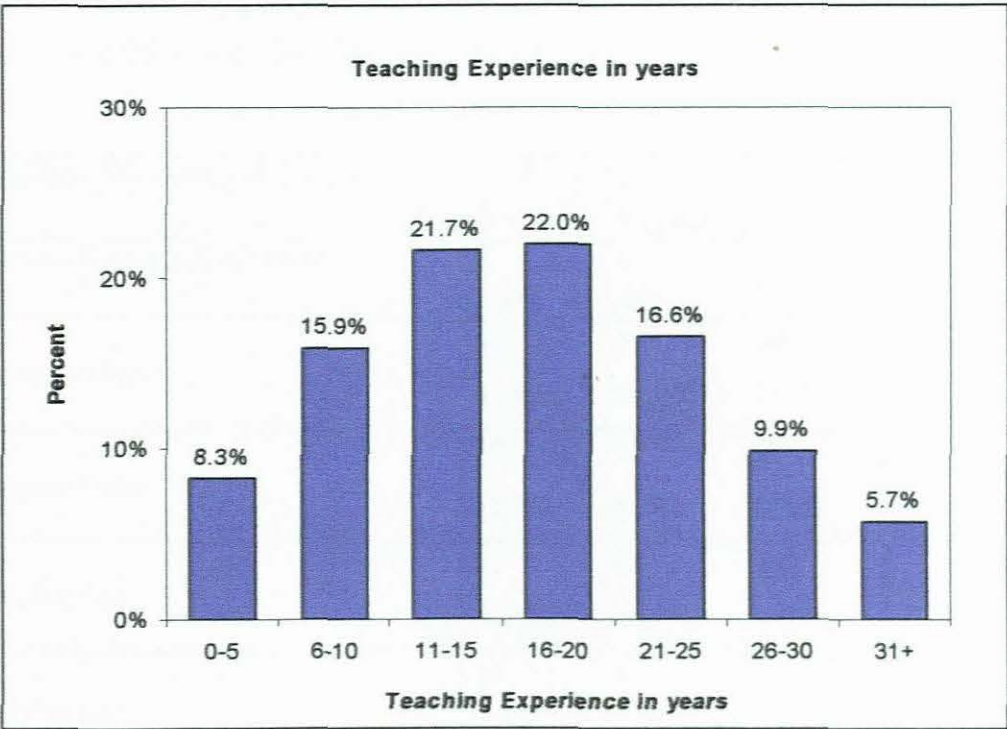


Figure 4: Educators distributed according to the variable of teaching experience.

Table 4.7 Relationship between the variable of teaching qualification phase and attitude (N= 314)

Teaching Qualification & Phase	ATTITUDE		Total
	Positive	Negative	
Grade R and Junior Prim	3 1.8%	0 .0%	3 1.0%
Intermediate	41 24.8%	39 26.2%	80 25.5%
Senior Prim	17 10.3%	10 6.7%	27 8.6%
Junior Sec	51 30.9%	66 44.3%	117 37.3%
Senior Sec	14 8.5%	8 5.4%	22 7.0%
other specified	39 23.6%	26 17.4%	65 20.7%
Total	165 100.0%	149 100.0%	314 100.0%

Pearson's Chi-square value =10.24 df= 5 p =0.069

Table 4.7 compares attitude and teaching qualification phase. Pearson Chi-square shows that the relationship is not significant at both 1% and 5% levels.

This means that there is insufficient evidence to make a decision about the relationship between teaching phase qualification and educators' attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes. We therefore uphold the H_0 and reject the H_1 .

This means that the null hypothesis indicating that there is no relationship between teaching phase qualification and educator attitude towards the inclusion of mildly mentally retarded learners in mainstream classes is confirmed.

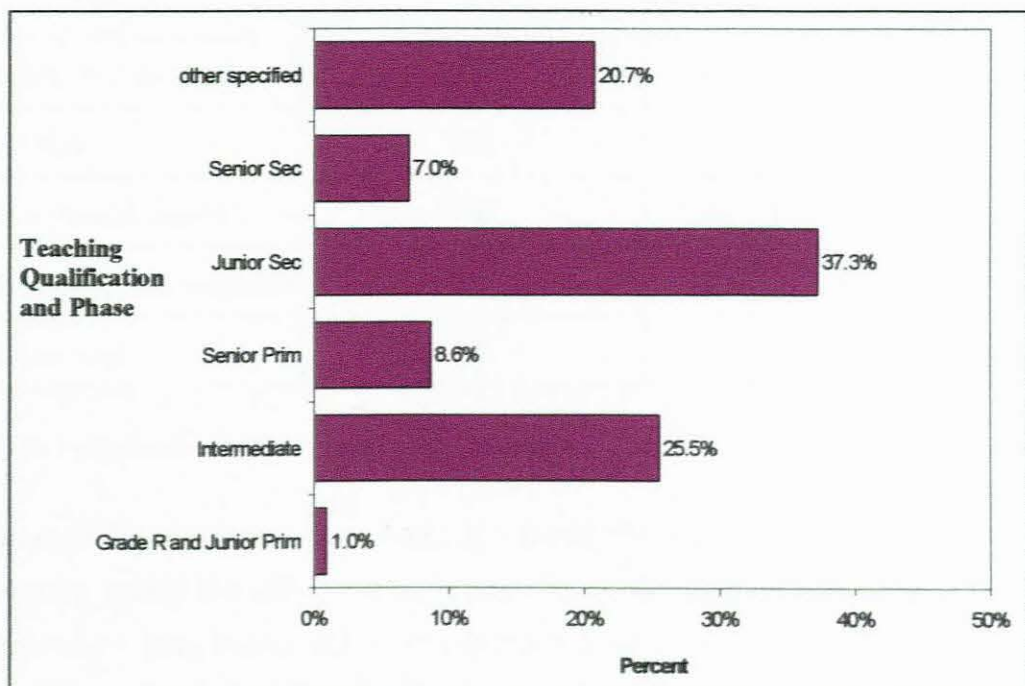


Figure 5: Distribution of educators according to the teaching phase

4.5 KEY ISSUES IN THE TEACHING OF MILDLY MENTALLY RETARDED LEARNERS INTO MAINSTREAM CLASSES.

Table 4.8 Key issues in the teaching of mildly mentally retarded learners in mainstream classes (N=248)

Issue	No. of people endorsing the issues	Percent
Teacher Training	86	12.4%
Class Size	104	14.9%
Departmental Support	144	20.5%
Learner support material	176	25.2%
Teacher Aid	189	27.0%

*** each respondent made several endorsements**

Educators' identified the above issues in order of priority, in the context of educating mildly mentally retarded learners in mainstream classes. The request for a class/teacher aid is regarded as a priority for 189 of the 248 respondents (27%). This is directly related to the current large class sizes which is listed as the fourth priority amongst the respondents. The second priority indicated that educators are also in dire need of learner support material to help educate mildly mentally retarded learners. The third ranked priority is the expectation of support from departmental education officials (inspectorate). The fifth and last priority ranked issue is teacher training.

