

The Attitudes of Further Education and Training (FET)
Phase Teachers toward the Implementation of Inclusive
Education in Libode District in the Eastern Cape

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The Attitudes of Further Education and Training (FET) Phase
Teachers toward the Implementation of Inclusive Education in
Libode District in the Eastern Cape

By

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Declaration

I, Nombuyiselo Tracey Mcoteli, hereby declare that the work on “The Attitudes of Further Education and Training (FET) Phase Teachers toward the Implementation of Inclusive Education in Libode District in the Eastern Cape” is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references. This dissertation has not been submitted before at any other university.

Signed: N. T. Mcoteli

Date: 10 November 2017

Dedication

I dedicate this work to the following individuals for their continuous support, encouragement and love during my studies:

- My husband, Christopher Sipiwo.
- My mother, Annie Zungulani Nobanda.
- University of Zululand, Department of Educational Psychology and Special Education HoD, Prof. M.M. Hlongwane and the entire staff.
- My supervisor, Dr Sumeshni Govender.
- My co-supervisor, Miss Siphelele Makhubu.
- My daughter-in-law, Mrs Nandipha Mcoteli.
- Bethel Christian Church leadership.
- My fellow 2016 Masters students: Mrs Lungelwa Tafeni, Miss Avril Subramony, Miss Sebenzile Mnguni and Miss Serishma Gopie.
- My family, friends and colleagues.

I convey heartfelt gratitude to these people for their unwavering support during the course of my study and I dearly love them. All praise is due to the Almighty, for guiding me through.

List of abbreviations and acronyms

ANA	- Annual National Assessment
APA	- American Psychological Association
EMIS	- Education Management Information Systems
ESSS	- Education Social Support Services
FET	- Further Education and Training
HoD	- Head of Department
LSEN	- Learners with Special Education Needs
SASAMS	- South African School Administration and Management System
SBST	- School Based Support Team
SMT	- School Management Team
SPSS	- Statistical Package for Social Sciences

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Abstract

This research investigated the attitudes of Further Education and Training (FET) phase teachers toward the implementation of inclusive education in Libode District in the Eastern Cape. The investigation took place during the period between March and July 2017. The participants in this study were 182 Further Education and Training (FET) phase teachers from 12 randomly selected FET phase schools in the Libode district. Data were collected from teachers using a questionnaire. The data from the questionnaire were analysed using Statistical Package for Social Sciences (SPSS). The results showed that the FET phase teachers in the Libode District hold negative attitudes toward the implementation of inclusive education in the Libode FET phase schools in the Eastern Cape Province.

The study recommends many strategies to combat these negative attitudes, including making available a guide for FET phase schools on how to implement inclusive education, in-service training of the FET phase teachers on inclusive education, participation of FET phase school teachers in implementing the Inclusive Education Policy, involvement of stakeholders (parents and experts in different relevant fields) in the implementation of inclusive education, providing special education needs learners in FET phase schools with relevant resources, introduction of modularization to progressed learners in the FET phase schools and strengthening subject choices in FET phase feeder schools in grade eight and nine for grade ten subject streams.

Key concepts: Attitude, inclusive education, teachers.

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Chapter 1 Overview of the study

1.1. Introduction

Inclusive education was initially introduced to address the different needs of special learners, especially those with disabilities, within the mainstream school setting, in order to promote the ideal of no learner being discriminated against or being left behind. This calls for all teachers to understand inclusive education, in the primary, secondary, and the Further Education and Training FET levels. The initiative of incorporating inclusive education was to enable every learner to benefit from the system of education in South Africa, but this does not appear to be the case, partly due to teachers' negative attitudes towards inclusion. These negative attitudes have impacted on the positive implementation of inclusivity in schools, especially in those situated in rural areas.

Libode District, in the Eastern Cape, as one of the districts situated in the rural areas, has shown a trend of poor academic performance, especially in the country's Grade12 results, and a very low percentage of inclusivity implementation (South African School Administration and Management Systems Report, 2015). The recent results of Matric 2017 showed a 57% pass rate in Eastern Cape. Libode District, now called O.R. Tambo Coastal District, had a pass rate of 61.7%, but overall, the Eastern Cape had very poor results as compared to other provinces (DBE Report, 2017). This could be linked to the negative attitudes that teachers in marginalised areas like Libode behave towards their work, especially regarding the implementation of inclusive education by understanding the poor, disability and underprivileged children and accommodating them in learning like urban schools.

The Department of Basic Education strives to provide all learners with access to education, irrespective of age, gender, race, language, social origin, nationality, religion, economic condition or ability. The diversity and uniqueness of every learner, including those with diverse needs in the classroom, calls for education access for all and these factors have led to the introduction of the Inclusive Education Policy (White Paper 6, 2001) in schools. Inclusive education starts with the right of every learner to be in the mainstream of education, and teachers are central to creating a welcoming and educative environment for the whole child (Nel, Nel, & Hugo, 2013).

Inclusive education is about an intention and commitment that amongst others includes access, cultures and beliefs, inclusivity not exclusivity, classroom structure and engagement (Nel et al., 2013). “Inclusive education is a learning environment that promotes the full personal, academic and professional, academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language” (Nel et al., 2013, p.7).

According to Ayantoye and Luckner (2016), for FET mainstream teachers to be able to provide quality education for all, they need the skills, knowledge and the desire to teach all students and that desire is directly linked to the positive attitude of these teachers. Research has suggested that students with disabilities demonstrate low academic achievement and are often not successful in high school (Ayantoye & Luckner, 2016). Donohue and Bornman (2014) highlighted that there is poor implementation of inclusive education policy in South Africa. However, Donohue and Bornman (2014), clearly stated that for inclusion to be successfully implemented worldwide, teachers must have adequate training, sufficient support and positive attitudes.

Donohue and Bornman (2014), highlighted that inclusion depends on the positive attitudes and actions of school principals and teachers. This is important since the prevailing negative attitudes toward disability have contributed to the general bewilderment in South African schools toward inclusion. Donohue and Bornman (2014), emphasised that changing attitudinal barriers among school professionals and the wider community is one of the essential aspects of making inclusive education happen in low income countries.

Although research has recently been conducted on inclusion implementation, for example Vaz, Wilson, Falkmer, Sim, Scott, Cordier, and Falkmer (2015) and Oloremi (2015), there appears to be gaps in the literature in terms of the Eastern Cape, and especially in the Libode District, with regards to the FET phase. However, in the light of the poor Grade12 performance in the Libode District and poor implementation of inclusive education, that can be improved through positive teachers’ attitudes. It would assist schools in the district to undergo an in-depth study on the teachers’ attitudes toward the implementation of inclusive education in this district, so as to

make plans that will improve inclusion implementation and possibly enhance the Grade12 results.