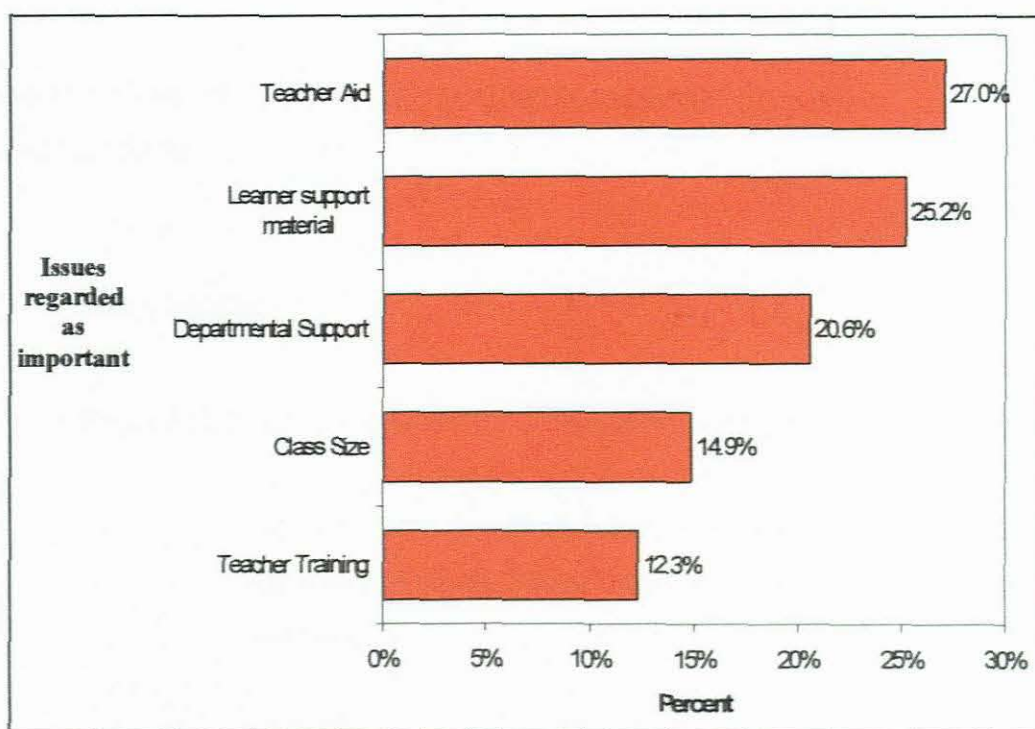


Figure 6: Key issues in the teaching of mildly mentally retarded learners in mainstream classes.

4.6 CONCLUSION

In this chapter data of the final study were presented analysed and interpreted. In the following chapter discussions, recommendations and limitations will be made.

CHAPTER 5

DISCUSSIONS OF RESULTS, RECOMMENDATIONS AND LIMITATIONS

5.1 DISCUSSIONS

The study intended to find answers to the following questions:

- (i) What is the nature of educators' attitudes towards the inclusion of mildly mentally retarded learners in mainstream education?
- (ii) To what extent do the following variables affect educators' attitude: gender, age, special education qualification, years of completed teaching experience and teaching phase qualification.

5.1.1 FINDINGS WITH REGARD TO AIM NUMBER ONE

The present results indicate that educators hold negative attitudes towards the inclusion of mildly mentally retarded learners in mainstream education. The present finding supports a study by Van Reusen, Shoho and Barker (2001), in which educators appeared negative to include students with disabilities in their classrooms as they felt that this would impact on the learning environment, their delivery of content instruction and the overall quality of learning in their classrooms. In addition, Forlin (2001) found that teachers appeared to be negative to teaching a child with an intellectual

disability, indicating that effective teaching to normal learners in their class would be compromised.

5.1.2 FINDINGS WITH REGARD TO AIM NUMBER TWO

The present results indicate that factors such as gender, age, experience and teaching phase qualification do not have an influence on educators' attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes. The present findings also supports the study by Van Reusen, Shoho and Barker (2001) which found no significant relation between teacher attitude and the variable of gender, years of teaching experience and subject phase been taught, in respect of including students with disabilities in mainstream education. This finding supports Avramidis and Burden (2000) who indicated that neither gender nor age have an influence on educators' attitudes towards the inclusion of children with special educational needs in the ordinary school. The findings of the present study supports the above studies in that gender, age, experience and teaching phase qualification do not have an influence on educator's attitudes to including mildly mentally retarded learners in mainstream classes.

The alternative hypothesis was confirmed in respect of special education training and teacher attitudes, which indicate that there is a relationship between special education training and teacher attitudes. The present finding supports the study by Van Reusen, Shoho and Barker (2001) which indicated that teachers with a high level of special education training had significantly more positive attitudes towards inclusive practices than those with no or minimal special education training. This study also supports Davies and Green (1988) who indicated that highly experienced primary school educators were concerned about managing a child who required a modified curriculum without special education training.

5.1.3. FINDINGS WITH REGARD TO KEY EDUCATOR ISSUES IN THE CONTEXT OF EDUCATING MILDLY MENTALLY RETARDED LEARNERS

The number one request of educators is that of a class aid or teacher aid. 189 of the 248 respondents (i.e. 27%) felt that the employment of a teacher aid is a priority to help manage classes in the context of including mildly mentally retarded learners in the mainstream classroom. To the writer, this finding suggests that educators would experience difficulty to individualize their teaching in overcrowded classrooms. This finding can also be directly linked to the fourth identified priority of class size. This finding supports a study by Davies and Green (1998) who indicated that teachers felt that they would not have time to give sufficient attention to learners with special educational needs, taking into account the high learner numbers in their classrooms. They also felt that this would result in neglect for the rest of the class. It is therefore not surprising that this study reveals the need for a teacher aid as being the critical priority.

The second priority issue is the requirement of learner support material, indicating that educators could well do with literature, on how to identify, assess and remediate mildly mentally retarded learners. The third priority is that of support from the educational departmental officials (inspectorate) suggesting that the presence of departmental officials at schools is welcomed and awaited, perhaps on a more regular and sustained basis.