1.2. Literature review

The literature was reviewed on the basis of the theoretical and empirical literature grounding this study. The first part of this section presents the theories underpinning this study. The second part presents the empirical literature supporting this study.

Inclusive education and teachers' attitudes are essentially built on constructivist theory: Bronfenbrenner's ecological systems theory, as well as Maslow's hierarchy of needs theory. These three theories reveal how the various systems within which a learner exists, and can influence the learners' behaviour and academic progress at school (Nel et al., 2013).

1.2.1 Constructivist theory

Inclusion is congruent with the constructivist theory, which postulates that knowledge, and learning, are not just passively passed on from one person to the next, but are actively and continuously constructed anew by each individual, through their experiences and reflections (Nel et al., 2013). Thus Piaget, Bruner and Vygotsky believed that knowledge is constructed through social experiences and therefore it is important that learners collaborate on an interpersonal level (Nel et al., 2013).

1.2.2 Bronfenbrenner's ecological systems theory

Bronfenbrenner's ecological systems theory focuses on the systems' approach, which means that systems in society (for example, a classroom, school, family, community and government) need to interact with one another to provide a supportive structure for the learner. Thus, the teacher has to understand complex influences, interactions and interrelationships between the learner and all the other systems that impact on the learner (Nel et al., 2013).

1.2.3 Maslow hierarchy of needs theory – attitudes of teachers

Another theory that explains the attitude of teachers is Maslow's hierarchy of needs theory, in terms of the reasons for their behaviour towards implementation of inclusive education at schools. The theory explains that an individual has needs and

wants which must be fulfilled. It describes why human beings behave in a certain way. Maslow's hierarchy of needs explains why people are driven by particular needs at particular times (Lamb, 2010). The different categories of needs include physiological needs, safety needs, social needs, esteem needs, and the need for self-actualisation.

The South African Government's White Paper 6, which detailed the implementation of inclusive education in South Africa, was released in 2001, but research indicates that current practices have still not met the goals of inclusive education. According to Sharma and Das (2015), inclusion implementation can be improved by looking back at what was the original purpose of its formulation in the light of knowledge, experiences and learning accumulated since its release.

Inclusion is a betterment process aiming at the promotion of diversity among school children. Research has shown that, for learners with diverse needs in the classroom, an indicator of successful inclusion is whether teachers have a positive attitude towards inclusion (Urton, Wilbert, & Hennemann, 2014).

Studies from developed and developing countries (Vaz et al., 2015; Shama, Simi, & Forlin 2015; Oloremi, 2015) explicitly set forth that there were problems affecting inclusive education, especially in Nigeria (Oloremi, 2015). A report on the White Paper 6, released in 2015 (Department of Education, 2015), postulated that inclusive education in its 14th year showed great improvement in the attendance of children with diverse needs in the mainstream schooling system. For example, in the Eastern Cape, pre-schoolers attending school had risen from 32.2%, in 2009, to 46.2%, in 2013, but when examining the quality of results, such as in Annual National Assessment (ANA) Math performance in Grade 3, 6 and 9, in 2013, which stand at 63.9%; 21.0% and 17.0% respectively, the picture is concerning and the report recommended that there, "needs to be a change in attitudes across the system and a commitment to moving towards an inclusive education system. This can only be achieved through large scale training, advocacy and monitoring impact of training" (Consolidated White Paper 6 Progress Report: DBE, 2015, p.73).

Studies affirmed that teachers' attitudes and expectations are significant barriers to the successful implementation of inclusive classrooms and equitable participation (Vaz et al., 2015). Shama et al., (2015) suggested that it is essential to understand

teacher's attitudes as they are the key participants of any inclusive education programme, in order to help them to be able to utilise their skills, knowledge and understanding to become inclusive education practitioners.

In order for inclusive education to be successful, the Department of Education has to win the positive attitudes of teachers so that teachers are able to overcome some of their working conditions' constraints. The Education Management Information Systems (EMIS) statistics data, from South African School Administration and Management System (SASAMS), shows that as of October 2015, out of the 173734 learners enrolled in 2015 in Libode District, 61% of these learners are taught in highly overcrowded classrooms, 17% are taught in reasonably overcrowded classrooms and only 21% are taught in acceptable classrooms (Libode District Profile, 2015, p.1). Thus, there are generally overcrowded classrooms in the Libode District, with a learner to classroom ratio of 55:1. These factors influence teachers' attitudes in the negative.

"Attitudes about inclusion are extremely complex and vary from country to country and from school to school, but one of the other factors influencing the effective implementation of inclusion is the teacher's attitudes" (Nardo, Kudlacek, Tafuru,& Sklenarikova, 2014).

Oloremi (2015) declared that learners with diverse needs demand individually planned and systematically monitored arrangements of physical setting. The researcher decided to investigate the attitudes of teachers toward inclusive education because the effectiveness of the implementation of inclusion, among other factors, depends upon the attitudes of teachers as they play a major role in the implementation of inclusive education. The South African Department of Basic Education cannot afford to spend fruitless expenditure on inclusion if it does not benefit those learners with diverse needs in the mainstream school system. This has been the recommendation in the 2015 Progress Report in the White Paper 6 on inclusive education: that for successful inclusive implementation there needs to be a change in the attitudes of all shareholders, across the system, and a commitment to moving towards an inclusive education system. This starts with the attitudes of teachers (Consolidated White Paper 6 Progress Report: DBE, 2015, p.73).

The contributing factors to successful inclusive education implementation, studied by Park, Koh and Block (2014), have shown that the positive attitudes of teachers have been identified as a key factor. In India, there are optional subjects and programmes in teacher colleges to expose teacher trainees to the concept of inclusive education. Only a few students attend those programmes showing that the education of children with disabilities is not seen as the primary responsibility of the regular school teacher (Sharma & Das, 2015). These two authors have also argued that if there is no quality education for learners with disabilities there can be no quality education for learners without disabilities. It has been generally approved that the meaning behind inclusive education is enclosed in the delivery of high-quality education for all learners (Anderson & Boyle 2015).

Some studies have shown that learners without disabilities, who were educated in inclusive settings, made significantly greater progress in mathematics than their counterparts. Thus, improved academic skills, communication skills and peer relationships for all are the most important benefits of inclusion. Inclusive education has also shown positive impacts on employment outcomes (Okongo, Ngao, Rop, & Nyongesa, 2015). This implies that the non-implementation of inclusion by schools can disadvantage learners and compromise learner performance.

1.3 Motivation for the study

Eastern Cape, in particular Libode District, has shown a trend of poor performance in almost all the grades, especially in Grade 12. If the learners with barriers to learning are not attended to, and they merely progress from grade to grade because of current curriculum policies of grade and phase promotion, underperformance may remain a glaring problem. Also, because Libode District is the biggest district in Eastern Cape with 426 schools, if Libode underperforms, the whole province underperforms. Reports from the Education Social Support Services have shown that there are very few referrals to the Department's educational psychologists, showing that in reality the learners with barriers to learning have been left unattended and have thus been discriminated against.

Some research has been conducted into the implementation of inclusion of learners with barriers to learning, for example, Vaz et al. (2015) studied factors associated with teachers' attitudes towards inclusive education in Western Australia. Using a

cross sectional survey, they found that age, gender and training were the factors influencing teachers' attitudes on inclusion. Shama et al. (2015) studied the preparedness of pre-service teachers for inclusive education. He wanted to ascertain if the education students were ready for inclusion in their first year in teacher training college. He used a quantitative approach and found that 56% of students were ready for inclusion. Oloremi (2015), in Nigeria, studied whether inclusive education was a myth or the reality in schools. He found that inclusion was the reality in Nigeria, and although it was implemented just for compliance, as it has been the Nigerian government's policy from 1997. However, learners with barriers to learning were still taught in mainstream classes without facilities and a relevant curriculum, and even teachers were not exposed to programmes on how to handle these learners.

As mentioned, research has also been conducted on teachers' attitudes toward inclusion in other areas and countries, but the Eastern Cape and especially Libode District have been neglected in terms of investigating the implementation of inclusive education.

The Department of Basic Education, and South Africa, cannot afford to see tens of thousands of learners failing after such huge amounts of money are spent annually on education. Learners with barriers to learning contribute to the Grade12 failure rate, because the issue of these barriers has not been handled well. This was witnessed in 2014 after the Minister of Basic Education, Angie Motshekga, announced that all Grade 11 learners, who were already repeating the grade, must qualify for grade progression. This meant that 1 080 learners (Education Management Information Systems statistics, 2014) in Libode District were promoted to Grade 12, being called progressed learners, which negatively affected the Grade12 results for 2015. The District Management Team, in collaboration with Education Social Support Services Management Team, could use the outcome of this research to plan for further interventions for teachers, as they are the key to change in schools. It is therefore compelling that research on teachers' attitudes on the implementation of inclusive education be undertaken so as to further plan for interventions and change the situation positively.

1.4. Problem statement

Research has indicated that current practices have not met the initial plan of the Department of Education regarding inclusive education (Sharma & Das, 2015). Attitudes are one of the factors influencing the effective implementation of inclusive education (Nardo et.al, 2014). On the basis of the literature review, it would appear that no one has conducted a study on teachers' attitude on the implementation of inclusive education with teachers in Libode District. Because of the low implementation (if any) of inclusive education and glaring high Grade12 failure rate in this district, this study investigated the FET phase teachers' attitudes toward inclusion in the Libode District in the Eastern Cape, and the following research questions were formulated:

- 1.4.1 What are the attitudes of FET phase teachers in the Libode District in Eastern Cape toward the implementation of inclusive education?
- 1.4.2 Is there a relationship between demographic characteristics of participants (such as age, gender, marital status, qualifications, teaching experience, grade taught and class size) and the implementation of inclusive education?

1.5. Objectives of the study

The general aim of the study was to investigate the attitudes of teachers toward the implementation of inclusive education with respect to the following objectives:

- 1.5.1 To determine the attitudes of FET phase teachers in the Libode District in Eastern Cape toward the implementation of inclusive education.
- 1.5.2 To investigate the relationship between demographic characteristics of participants (such as age, gender, marital status, qualifications, teaching experience, grade taught and class size) and the implementation of inclusive education.

1.6. Research hypotheses

According to McMillan and Schumacher (2010), a research hypothesis is the investigator's expectation or prediction of what the results will show. The expectations or predictions of this study are as follows:

- 1.6.1 The attitudes of FET phase teachers in Libode District in the Eastern Cape Province toward the implementation of inclusive education are unfavourable.
- 1.6.2 Teachers' demographic characteristics (such as age, gender, qualifications, marital status, teaching experience, grade taught and class size) have an influence on the implementation of inclusive education.

1.7. Operational definitions

1.7.1 Inclusive education

Inclusive education in this research study means that all learners, irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language, attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes, and are supported to learn, contribute and participate in all aspects of the life of school.

1.7.2 Teachers

The term teachers, in this research, refers to people who teach others, especially in schools, including the FET phase.

1.7.3 Attitude

Attitude in this study means one's disposition to respond positively or negatively towards an object.

1.7.4 Further Education and Training (FET) phase

FET in this research study refers to the range of South African schools in relation to practice, policy and subject specialization in the Further Education and Training band, of grade eight to twelve.

1.8. Intended contribution to the body of knowledge

Attitudes are subject to change. Negative attitudes can be changed towards the implementation of inclusive education. The changes in attitude can bring about changes in the teaching of learners in inclusive settings.

Knowledge of this nature can also be disseminated by way of publications and conference presentations. The researcher hopes to work on these projects, with the assistance of the supervisors, by publishing an article in a SAPSE accredited journal and presenting a paper at a conference.

Also, as there has been an outcry regarding poor Grade12 results in the Eastern Cape Department of Education, especially in Libode District, and the outcomes of this study will help the Libode District Management Team, in collaboration with Education Social Support Services Management Team, to plan for further interventions for teachers, as they are the key to change in schools. This will not only help to improve inclusivity implementation in Libode FET schools, but will lead to the improvement of Grade12 results in the Libode District, and in turn the Grade12 performance in the Eastern Cape Province at large.

1.9. Research methodology

1.9.1 Target population

McMillan and Schumacher (2010) stipulated that a target population is a group of elements or cases, whether individual, objects, or events, that conform to specific criteria, and to which researchers intend to generalise the results of the research. Target population in this study was the FET phase teachers in Libode District schools in the Eastern Cape Province. The questionnaire was distributed to 182 FET phase teachers, at 12 randomly selected FET schools, in the Libode District. The questionnaire was designed by the researcher and consisted of closed-ended questions in a questionnaire comprising of a Likert-type scale.

1.9.2 Description and selection of participants

The researcher requested permission to conduct the study from each principal of the randomly selected FET schools in the district. Teachers who volunteered to participate in the study were encouraged to do so, after they had furnished the

researcher with their information on the informed consent form. The probability sampling method reduced the error that might have arisen from selection bias and enhanced the representativeness of the sample (McMillan and Schumacher, 2010). The sample size of this study would be 182 volunteering teachers from 12 randomly selected FET schools in the Libode District. The findings of this study were intended to be generalised to the population of FET school teachers in the Libode District, hence the results had to be accurate and the sample had to be representative of the population.