The final priority is that of teacher training. Literature reviews indicate that most studies point to the issue of educator training or re-training (in service), as a critical factor towards changing educator attitudes. In this study educator training seems to have been relegated to a secondary issue. The issue of a teacher aid seems to be the uppermost issue on educators' minds. To the researcher, the link between these two issues is obviously the

frustration of educators on the question of the current large class sizes in mainstream schools.

5.2. IMPLICATIONS OF FINDINGS

This study revealed the following:

Educators hold negative attitudes towards including mildly mentally retarded learners in mainstream classes.

This result is consistent with most studies on the inclusion of learners with disabilities in the mainstream which indicate negative educator attitudes. Most studies on teacher attitudes towards special educational needs children indicate negative attitudes and a general reluctance to accommodate them in their mainstream classes (Engelbrecht, Eloff, Newmark & Kachelhoffer, 1997: 81). In addition the above writers indicated that peers held negative attitudes towards pupils with special needs, resulting in the isolation and stigmatization of pupils with special needs.

This negative attitude should be monitored and managed by ensuring that educators are workshopped on how to support, accommodate and educate the mildly mentally retarded learners in mainstream classrooms. Such workshops would help unpack the meaning and context of mild mental retardation, so that educators will begin to feel motivated to accept and accommodate the mildly mentally retarded learner in mainstream classrooms. Perhaps recognition of attendance at such workshops by way of some kind of certification might help to maintain and contain this positive attitude.

In this study, the results showed that no relationship exists between gender and educators' attitude. This result is contrary to the findings of Forlin

(2001) where female teachers in Queensland, Australia reported greater stress than their male counterparts when including a child with a moderate or severe intellectual disability in their regular classroom.

The present study indicated that there is no relationship between educators' age and attitude. It is generally assumed that teachers aged over 40 years would not be keen to adopting new methods of teaching. The present finding does not support a study by Balboni and Pedrabissi (2000) on "Attitudes of Italian Teachers and Parents Towards School Inclusion of Students with Mental Retardation", which indicated that teachers aged 40 or under were more favourable to the inclusion of mentally retarded students in mainstream education.

To the writer, special education qualifications are critical to teacher attitudes. The current research findings indicated that there is a relationship between special education qualifications and educator attitudes in that qualification in special education would help improve the knowledge base of educators about the integration of learners with disabilities and methods to address their learning needs. The above findings supports a study which showed that teachers with a high level of special education training had significantly more positive attitudes towards inclusive practice. (Van Reusen, Shoho & Barker, 2001).

This study also revealed that there is no relationship between teaching experience and educators' attitude. This finding supports literature indicating that experience with learners with disabilities results in teachers generally having a more positive attitude towards these learners. (Moore & Gibreath, 1998; Lipsky & Gartner, 1996; Forlin & Engelbrech, 1997). Consequently, teachers' negative or neutral attitudes at the start of any innovations, such as inclusion and mainstreaming can change over time, as

educators develop experience and expertise via the process of implementation

The results of this study revealed that teaching phase qualification does not have any influence on educators' attitudes. Therefore the issue of educators holding different phase qualification has no influence on their attitudes towards the inclusion of mildly mentally retarded learners in the mainstream classes. Educators would be able to handle these learners regardless of their teaching phase qualification.

5.3. LIMITATIONS OF THE STUDY

Although this study has achieved its desired aims, a fair amount of limitations exist with regard to the sample, instrument, field of study and terminology used.

- (a) There were limitations emanating from the sample. Although there was a fairly large sample of educators from the Umlazi District, the sample does not indicate the locality of the educators' school, as to whether it is urban, peri-urban or rural.
- (b) Educators at special schools did not complete the questionnaire. The questionnaire was considered suitable for educators teaching in mainstream settings only. Consequently the attitudes of special school educators were not investigated.
- (c) Some educators returned incomplete questionnaires. Some returned blank questionnaires. Therefore not all educators responded to the questionnaire.

- (d) A few of the respondents did not fully understand the term 'mildly mentally retarded' in the final study. The researcher did not experience this problem when the pilot study was conducted. Therefore, the problem in understanding the term 'mildly mentally retarded' resulted in some misinterpretations.

5.4 AVENUES FOR FUTURE RESEARCH

This study has opened the following avenues for future research.

- (a) A comparative study of educators' attitudes from the different racial groups in order to establish which group/s favours the inclusion of mildly mentally retarded learners in mainstream classes.
- (b) A comparative study of educators' attitudes from the different districts in **eThekweni Region** i.e. Pinetown, Stanger and Umlazi and a comparative study amongst educators from the different regions, i.e. **eThekwini, Umgungundlovu, Zululand and Ukhahlamba.**
- (c) There is a need to investigate the attitudes of educators teaching in the Junior Secondary phase at secondary schools, since many mildly mentally retarded learners are currently struggling to cope at secondary schools in grades 8 and 9 classes.
- (d) A comparative study of mainstream and special school educators' attitudes towards the inclusion of mildly mentally retarded learners in mainstream classes, would be significant, in order to verify which group has a more favourable attitude.

- (e) There is a need for a study on educators' attitudes towards the inclusion of moderately mentally retarded learners in mainstream classes.
- (f) The provision of learner support material is crucial in the teaching of mildly mentally retarded learners, therefore there is a need to investigate what resources currently exist in schools.

5.5. CONCLUSION

This chapter discussed the findings of the study and established that the aims of the study were achieved. Recommendation for future studies were made and limitations of the study were listed.

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ANNEXURE A

03-06-2004

THE DISTRICT DIRECTOR
UMLAZI DISTRICT OFFICE
KZN DEPT. OF EDUCATION

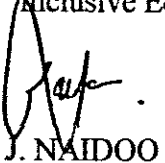
ATTENTION: MR A.G. MTHEMBU

PERMISSION TO CONDUCT QUESTIONNAIRE: KWAZULU NATAL
EDUCATOR'S ATTITUDES TOWARDS THE INCLUSION OF MILDLY
MENTALLY RETARDED LEARNERS IN MAINSTREAM EDUCATION.

I am currently engaged in a mini research project towards the completions of an M.ED
(Educational Psychology) degree at the University of Zululand, under the supervision of
Proffesor P.T. Sibaya. The research is concerned with educator's attitudes towards mildly
mentally retarded learners.

Permission is kindly sought to administer an educator questionnaire at randomly selected
primary schools within the district. Educator participation is voluntary.

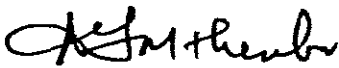
The results of this study could yield useful information in shaping the implementation of
"Inclusive Education White Paper 6" in primary schools.



J. NAIDOO
DCES (Guidance Counselling)

Comments

Permission granted.