1.9.3 Research design

The research investigated the attitudes of FET phase teachers toward the implementation of inclusive education. Quantitative research design (positivistic paradigm) was used for the study. This is a descriptive design which attempts to provide a complete and accurate description of a situation. Quantitative research design emphasises objectivity in measuring and describing phenomena, and as a result, the research design maximize objectivity by using numbers, statistics, structure and control (McMillan and Schumacher, 2010).

1.9.4 Data collection and instrument

The researcher constructed a questionnaire using a Likert-type scale. According to McMillan and Schumacher (2010), a true Likert scale is one in which the stem incorporates a value or direction and the respondent indicates the degree agreement or disagreement with the statement, and the stem can be either neutral or directional. There are responses ranged from strongly agree, agree, neutral, disagree and to strongly disagree (McMillan and Schumacher, 2010).

There were two sections in the questionnaire - the first section comprised of questions that investigated the relationship between demographic characteristics (such as age, gender, marital status, teaching experience, qualifications, grade taught and class size) and the implementation of inclusive education. The second section comprised of questions that determined the attitudes of FET teachers toward the implementation of inclusive education.

The questionnaire designed by the researcher was used to collect data and consisted of closed-ended questions. A closed-ended question is the one which offers the respondent a range of limited answers from which to choose (Welman,

Kruger & Mitchel, 2005). A questionnaire is a written set of questions that is relatively economical, has the same questions for all subjects, and can ensure anonymity (McMillan and Schumacher, 2010).

The researcher visited schools to distribute the questionnaires to the 182 randomly selected FET phase teachers from the 12 randomly selected FET schools in the Libode District. Teachers were informed fully by the researcher that participation was voluntary, and should any teacher like to withdraw from participation, he or she was allowed to do so. Questionnaires were completed by the participants, in the presence of the researcher. Thus, the questionnaires were respondent-completion questionnaires and took approximately 15 minutes to complete.

1.9.5 Administration

Once the researcher has decided to investigate a specific group, organisation or process, he or she must obtain permission to do so (Welman, Kruger,&Mitchell, 2005). The researcher in this study obtained the approval from the University of Zululand's Research Ethics Committee.

Permission to conduct the study was requested from the Education Head of Department (HOD). The researcher then approached the Libode District Director with a letter of permission from the HOD. Once the Director gave permission, the researcher then approached principals of FET schools in the Libode District. Also, the researcher clearly stipulated to the participants that participation was voluntary and they could withdraw if they wished to, they could ask for clarity whenever they might need it and that, although the questionnaire required 15 minutes to be completed, participants who needed extra time, would be granted it.

1.9.5.1 Informed consent

Informed consent implies that subjects are made adequately aware of type of information the researcher wants from them, why the information is being sought, what purpose it will be put to, how are the participants expected to participate in the study and how it will directly or indirectly affect them (Kumar, 2014). The researcher explained the purpose of the study, the information required of participants, how participants might affect them, and then requested only the interested participants should sign the informed consent forms before participation. Since participation was

voluntary, participants could have withdrawn at any time during the research process.

1.9.5.2 Confidentiality

According to McMillan and Schumacher (2010), confidentiality means no one has access to individual data or the names of the participants except the researcher(s), and that the subjects know before they participate who will see the data. The researcher ensured the confidentiality of the participants by not including the participants' names, schools, or even the district name on the questionnaires, and the researcher clearly explained this from the onset to the participants - that there would be no way that the data can be linked to the individuals.

1.9.5.3 Privacy

The privacy of research participants would be protected. Thus, access to participants' characteristics, responses, behaviour and other information would be restricted to the researcher (McMillan & Schumacher, 2010). The researcher ensured that there was no link between the data and the participants, as even the schools' names were not mentioned in the instrument.

1.9.6 Method of data analysis

Data were analysed through the use of frequency tables and percentages. The Statistical Package for Social Sciences (SPSS), which could perform highly complex data analysis, as it is a computerised program, was used. According to Welman et al. (2005), it is preferable to use a commercially available statistical analysis program rather than to compile or ask someone to compile statistics.

1.10. Ethical and safety issues

According to Welman et al. (2005), ethical considerations are concerned with such matters as plagiarism, honesty and respect for the rights of individuals' privacy. Plagiarism is the use of someone else's work, without due acknowledgement, and permission where appropriate (Kumar, 2014). The researcher read the policies and procedures of the University of Zululand in relation to plagiarism and respect for the individual's rights. The researcher therefore produced her original work and acknowledged any information from respective sources.

Participants were furnished with the purpose of the study, which information was required of them, how the research would affect them and ensured that participants' identification would be kept anonymous and confidential by not putting names on the questionnaires, etc. Thus, informed consent and confidentiality were ensured by the researcher throughout the research process. The participants were treated with respect and dignity. The researcher also explained to the participants that the information would be used only for that which it was provided and not for any other reason.

The researcher also made sure and explained to the participants that the risk of any harm was minimal. Thus, the extent of harm or discomfort in the research would not be greater than that encountered in daily life. The researcher did not seek information that would create anxiety or harassment. The researcher used the correct and unbiased reporting of the findings as opposed to report the findings in a way that changes or slants them to serve her own interest.

The researcher referenced this work accurately according to the chosen American Psychological Association (APA) guide. The researcher complied with copyright requirements and sought the necessary permissions, where required. Should circumstances arise that impact upon the researcher's ethical obligations, the researcher will disclose to the supervisors and, together with the supervisors, take appropriate action in terms of relevant University policy. The researcher avoided biasness in any form and for the teachers who need feedback from this study, they would be notified on how to access it.

1.11. Resources

Costs were incurred during the empirical study. Costs included a computer, paper, erasers, photocopying machine, and transport to schools, and human resource such as analyst programmers, typing and binding. However, this research did not necessitate any special resource involvement as the current resources were sufficient and regardless of the usual research and travel grants, no additional institutional resource allocations were required.

1.12. Preliminary chapter division

Chapter one

This chapter consists of an introduction to the research and included the following headings: motivation for the research in this field, a statement of the problem, the aims of the study, and a plan for the organisation of the whole scientific report.

Chapter two

Chapter two provides the review of the relevant literature and covers a detailed analysis of literature available on inclusive education.

Chapter three

In this chapter, a detailed discussion of the research design, methodology and instruments used to collect data will be outlined.

Chapter four

This chapter concerns itself with the presentation, interpretation and analysis of data. The two hypotheses will be discussed in this chapter.

Chapter five

The final chapter presents discussions, recommendations, and limitations of the study. Avenues for future research are also presented in this chapter.

1.13. Conclusion

This chapter presented a background to the research problem and research question. It explained the methodology that was to be used to address the research questions and explained the delimitations applied by the researcher. The following chapter provides a literature review on the work by other authors related to this study.

Chapter 2 Literature review

2.1. Introduction

This chapter is a review of the literature relevant to the study of exploring the attitudes of teachers toward the implementation of inclusive education. The theoretical framework used to guide the study will be discussed. The literature that is relevant to the study of the attitudes of teachers toward inclusive education, according to the demographic characteristics of the teachers, such as age, gender, qualifications, marital status, teaching experience, grade taught and class size, and the role these play in shaping the attitudes of teachers, will also be examined. In addition, this chapter explores international, African, and South African trends on the attitudes of teachers toward inclusive education.

2.2. Theoretical grounding of inclusive education and attitudes

2.2.1 Constructivist theory

According to Misra & Prakash (2012), constructivism is a theory based on the observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

Bada (2015) claimed that in the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' pre-existing conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become “expert learners”. This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn how to learn. According to the constructivist theory, a class begins with the whole and expand to parts. Given the freedom by the instructor, there is a pursuit of student questions and interests. Under this setup, learning is interactive – building on what students already know. The instructor interacts and negotiates with students. The assessment is usually via student works, observations, points of view and tests. Here, the process is as important as the product, and knowledge is dynamic which changes with experiences.

Under the constructivist theory, the role of teachers in the classroom is to prompt and facilitate discussions. Thus, the teacher's focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

Jonassen (1992) identified three major roles for facilitators to support students in constructivist learning environments: modelling, coaching and scaffolding. Jonassen described modelling as the most commonly used instructional strategy in constructivist learning environments. Two types of modelling exist: behavioural modelling of the overt performance, and cognitive modelling of the covert cognitive processes. Behavioural modelling demonstrates how to perform the activities identified in the activity structure. Cognitive modelling articulates the reasoning (reflection-in-action) that learners should use while engaged in the activities.

2.2 2 Ecological systems theory

Inclusive education conforms to the ecological systems theory by Urie Bronfenbrenner (1917-2005). This theory sees the child as growing within complex systems of connections and affected by several levels in the surrounding environment (Berk, 2009). Bronfenbrenner’s ecological systems theory centres on the system’s approach, which means that the systems that exist in society (e.g. classroom, school, family, community, government) need to interact with each other to give a supportive structure for learners.

Thus, the teacher should understand complex influences, interactions and interrelationships between the learner and all the other systems that are connected with the learner (Nel, Nel, & Hugo, 2013). Teachers need to hold positive attitudes toward learners, especially those who are disadvantaged because of various socio-economic challenges in South Africa (Holmes, 2010).

The teachers in the Libode district are in the rural areas, which is a far marginalised part of the Eastern Cape. According to the National Development Plan (2015), South Africa is plagued by the triple problems of poverty, unemployment and inequality affecting the various areas of institutions. Teachers should accommodate the cognitive levels of learners, backgrounds of the learners, age, sex, language and spatial geographical distribution from where the learners come. They should not compare the learners in rural background with the learners in towns where resources and better privileges exist in terms of libraries, technological resources, LTSM and good school infrastructures.

Bronfenbrenner imagined the environment as a chain of “nested structures”, including, but not limited to, home, school and neighbourhood settings, in which children spend their everyday lives. Berk (2009) affirmed that each layer of the environment is perceived as having a powerful influence on a person’s development. “This multidimensional model of human development also looks at layers of interacting systems which result in the changes, growth, and development (physical, biological, psychological, social and cultural) of the learner” (Nel et al., 2013, p. 11).

There are unceasing, causal processes occurring in the systems, which can result in changes, meaning that whatever happens in one system will affect or be affected by the other systems. Bronfenbrenner identified four interacting dimensions, to show how different levels of systems in the social context interact. These include person factors, process factors, contexts, and time (Nel et al., 2013).

In inclusive education, interactions that occur face to face, and involve long-term relationships, for example, those between a learner and a teacher, and a mother and a child, play a decisive role. These systems help in understanding the interrelating and the influence in implementing inclusive education. Bronfenbrenner affirmed that child development takes place within five nested systems, namely the microsystem,

the mesosystem, the exo-system, the macro-system, and the ever-changing system or the chronosystem (Berk, 2009).

The microsystem is the innermost level of the environment, which consists of activities and interaction patterns in the child's immediate surroundings. In this level, relationships are bidirectional. Teachers affect learners' behaviours and learners' physical attributes, personalities, and capacities also affect teachers' behaviour. For example, a friendly, attentive learner is likely to stimulate positive, patient reactions from the teacher, and vice versa. Also, third parties, that is, other individuals in the microsystem, affect the quality of any two-person relationship. If they are supportive, interaction is intensified. Thus, this is the relationship that the child has with his parents, school and peers (Berk, 2009). A teacher is a parent who should understand the learners' environments from which they come. Some children in the FET phase may be suffering from the effects of their environment. The teacher is expected to be a role model encouraging the learners in proper direction which may be a cumbersome task in behaviour modelling of learners. Humde (2013) argued that it is difficult for teachers to have positive attitude in a society corrupted with social evils such as crime, rape and a fast life for amassing wealth quickly. The teacher will not work alone in turning around the behaviour of the learner, as it is the combination of home, society and the teachers' role of teaching and reinforcing positive behaviour.

The mesosystem comprises of connections between microsystems, such as home, school, neighbourhood, and child-care centre. For example, a child's academic progress is also promoted by the parental involvement in the child's school life (Nel et al., 2013). Thus, within the inclusive education context, these systems include various support staff and teachers, as well as physical structures to reduce learner discrimination due to learning disabilities.

The exo-system consists of social settings that do not contain children but that still affect children's experiences in immediate settings. These can be formal organizations, such as the parents' work places, their religious institutions, and health and welfare services in the community. For example, parents' work settings can support child rearing, and indirectly strengthen development through flexible work schedules and fringe benefits. Also, friends, and extended family members, who give advice, companionship, and even financial assistance (Berk, 2009), would

benefit a child. In inclusive education, this may include the use of the South African Education White Paper 6 (EWP6) as a policy which directs the implementation of inclusive education.

The macro system includes cultural values, laws, and resources. The priority that the macro system provides to children's needs affects the support they receive at the inner levels of the environment. These include attitudes, beliefs and ideologies within the systems of a society, which may impact or be influenced by other systems. Values and beliefs could include democracy, social justice and the South African humanistic philosophy of *Ubuntu* (the bond of sharing connects humanity) (Nel et al., 2013). With regard to EWP6 and inclusive education, this may include the political ideology in South Africa which stresses equality and fairness for all.