District Director

04. 06. 2004

Date

ANNEXURE B



eThekweni Region ISIFUNDA SASETHEKWINI eThekweni Region
UMLAZI DISTRICT OFFICE

Address	: Emaweleni Building	Private Bag	: X 08	Telephone	: (031) 9188512
Ikhefi	: Mangosuthu Highway	Isikhwama Seposi	: MOBENI	Ucingo	
Adres	: Umlazi	Privaatsak	4060	Telefoon	
	4060			Fax	: (031) 9061960
Enquiries		Reference		Date	
Imibuzo Navrae	E MARSON	Inkomba		Usuku	4 June 2004
		Verwysing		Datum	

OFFICE OF THE DISTRICT DIRECTOR: A G MTHEMBU

TO: Mr J Naidoo
DCES [Guidance Counselling]
PGSES
Berea Office

PERMISSION TO CONDUCT RESEARCH IN THE UMLAZI DISTRICT

Your letter regarding research towards completion of your M.ED. Degree concerning learners who are mildly mentally retarded learners has reference.

Permission is hereby granted to you on condition that teaching and learning is not interrupted, and that permission is obtained from the Principal of the school concerned.

Wishing you everything of the best in your research and completion of your M.ED Degree [Educational Psychology].

A G MTHEMBU
DISTRICT DIRECTOR: UMLAZI

ANNEXURE C

EDUCATOR QUESTIONNAIRE

Thank you for your participation in this study. To ensure anonymity and confidentiality, do not write your name on it. Please take your time and answer each item in a manner that reflects your opinion. Please make sure that you do not omit a question. The purpose of the study is to evaluate educator attitudes towards the inclusion of learners with mild mental retardation in ordinary classrooms. (Mainstream)

SECTION ONE: BIOGRAPHICAL INFORMATION OF THE RESPONDENT. PLEASE PLACE A CROSS IN THE BOX RELEVANT TO YOU.

1. GENDER

MALE ☐

FEMALE ☐

2. AGE

25 and below	26 – 35	36 – 45	46 – 55	56 +
--------------	---------	---------	---------	------

3. DO YOU HOLD A QUALIFICATION IN SPECIALISED EDUCATION?

Yes	No
-----	----

4. TOTAL NUMBER OF YEARS OF COMPLETED TEACHING EXPERIENCE.

0 – 5	6 – 10	11 – 15	16 – 20	21-25	26-30	31-35
-------	--------	---------	---------	-------	-------	-------

5. I HAVE A TEACHING QUALIFICATION TO TEACH THE FOLLOWING PHASE. Place a cross [X] in the box indicating the highest phase qualification you hold.

Grade R	Junior Primary	Intermediate	Senior Primary
---------	----------------	--------------	----------------

If qualified to teach in another phase, specify

DEFINITION OF MILDLY MENTALLY RETARDED LEARNERS

Mildly mentally retarded learners are educable learners who experience learning difficulties in all subject areas. These are learners typically termed as slow learners. These learners have slow intellectual and scholastic ability in reading, writing, spelling and mathematics.

SECTION TWO

At the end of each of the statements listed below, there are five boxes:

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

The letter in the boxes mean:

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

Read each statement carefully and indicate your degree of agreement by placing a cross in the box you choose.

EXAMPLE:

Male students should be allowed to visit female students in their hostel during daytime.

SA	A	U	D	SD
			X	

1. I can educate learners who do not understand the lesson at first presentation.

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

2. I feel learners with different learning capabilities can benefit by being placed in mainstream classes.

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

3. I feel I can educate learners who experience difficulty in concentrating during lessons.

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

4. It makes me anxious to have a mildly mentally retarded learner in my classroom.

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

5. I do not feel motivated to educate learners who are not responsive during the lesson.

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

6. It would frustrate me to repeat information for mildly mentally retarded learners.

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

7. I feel that I can educate learners who have a history of repeated class failure.

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

8. Integrating normal learners with mildly mentally retarded learners would create additional responsibility for educators.

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

9. I require more training to educate mildly mentally retarded learners.

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

10. My current qualification has prepared me adequately to educate mildly retarded learners.

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

11. It bothers me to spend more time with mildly mentally retarded learners.

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

12. The inclusion of mildly mentally retarded learners in my classroom will frustrate me.

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

13. It would take me some time to adjust to educating mildly mentally retarded learners.

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

14. I would be able to educate learners who learn at a slower pace than their peers in mainstream classrooms.

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

15. The educating of mildly mentally retarded learners in mainstream can result in the neglect of the needs of normal learners.

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

16. Would rather have a learner with a physical disability than a mildly mentally retarded learner in my classroom.

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

17. Educating mildly mentally retarded learners in mainstream would result in an increased workload.

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

18. I am prepared to adjust my teaching methods to accommodate mildly mentally retarded learners.

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

19. Large class size makes it difficult to educate learners with different learning capabilities.

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

20. Learners who experience difficulties with the curriculum should be removed from mainstream classes.

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

21. Placing learners who experience difficulties with the curriculum in mainstream is more likely to improve their performance.

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

22. I think mildly mentally retarded learners would be better catered for in separate classes.

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

23. I am willing to educate learners who require repeated classroom instruction .

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

24. I am willing to obtain more knowledge to educate learners who are mildly mentally retarded.

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

25. I would recommend removal of mildly mentally retarded learners from ordinary classrooms/mainstream.

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

26. I can educate mildly mentally retarded learners who require more time than others to complete their class work .

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

27. I am willing to attend in-service training to accommodate mildly mentally retarded learners in my classroom.

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

28. I am prepared to use a simple question and answer method in my teaching of mildly mentally retarded learners.

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

29. I am willing to participate in a staff development team to develop lesson plans for mildly mentally retarded learners.

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

30. To change one's lesson plans to accommodate mildly mentally retarded learners is a waste of time.

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

31. I would require additional lesson planning and teaching time to educate mildly mentally retarded education.

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

32. As long as I get support from the Education Department educating mildly mentally retarded learners would be pleasant to me.

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

33. Educating mildly mentally retarded learners is possible with help from a remedial educator.
34. It would be easier to educate mildly mentally retarded learners with the help of a class assistant.
35. It is difficult to educate mildly mentally retarded learners in large class sizes.
36. Educators with special education training would be better equipped to support mildly mentally retarded learners in mainstream classes.
37. Mildly mentally retarded learners can benefit from a school that is well resourced with learner support material.

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

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

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

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

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

ANNEXURE D

EDUCATOR QUESTIONNAIRE

Thank you for your participation in this study. To ensure anonymity and confidentiality, do not write your name on it. Please take your time and answer each item in a manner that reflects your opinion. Please make sure that you do not omit a question. The purpose of the study is to evaluate educator attitudes towards the inclusion of learners with mild mental retardation in ordinary classrooms. (Mainstream)

SECTION ONE: BIOGRAPHICAL INFORMATION OF THE RESPONDENT. PLEASE PLACE A CROSS IN THE BOX RELEVANT TO YOU.

1. GENDER

MALE ☐ FEMALE ☐

2. AGE

25 and below	26 – 35	36 – 45	46 – 55	56 +
--------------	---------	---------	---------	------

3. DO YOU HOLD A QUALIFICATION IN SPECIAL EDUCATION?

☐ Yes☐ No

4. TOTAL NUMBER OF YEARS OF COMPLETED TEACHING EXPERIENCE.

0 – 5	6 – 10	11 – 15	16 – 20	21–25	26–30	31+
-------	--------	---------	---------	-------	-------	-----

5. I HAVE A TEACHING QUALIFICATION TO TEACH THE FOLLOWING PHASE.

Place a cross [X] in the box indicating the highest phase qualification you hold.

Gr. R	Jnr. Prim.	Intermediate	Sen. Prim.	Jnr. Sec.	Sen. Sec.
-------	------------	--------------	------------	-----------	-----------

If qualified to teach in another phase, specify

DEFINITION OF MILDLY MENTALLY RETARDED LEARNERS (MMR)

Mildly mentally retarded learners are educable learners who experience learning difficulties in all subject areas. These are learners typically termed as slow learners. These learners have slow Intellectual and scholastic ability in reading, writing, spelling and mathematics.

SECTION TWO

At the end of each of the statements listed below, there are five boxes:

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

The letter in the boxes mean:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

Read each statement carefully and indicate your degree of agreement by placing a cross in the box you choose.

EXAMPLE:

Male students should be allowed to visit female students in their hostel during daytime.

SA	A	U	D	SD
			X	

1. I can educate learners who do not understand the lesson at first presentation.

SA	A	U	D	SD

2. I feel that learners with different learning capabilities can benefit by being placed in mainstream classes.

SA	A	U	D	SD

3. I feel I can educate learners who experience difficulty in concentrating during lessons.

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

4. It makes me anxious to have a mildly mentally retarded learner in my classroom.

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

5. I feel de-motivated to educate learners who are not responsive during the lesson.

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

6. I feel that I can educate learners who have a history of repeated class failure.

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

7. Integrating normal learners with mildly mentally retarded learners would create additional responsibility for educators.

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

8. My current qualification has prepared me adequately to educate mildly retarded learners.

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

9. The inclusion of mildly mentally retarded learners in my classroom will frustrate me.

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

10. I would be able to educate learners who learn at a slower pace than their peers in mainstream classrooms.

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

11. The educating of mildly mentally retarded learners in mainstream classrooms can result in the neglect of the needs of normal learners.

SA	A	U	D	SD

12. I would rather have a learner with a physical disability than a mildly mentally retarded learner in my classroom.

SA	A	U	D	SD

13. I am prepared to adjust my teaching methods to accommodate mildly mentally retarded learners.

SA	A	U	D	SD

14. Placing learners who experience difficulties with the curriculum in mainstream is more likely to improve their performance.

SA	A	U	D	SD

15. I am willing to educate learners who require repeated classroom instruction .

SA	A	U	D	SD

16. To change one's lesson plans to accommodate mildly mentally retarded learners is a waste of time.

SA	A	U	D	SD

17. I am willing to obtain more knowledge to educate learners who are mildly mentally retarded.

SA	A	U	D	SD

18. I would recommend removal of mildly mentally retarded learners from ordinary classrooms/mainstream.

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

19. I am willing to attend in-service training to accommodate mildly mentally retarded learners in my classroom.

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

20. I am willing to participate in a staff development team to develop lesson plans for mildly mentally retarded learners.

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

21. As long as I get support from the Education Department, educating mildly mentally retarded learners would be pleasant to me.

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

22. It would be easier to educate mildly mentally retarded learners with the help of a class assistant.

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

23. It is difficult to educate mildly mentally retarded learners in large class sizes.

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

24. Educators with special education training would be better equipped to support mildly mentally retarded learners in mainstream classes.

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

25. Mildly mentally retarded learners can benefit from a school that is well resourced with learner support material.

SA	A	U	D	SD
.				

SECTION THREE: PERSONAL COMMENTS/OPINION

3.1 1ST IN ORDER OF PRIORITY FIVE ISSUES THAT ARE IMPORTANT TO YOU
IN THE CONTEXT OF INCLUDING MILDLY MENTALLY RETARDED
LEARNERS IN ORDINARY CLASSROOMS. (MAINSTREAM)

1.
2.
3.
4.
5.