The chronosystem examines the developmental time frames that take place in the interactions between these systems and their influences on individual development (Berk, 2009). Either directly or indirectly, these changes can have an impact on the development of a child.

Bronfenbrenner's model of human development expounds such principles as dynamic balance, which implies adapting to internal and external change, circular causality, the whole system greater than the sum of its parts, and the rules that are needed to maintain the whole system (Nel et al., 2013).

An understanding of the interconnectedness of the systems will capacitate the researcher to check the influence of each system in the implementation of inclusive education. This will therefore lead to a better understanding of the attitudes of FET phase teachers toward the implementation of inclusive education.

2.2.3 Maslow's hierarchy of needs theory – attitudes of teachers

Another theory that explains the attitudes of the teachers is Maslow's hierarchy of needs theory in terms of the reasons for their behaviour towards learners and towards implementation of inclusive education at schools. The theory explains that an individual has many needs and wants, which must be fulfilled, and explains why human beings behave in a certain way. Maslow's hierarchy of needs explains why people are driven by particular needs at particular times (Lamb, 2010). The different categories of needs include- physiological needs, safety needs, social needs, esteem needs and the need for self-actualisation.

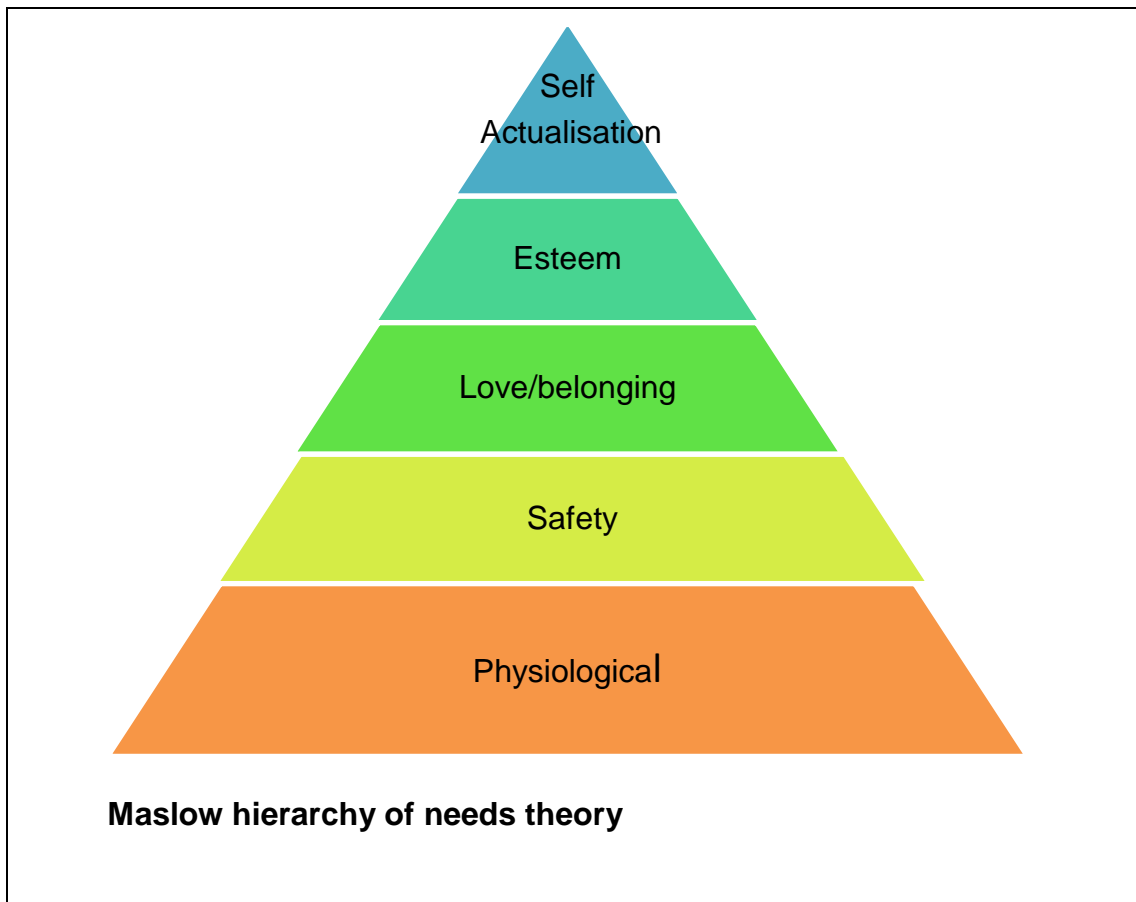


Figure 2.1: Maslow hierarchy of needs

Source: Du Plessis, Strydom and Jooste (2012)

According to Du Plessis, Strydom and Jooste (2012), Maslow's hierarchy of needs theory states that the lowest level and most basic human needs are physiological, which are needs for food, water and shelter. A learner may be struggling to meet these needs and therefore may not be able to concentrate on schooling. Similarly, a teacher may also be lacking these needs, and therefore may behave negatively towards learners and towards working colleagues.

Miles (2010) postulated that most teachers in Eastern Cape are teaching learners in very poor conditions in some secondary schools. The lack of LTSM material and the poverty at the schools is a demotivating factor to teachers when it comes to commitment to inclusive education. Research done by Trevor et al, (2008), on the attitudes of teachers to learners in South Africa in curricular implementation of the CAPS documentation, highlighted the same thing. Miles emphasised poor working conditions at schools in the far marginalised areas of South Africa. Eastern Cape is in the poorest band in terms of the results and poverty and inequality (NDP Report,

2015). The DoE (2017, p245) explained that “the lack of improvement in the working conditions in Eastern Cape and KZN is a limiting and demoting factors for new teachers coming from colleges to go to these areas”.

The sense of safety in teachers comes in many forms, and a lack of safety at work can cause them to work with fear. Many schools have been burnt, damaged and stoned by learners, over certain teachers’ attitudes, and the frequent inspection of department officials at the underperforming schools is a threat for some teachers to execute their jobs freely (DoE, 2010). A teacher on a short term or temporary contract will likely feel insecure, as compared to a permanently placed teacher.

Chisholm (2013) posited that in many marginalised towns of South Africa, some teachers face tribal issues, racism and language barriers in the classroom. He pinpointed that the acceptance of some teachers in certain regions is a problem. For example, some areas of the Eastern Cape do not accept foreign teachers, Afrikaans, Zulu or Venda speaking teachers (Chisholm, 2013). This lack of acceptance or discrimination can be a threat to some teachers leaving the profession and the tenets of inclusive education being violated in schools. The esteem and self-actualisation of teachers need to be examined in inclusive education. White Paper 6 was biased towards the learners and left a lot to be desired in terms of the teacher’s welfare.