THANK YOU

ANNEXURE E

Respondent	Gender	Age	Qualification	Experience	Level	Total Score	Attitude
1	Female	36-45	No	38,306	Senior Sec	52	Positive
2	Female	46-55	No	21-25	Junior Sec	61	Positive
3	Female	46-55	No	38,306	Other specified	62	Positive
4	Female	56+	No	26-30	Junior Sec	63	Positive
5	Male	46-55	No	21-25	Junior Sec	93	Negative
6	Female	46-55	No	38,148	Intermediate	80	Negative
7	Female	46-55	No	38,306	Intermediate	98	Negative
8	Female	46-55	No	16-20	Junior Sec	73	Negative
9	Female	46-55	Yes	38,306	Other specified	67	Positive
10	Male	56+	No	31+	Other specified	68	Positive
11	Female	56+	No	26-30	Senior Prim	70	Positive
12	Female	46-55	No	16-20	Senior Sec	78	Negative
13	Female	56+	No	31+	Senior Prim	60	Positive
14	Male	35 and below	No	0-5	Other specified	62	Positive
15	Female	56+	Yes	21-25	Intermediate	69	Positive
16	Female	46-55	No	16-20	Junior Sec	50	Positive
17	Female	36-45	Yes	38,306	Junior Sec	75	Negative
18	Female	56+	No	31+	Senior Prim	81	Negative
19	Male	56+	No	26-30	Senior Sec	75	Negative
20	Male	46-55	No	38,306	Junior Sec	87	Negative
21	Female	46-55	No	21-25	Junior Sec	71	Positive
22	Female	46-55	No	16-20	Junior Sec	82	Negative
23	Female	46-55	Yes	21-25	Intermediate	53	Positive
24	Female	56+	No	38,306	Senior Sec	60	Positive
25	Female	36-45	No	38,148	Senior Sec	54	Positive
26	Female	36-45	No	0-5	Senior Prim	56	Positive
27	Female	36-45	No	38,148	Other specified	73	Negative
28	Female	36-45	No	38,148	Intermediate	70	Positive
29	Female	46-55	Yes	16-20	Intermediate	52	Positive
30	Female	36-45	No	0-5	Intermediate	58	Positive
31	Female	36-45	No	38,148	Other specified	57	Positive
32	Female	56+	No	21-25	Other specified	62	Positive
33	Female	56+	No	38,148	Intermediate	56	Positive
34	Female	36-45	No	38,148	Junior Sec	42	Positive
35	Female	46-55	No	0-5	Senior Sec	64	Positive
36	Female	36-45	No	0-5	Junior Sec	61	Positive
37	Female	56+	No	31+	Intermediate	72	Negative
38	Female	46-55	No	16-20	Intermediate	75	Negative
39	Female	56+	No	26-30	Intermediate	58	Positive
40	Female	56+	No	21-25	Intermediate	89	Negative
41	Female	56+	No	26-30	Junior Sec	59	Positive
42	Female	56+	No	38,306	Other specified	63	Positive
43	Female	56+	No	16-20	Other specified	63	Positive
44	Female	56+	No	31+	Senior Sec	78	Negative
45	Female	56+	No	21-25	Junior Sec	85	Negative
46	Female	56+	No	16-20	Intermediate	85	Negative
47	Male	46-55	No	16-20	Other specified	49	Positive
48	Male	56+	No	21-25	Other specified	52	Positive
49	Male	46-55	No	16-20	Junior Sec	81	Negative
50	Male	56+	No	38,306	Other specified	82	Negative
51	Male	56+	Yes	26-30	Other specified	57	Positive
52	Female	46-55	No	38,306	Senior Prim	66	Positive
53	Female	46-55	No	38,306	Intermediate	56	Positive
54	Female	46-55	No	16-20	Intermediate	64	Positive
55	Female	46-55	No	16-20	Junior Sec	73	Negative
56	Female	46-55	No	38,306	Intermediate	74	Negative
57	Female	46-55	No	16-20	Junior Sec	76	Negative
58	Female	36-45	No	0-5	Senior Prim	92	Negative
59	Female	46-55	No	38,306	Intermediate	93	Negative

Respondent	Gender	Age	Qualification	Experience	Level	Total Score	Attitude
60	Female	56+	No	16-20	Senior Prim	93	Negative
61	Female	56+	Yes	0-5	Other specified	59	Positive
62	Male	46-55	No	16-20	Other specified	73	Negative
63	Female	46-55	No	38,306	Intermediate	89	Negative
64	Female	46-55	No	16-20	Junior Sec	50	Positive
65	Female	56+	No	26-30	Junior Sec	73	Negative
66	Female	56+	No	16-20	Other specified	86	Negative
67	Female	56+	Yes	16-20	Other specified	76	Negative
68	Female	36-45	Yes	38,306	Other specified	62	Positive
69	Female	56+	No	21-25	Junior Sec	96	Negative
70	Female	46-55	No	38,306	Junior Sec	79	Negative
71	Female	36-45	No	38,148	Junior Sec	73	Negative
72	Male	46-55	No	16-20	Junior Sec	46	Positive
73	Female	56+	No	26-30	Senior Prim	70	Positive
74	Male	56+	No	31+	Junior Sec	67	Positive
75	Female	46-55	No	16-20	Intermediate	73	Negative
76	Male	56+	No	21-25	Junior Sec	61	Positive
77	Female	56+	No	26-30	Senior Sec	65	Positive
78	Female	46-55	No	16-20	Junior Sec	66	Positive
79	Female	46-55	Yes	16-20	Other specified	56	Positive
80	Female	46-55	No	38,306	Senior Prim	74	Negative
81	Male	46-55	No	38,148	Senior Sec	67	Positive
82	Female	56+	No	26-30	Junior Sec	70	Positive
83	Female	36-45	No	38,148	Junior Sec	99	Negative
84	Female	46-55	No	38,306	Senior Sec	67	Positive
85	Female	46-55	No	0-5	Senior Prim	62	Positive
86	Female	56+	Yes	0-5	Junior Sec	48	Positive
87	Female	36-45	Yes	38,148	Intermediate	76	Negative
88	Male	46-55	No	16-20	Intermediate	63	Positive
89	Female	46-55	No	38,306	Junior Sec	73	Negative
90	Female	46-55	No	38,306	Other specified	70	Positive
91	Female	46-55	No	38,148	Junior Sec	73	Negative
92	Female	56+	No	21-25	Junior Sec	71	Positive
93	Female	36-45	No	0-5	Intermediate	67	Positive
94	Male	56+	No	16-20	Junior Sec	81	Negative
95	Female	56+	No	26-30	Senior Prim	69	Positive
96	Female	36-45	No	38,148	Other specified	68	Positive
97	Female	56+	Yes	16-20	Other specified	77	Negative
98	Female	46-55	Yes	38,148	Other specified	71	Positive
99	Female	56+	No	21-25	Junior Sec	74	Negative
100	Female	56+	Yes	16-20	Junior Sec	64	Positive
101	Male	36-45	No	38,148	Other specified	63	Positive
102	Female	46-55	Yes	21-25	Junior Sec	59	Positive
103	Female	46-55	No	38,148	Intermediate	88	Negative
104	Female	36-45	No	0-5	Other specified	55	Positive
105	Female	36-45	No	38,148	Junior Sec	86	Negative
106	Female	46-55	No	16-20	Senior Prim	61	Positive
107	Female	36-45	No	0-5	Intermediate	58	Positive
108	Female	36-45	No	38,148	Intermediate	58	Positive
109	Female	36-45	No	0-5	Intermediate	57	Positive
110	Female	36-45	No	0-5	Senior Prim	79	Negative
111	Female	46-55	No	38,306	Junior Sec	52	Positive
112	Female	56+	No	21-25	Intermediate	80	Negative
113	Female	46-55	Yes	16-20	Junior Sec	47	Positive
114	Female	46-55	No	38,148	Junior Sec	79	Negative
115	Female	46-55	Yes	38,306	Senior Prim	69	Positive
116	Female	46-55	No	38,306	Junior Sec	61	Positive
117	Female	46-55	No	38,306	Intermediate	46	Positive
118	Female	56+	No	21-25	Other specified	56	Positive

Respondent	Gender	Age	Qualification	Experience	Level	Total Score	Attitude
119	Female	46-55	No	16-20	Intermediate	70	Positive
120	Female	36-45	No	38,148	Junior Sec	83	Negative
121	Female	56+	No	26-30	Senior Sec	45	Positive
122	Female	46-55	No	38,148	Other specified	70	Positive
123	Female	46-55	No	16-20	Other specified	73	Negative
124	Female	46-55	No	38,306	Other specified	105	Negative
125	Female	56+	Yes	21-25	Intermediate	63	Positive
126	Female	56+	No	26-30	Senior Sec	100	Negative
127	Female	56+	Yes	31+	Intermediate	61	Positive
128	Female	46-55	No	21-25	Intermediate	66	Positive
129	Female	56+	No	26-30	Other specified	68	Positive
130	Female	56+	No	21-25	Intermediate	96	Negative
131	Female	36-45	Yes	38,148	Junior Sec	44	Positive
132	Female	46-55	No	38,306	Other specified	84	Negative
133	Female	56+	No	38,306	Intermediate	62	Positive
134	Female	36-45	No	38,148	Junior Sec	66	Positive
135	Female	56+	No	21-25	Intermediate	66	Positive
136	Female	56+	No	38,306	Intermediate	58	Positive
137	Female	56+	No	31+	Junior Sec	63	Positive
138	Male	46-55	No	16-20	Senior Prim	53	Positive
139	Female	36-45	No	0-5	Other specified	62	Positive
140	Female	56+	No	26-30	Intermediate	48	Positive
141	Female	36-45	No	38,148	Intermediate	90	Negative
142	Male	46-55	No	21-25	Other specified	53	Positive
143	Female	56+	No	26-30	Junior Sec	86	Negative
144	Female	36-45	No	38,306	Junior Sec	72	Negative
145	Female	56+	No	31+	Intermediate	65	Positive
146	Male	46-55	No	38,306	Junior Sec	75	Negative
147	Female	56+	No	31+	Intermediate	62	Positive
148	Female	36-45	No	38,148	Junior Sec	82	Negative
149	Female	36-45	No	38,148	Other specified	114	Negative
150	Male	46-55	No	38,306	Junior Sec	63	Positive
151	Female	36-45	No	38,306	Junior Sec	91	Negative
152	Female	56+	No	26-30	Senior Prim	89	Negative
153	Male	46-55	No	16-20	Junior Sec	101	Negative
154	Female	46-55	No	16-20	Intermediate	57	Positive
155	Female	46-55	No	16-20	Junior Sec	77	Negative
156	Female	46-55	No	38,306	Intermediate	80	Negative
157	Female	46-55	No	38,306	Intermediate	79	Negative
158	Female	36-45	Yes	38,306	Intermediate	77	Negative
159	Female	46-55	No	16-20	Junior Sec	52	Positive
160	Female	46-55	No	21-25	Junior Sec	87	Negative
161	Male	46-55	No	16-20	Other specified	54	Positive
162	Female	56+	No	26-30	Junior Sec	55	Positive
163	Female	46-55	No	38,306	Junior Sec	78	Negative
164	Female	56+	No	26-30	Other specified	91	Negative
165	Female	46-55	No	16-20	Intermediate	77	Negative
166	Female	35 and below	No	0-5	Other specified	72	Negative
167	Female	46-55	Yes	38,306	Junior Sec	80	Negative
168	Female	46-55	No	16-20	Senior Sec	60	Positive
169	Female	46-55	No	16-20	Intermediate	83	Negative
170	Female	46-55	No	38,306	Intermediate	83	Negative
171	Female	36-45	No	38,148	Intermediate	85	Negative
172	Female	46-55	Yes	16-20	Senior Sec	54	Positive
173	Female	46-55	Yes	38,306	Intermediate	48	Positive
174	Male	56+	No	31+	Intermediate	56	Positive
175	Female	46-55	No	16-20	Intermediate	76	Negative
176	Male	46-55	No	16-20	Junior Sec	81	Negative
177	Female	46-55	No	38,306	Junior Sec	53	Positive

Respondent	Gender	Age	Qualification	Experience	Level	Total Score	Attitude
178	Female	46-55	No	16-20	Junior Sec	72	Negative
179	Male	56+	No	21-25	Other specified	65	Positive
180	Female	56+	No	21-25	Senior Prim	93	Negative
181	Male	46-55	No	38,306	Junior Sec	67	Positive
182	Female	46-55	No	16-20	Senior Prim	73	Negative
183	Female	46-55	No	38,306	Intermediate	59	Positive
184	Female	36-45	No	38,306	Junior Sec	89	Negative
185	Male	36-45	No	38,148	Other specified	66	Positive
186	Female	46-55	No	16-20	Junior Sec	72	Negative
187	Female	36-45	No	38,306	Intermediate	63	Positive
188	Female	46-55	No	38,306	Senior Sec	63	Positive
189	Female	35 and below	Yes	0-5	Junior Prim and bel	50	Positive
190	Female	56+	No	38,306	Other specified	58	Positive
191	Female	36-45	No	38,306	Senior Sec	72	Negative
192	Female	46-55	No	38,148	Junior Sec	65	Positive
193	Female	46-55	No	21-25	Junior Sec	64	Positive
194	Male	46-55	No	38,306	Other specified	77	Negative
195	Female	46-55	No	21-25	Intermediate	65	Positive
196	Male	46-55	No	38,306	Junior Sec	59	Positive
197	Female	56+	No	31+	Intermediate	92	Negative
198	Male	46-55	No	16-20	Junior Sec	58	Positive
199	Female	56+	No	21-25	Senior Prim	104	Negative
200	Female	56+	Yes	26-30	Other specified	59	Positive
201	Female	56+	No	26-30	Junior Sec	83	Negative
202	Female	36-45	No	38,306	Senior Prim	45	Positive
203	Male	56+	No	21-25	Junior Sec	95	Negative
204	Female	36-45	Yes	38,148	Senior Sec	77	Negative
205	Female	46-55	No	16-20	Intermediate	93	Negative
206	Female	56+	Yes	31+	Intermediate	49	Positive
207	Female	36-45	No	38,148	Junior Sec	59	Positive
208	Male	46-55	No	38,306	Junior Sec	73	Negative
209	Male	36-45	No	0-5	Intermediate	65	Positive
210	Female	46-55	No	38,306	Senior Sec	48	Positive
211	Female	36-45	No	38,148	Intermediate	86	Negative
212	Female	36-45	No	38,148	Junior Prim and bel	53	Positive
213	Female	36-45	No	38,148	Junior Prim and bel	65	Positive
214	Female	35 and below	No	0-5	Intermediate	50	Positive
215	Female	35 and below	No	0-5	Junior Sec	45	Positive
216	Female	36-45	No	38,306	Intermediate	61	Positive
217	Female	46-55	No	38,306	Other specified	81	Negative
218	Female	36-45	No	38,148	Senior Prim	72	Negative
219	Female	46-55	No	38,148	Intermediate	73	Negative
220	Male	36-45	No	38,148	Junior Sec	71	Positive
221	Male	36-45	No	38,148	Senior Prim	58	Positive
222	Male	36-45	No	0-5	Intermediate	85	Negative
223	Female	36-45	No	38,148	Junior Sec	76	Negative
224	Female	46-55	No	16-20	Other specified	63	Positive
225	Female	56+	No	31+	Intermediate	71	Positive
226	Female	36-45	No	0-5	Junior Sec	69	Positive
227	Female	46-55	No	38,306	Intermediate	108	Negative
228	Female	56+	No	16-20	Junior Sec	89	Negative
229	Female	46-55	No	38,148	Other specified	91	Negative
230	Female	56+	No	16-20	Intermediate	62	Positive
231	Male	36-45	No	38,306	Junior Sec	80	Negative
232	Female	36-45	No	38,148	Intermediate	86	Negative
233	Female	46-55	No	21-25	Senior Prim	54	Positive
234	Female	56+	No	16-20	Other specified	98	Negative
235	Female	46-55	No	38,148	Junior Sec	103	Negative
236	Female	46-55	No	38,306	Other specified	64	Positive