The upper most levels of Maslow hierarchy of needs theory, esteem and self-actualisation, are not frequently or easily attained, with regards any promotion in the education profession. Teachers need not only salaries, fringe benefits, or representation, but also promotion. The addressing of the self-esteem and self-actualisation needs of teachers can improve the negative attitudes of teachers to all learners, not just those with barriers to learning.

2.3. South African policy on inclusive education

In South Africa, inclusive education is applied through the White Paper 6 policy, which focuses on identifying and reducing barriers to learning with the intention of increasing each learner’s access to their human right of quality education. This right is warranted by the Bill of Rights ‘education for all’ regardless of any groupings (DoE, 2001).

2.3.1 White Paper 6 policy

White Paper 6 (Department of Education, 2001) defined inclusive education and training as a system that responds to the diverse needs of all learners by encouraging education structures and methodologies which meet the needs of all learners. It is a non-discriminatory, education approach where gender, age, cultural diversity, language or HIV status of learners are equally respected. It moves away from the ordinary classroom environment by acknowledging that teaching can take place outside the school, and can involve different individuals in the learning process of a learner. It encourages self-actualisation by giving the necessary support they need to realize their weaknesses, and fully develop in their individual strengths. This approach provides equal access for all children to education.

White Paper 6 outlines how the policy on the implementation of inclusive education will systematically move away from using segregation of categories of disabilities as an organising principle for institutions, will base the provision of education for learners with disabilities on the intensity of support needed to overcome the debilitating impact of those disabilities, and give direction for any education support system that may be needed. The policy requires the paradigm shift for inclusive education to be successful in South Africa, and it emphasises an evident change in morale, pedagogy, and terminology (Jacobs, 2015). The White Paper 6 acknowledges that the extent of support required to meet each learner's educational needs may differ, and schooling systems should be equipped to meet these differing levels of support. The policy on inclusive education aims to implement inclusive education within a twenty-year timeframe, since its inception in 2001. This is envisioned to be achieved through the effective use of institutional-level support teams and school-based support teams (DoE, 2001).

2.4. South African Schools Act (No.84 of 1996)

The achievement of democracy in South Africa has entrusted to history the past system of education, which was based on racial inequity and exclusion. South Africa required then, and still requires now, a new national system for schools which will redress past injustices in educational provision, and provide high quality education to all learners. This act provides for a uniform system for the organisation, governance,

and funding of schools, and to amend and repeal certain laws relating to schools. Learners are admitted on equitable basis: there is no discrimination against any learner, and recognition is given to a diversity of language, culture and economic environments (South African Schools Act, 1996). Since the Bantu Education Act of 1953 discriminated against black learners, the present school policies seek to rectify this. Teachers should uniformly treat all learners in a positive way that does not discriminate against any learner in attaining education. According to Trevor (2009) schools should make sure teachers adhere to the Act and behave in a professional way in the classroom.

2.5. Attitudes

2.5.1 Definition of attitudes

An attitude is an assessment of an object, which contains anything that an individual bares in mind, varying from boring to theoretical, including things, people, groups and ideas (Bohner & Dickel, 2011). Attitude is an evaluation of various aspects of social world (Baron, Branscombe, & Byrne, 2009). In the Further Education and Training phase, teacher's attitudes toward the implementation of inclusive education can have the greatest potential to influence how they behave. Thus, attitudes can have an impact on the feelings these teachers have toward teaching learners with special education needs, and the emotional attachment they have toward the Department of Education and the school wherein they work.

This can also have an impact on the psychological contract, which entails the unspoken, informal understanding that FET phase teachers may have.

An attitude is a cognitive and emotional entity that inheres in, or distinguishes, a person. They are a complicated and obtained state, formed through experiences. They are a person's predisposed state of mind. Bohner and Dicker (2011) postulated that attitude is either formulated instantly from attainable information, or as stable entities that are kept in memory. Also, attitudes influence information processing. Thus, an individual's stimulation to select high-quality information, in combination with an attitude-congruent prejudice, in the realization of information quality, may cause selective exposure to information.

Baron, Branscome and Byrne (2009) specified that attitudes can influence people's thoughts, even if they are not always seen as overt behaviour. While many of people's attitudes are explicit (conscious and reportable), other attitudes may be implicit (uncontrollable and perhaps not consciously accessible to people).

2.5.2 The formulation of attitudes

Attitudes are acquired from other people through social learning, such as classical conditioning, instrumental or observational. This attitude can be formed via subliminal conditioning, which occurs in the absence of conscious awareness of the stimuli involved and more exposure (Baron et al., 2009).

Attitudes are also formed on the basis of social comparison, which is people's tendency to compare themselves with others, to determine whether their view of social reality is, or is not, correct. To be similar to others they like, they accept the attitudes that others hold, to the extent that they identify with that group (Baron et al., 2009).

2.6. Attitudes of teachers toward inclusive education according to demographic characteristics.

The influence of gender, age, marital status, educational qualifications, teaching experience, and the grades taught, and class size towards the implementation of inclusive education is largely contradictory. Some studies reported significant effects on some demographic characteristics, while others reported no significant effect on the same demographic characteristics. Nardo, Kudlacek, Tafuri, and Sklenařiková (2014), in Italy, found that those teachers with more education held positive attitudes toward including students with special needs into general or mainstream schools.

2.6.1 Age of teachers

Vaz, Wilson, Falkmer, Sim, Scott, Cordier and Falkmer (2015) studied factors associated with teachers' attitude toward inclusive education in Western Australia. Using a cross sectional survey, they found that age, gender and training were factors influencing teachers' attitudes on inclusion. Hoffman and Kilimo (2014) investigated factors that were related to teacher's attitudes and perception of self-efficacy toward

pupils with disabilities, and the problems teachers experienced in the implementation of inclusive primary education in Tanzania. The findings showed that, significant, but low, correlations were found for the relationship between teachers' attitudes and age, working experience, and class size.

2.6.2 Gender of teachers

Woodcock (2013) investigated trainee teacher's attitudes toward students with specific learning disabilities. The findings showed that there were no differences found on demographic characteristics such as gender, amount of experience that trainee teachers had with students with specific learning disabilities and the attitude toward such students. However, trainee teachers, who had the most positive attitudes toward students with specific learning disabilities, were primary school trainee teachers, and conversely those with the least positive attitude toward students with specific learning disabilities, were secondary/high school trainee teachers. Mohamed (2006) highlighted that female teachers expressed more positive attitudes toward the implementation of inclusive education. These findings were echoed by the findings of Vaz et al. (2015), who discovered that female teacher trainees were more tolerant in implementing inclusive education. Islahi and Nasreen (2013) conducted a research study with the aims of discussing the effectiveness of male and female teachers in relation to demography factors such as marital status, training, location and medium of instruction. Their findings revealed that male and female teachers exhibited insignificantly different effectiveness, however variations were noticed with respect to different demographic factors. They concluded by arguing that since the quality of education being delivered generally has been seen as a function of teachers' degree of effectiveness, there is a both substantive and methodological focus on gender specific responsibilities and requirements, in order to produce the highest degrees of effectiveness in their profession, from both male and female teachers.