Respondent	Gender	Age	Qualification	Experience	Level	Total Score	Attitude
237	Female	46-55	No	16-20	Junior Sec	80	Negative
238	Female	36-45	No	0-5	Intermediate	75	Negative
239	Female	36-45	No	38,148	Other specified	96	Negative
240	Female	46-55	No	21-25	Junior Sec	97	Negative
241	Male	56+	Yes	21-25	Senior Sec	67	Positive
242	Male	36-45	No	38,148	Junior Sec	54	Positive
243	Female	46-55	No	16-20	Junior Sec	56	Positive
244	Male	35 and below	No	0-5	Junior Sec	70	Positive
245	Female	56+	No	21-25	Intermediate	69	Positive
246	Female	56+	No	21-25	Other specified	53	Positive
247	Male	56+	No	21-25	Junior Sec	65	Positive
248	Female	46-55	No	38,306	Intermediate	72	Negative
249	Female	56+	Yes	38,306	Other specified	45	Positive
250	Female	46-55	Yes	38,306	Junior Sec	51	Positive
251	Female	36-45	No	38,306	Junior Sec	87	Negative
252	Female	56+	No	26-30	Other specified	86	Negative
253	Male	46-55	No	16-20	Junior Sec	73	Negative
254	Female	56+	No	38,306	Junior Sec	51	Positive
255	Female	36-45	No	38,148	Junior Sec	91	Negative
256	Female	46-55	No	16-20	Senior Prim	54	Positive
257	Male	46-55	No	16-20	Junior Sec	75	Negative
258	Female	36-45	Yes	38,148	Intermediate	80	Negative
259	Female	56+	Yes	21-25	Other specified	79	Negative
260	Female	56+	No	21-25	Junior Sec	81	Negative
261	Female	56+	No	16-20	Junior Sec	84	Negative
262	Female	56+	No	26-30	Junior Sec	82	Negative
263	Female	56+	No	26-30	Junior Sec	59	Positive
264	Female	46-55	No	16-20	Intermediate	93	Negative
265	Male	46-55	No	16-20	Senior Sec	98	Negative
266	Female	46-55	No	16-20	Junior Sec	69	Positive
267	Female	46-55	No	16-20	Junior Sec	89	Negative
268	Female	56+	Yes	21-25	Other specified	75	Negative
269	Male	56+	No	21-25	Junior Sec	68	Positive
270	Female	46-55	No	16-20	Junior Sec	80	Negative
271	Female	56+	Yes	21-25	Other specified	62	Positive
272	Female	56+	No	26-30	Other specified	60	Positive
273	Female	46-55	Yes	16-20	Junior Sec	50	Positive
274	Female	56+	No	31+	Junior Sec	77	Negative
275	Female	56+	Yes	21-25	Other specified	54	Positive
276	Female	56+	No	31+	Senior Prim	68	Positive
277	Female	46-55	No	16-20	Senior Prim	66	Positive
278	Female	46-55	No	38,148	Other specified	56	Positive
279	Female	56+	No	31+	Junior Sec	89	Negative
280	Female	56+	No	26-30	Junior Sec	71	Positive
281	Female	36-45	No	38,148	Intermediate	53	Positive
282	Male	56+	No	26-30	Other specified	87	Negative
283	Female	46-55	No	38,306	Intermediate	71	Positive
284	Female	56+	No	26-30	Junior Sec	82	Negative
285	Female	46-55	No	21-25	Senior Sec	74	Negative
286	Male	56+	No	21-25	Other specified	89	Negative
287	Female	56+	Yes	21-25	Other specified	55	Positive
288	Female	56+	No	26-30	Intermediate	65	Positive
289	Female	56+	No	21-25	Intermediate	80	Negative
290	Female	46-55	No	21-25	Junior Sec	100	Negative
291	Female	46-55	No	38,306	Other specified	101	Negative
292	Male	46-55	No	16-20	Intermediate	91	Negative
293	Female	36-45	No	38,148	Junior Sec	69	Positive
294	Female	36-45	Yes	38,306	Junior Sec	54	Positive
295	Female	56+	No	26-30	Other specified	55	Positive

Respondent	Gender	Age	Qualification	Experience	Level	Total Score	Attitude
296	Male	56+	No	21-25	Senior Sec	63	Positive
297	Female	56+	No	31+	Junior Sec	72	Negative
298	Female	56+	No	21-25	Junior Sec	73	Negative
299	Male	46-55	No	38,306	Senior Prim	63	Positive
300	Male	56+	No	21-25	Junior Sec	58	Positive
301	Female	56+	No	21-25	Junior Sec	79	Negative
302	Female	56+	No	21-25	Junior Sec	118	Negative
303	Female	36-45	No	0-5	Other specified	99	Negative
304	Female	36-45	Yes	0-5	Intermediate	95	Negative
305	Female	46-55	No	16-20	Other specified	98	Negative
306	Female	36-45	No	38,148	Junior Sec	84	Negative
307	Female	56+	Yes	21-25	Other specified	109	Negative
308	Female	56+	No	16-20	Intermediate	87	Negative
309	Female	56+	No	26-30	Junior Sec	93	Negative
310	Female	56+	Yes	16-20	Junior Sec	81	Negative
311	Female	46-55	No	16-20	Junior Sec	101	Negative
312	Female	46-55	No	21-25	Intermediate	97	Negative
313	Female	56+	No	38,306	Junior Sec	99	Negative
314	Female	36-45	Yes	38,306	Junior Sec	69	Positive