2.6.3 Marital status of teachers

Odanga, Aloka, and Raburu (2015) examined the influence of marital status on teachers' self-efficacy in public secondary schools of Kisumu country, Kenya. They adopted both quantitative and qualitative data sampling. The quantitative data findings, on one side, revealed that marital status had no statistically significant

influence on teachers' self-efficacy. On the other side, qualitative findings revealed that marital status had an influence on teachers' self-efficacy.

Adeoye, Akoma, and Binuyo (2014), in their research study, investigated the prevalence of age, marital status and educational background as determinants on job satisfaction among different workers in Ikenne Local Government, Ogun State. The results indicated that there was a significant difference between the determinants of age, marital status and educational background on job satisfaction.

2.6.4 Educational qualifications of teachers

According to the American Association of Physics Teacher (2009) the role of the teacher is the most important, without a well-educated, strongly motivated, skilled, well-supported teacher, the bridge of excellence in high school subjects falls down.

2.6.5 Teaching experience of teachers

Motala (2010) investigated the attitudes of the South African Department of Education district officials toward inclusive education. Findings showed that participants who had experience in teaching learners with disabilities had significantly more positive attitudes toward the inclusion of learners with learning difficulties at mainstream schools than those officials who did not have experience in teaching learners with disabilities. Motala (2010) concluded that there was no significant difference between officials' demographical characteristics, such as gender and age, toward including learners with difficulties in mainstream schools.

Nel, Miller, Hugo, Helldin, Backmann, Dwyer, and Skarlind (2011) compared the influence of South African and Swedish teacher's attitudes toward the practical application of inclusive education in the classroom. Findings on biographic characteristics revealed that the South African sample had less general teaching experience and were less qualified than their Swedish counterparts. This showed that Swedish teachers have more positive attitudes when coming to the implementation of inclusive education than South Africans.

2.6.6 Grade taught by the teachers

According to Mohamed (2006), the grade level taught indicated that high school teachers displayed more positive attitudes toward the implementation of education.

2.6.7 Class size taught by teachers

Vaz et al. (2015), in their research study, discovered that class size and years of experience in teaching students with disabilities did not significantly influence the attitudes of teachers toward inclusive education implementation. According to Hoffman (2015), working experience in inclusive education is significantly and positively related to attitudes toward including pupils with disabilities in the mainstream. However, his findings revealed that gender, class size and training do not relate significantly to teachers' attitudes toward the implementation of inclusive education.

2.7. An international perspective of inclusive education

Inclusive education is a universal philosophy and practice that can be adapted and indigenised by local cultures and conditions. It has, therefore, a global agenda and has played a huge role in educational reform. The global agenda for inclusive education evolves from human rights, worldwide culture, and focuses on disability rights, children's rights and education. The belief that all children have the right to education, that they need to be valued and respected, and treated with human dignity, as well as that they should not be discriminated against, are the value and beliefs upon which inclusive education is built (Nel, Nel, & Hugo, 2013).

The relationship between teacher attitudes and behaviour, and instructional practices, has become more evident in recent research studies (Woodcock, 2013). For students with special education needs, a crucial consideration for successful inclusion culminates from the positive attitudes toward inclusive education which teaching staff and school principals may have (Urton, Wilbert, & Hennemann, 2014).

Educators need to understand the impact and relevance that their attitudes about and beliefs in students with special education needs can play in reinforcing that their ability level is not less than those students without special education needs. This may begin to lead to attitudinal changes toward these students if educators can only understand the indirect message that they may send to students with special education needs. Negative attitudes can have dangerous consequences, leading students to respond and behave accordingly (Woodcock, 2013).

Studies have shown that there are different attitudes toward integration between different countries. A cross-cultural study of teachers' attitudes toward integration in the USA, Germany, Israel, Ghana, Taiwan and the Philippines showed that teachers from the USA and Germany had the most positive attitudes. Teachers from other countries, however, showed significantly less positive attitudes toward inclusive education (Mdikana, Ntshangase, & Mayekiso, 2007).

Vaz, Wilson, Falkims, Sim, Scott, and Cordier (2015) conducted a study in Australia on factors associated with teachers' attitudes toward inclusion into schools of students with all disabilities and they concurred with many previous authors that knowledge and lack of proper training on dealing with students with barriers to learning has tremendous impact on the attitudes toward inclusive education. In fact, a study aligned with previous researchers indicated that older teachers tend to have more negative attitudes toward inclusion due to limited training in inclusive teaching.

Although there are difficulties in the implementation of inclusive education, there are countries which show impressive results in the matter. Swedish teachers function in a well-established inclusive education system with established support services, and inclusive education policies, operating in a different economic reality. Nel, Muller, Hugo, Helldin, Backmann, Dusyer, and Skarlind (2011) conducted joint research between academics from South Africa and Sweden, comparing the influence of South African and Swedish teachers' attitudes toward the practical application of inclusive education in the classroom. The aim of the study was to identify the problem areas pertaining to teachers' attitudes to inclusive education. Those participants with a positive perception were those with a specialized knowledge base in special schools, confirming that they had been exposed to inclusive education for a number of years. Negative responses to some of the attitude constructs identified problem areas in Swedish and South African inclusive systems. The comparative nature of the work enabled the researchers to suggest remedial actions within each of the countries' socio-economic settings, and in this way affect change in teacher attitudes. For example, teachers at institutions of higher education in Sweden are recommended to be well informed on the practical application of inclusive education in real life classroom situations (Nel et al., 2011).

Among pre-service teachers in the University of Calicut, Kerala, India, it was found that the attitude toward inclusive education is positive, but the reality may not

materialize due to the lack of a conducive environment and practical experiences to meet the objectives (Gafoor & Muhammed, 2009).

Although the mainstream teacher is increasingly aware of the need to include children with disabilities, they are still faced with some challenges in implementing inclusive education. Such challenges include amongst others- large classes, reliance on teacher-centred pedagogy, inflexible curriculums, the results-based focus of education and standardized testing, lack of resources and access to specialised support, and also poor general infrastructure (Wapling, 2016).

The road to an inclusion-based school system can be seen as an innovative educational process, demanding fundamental changes in a schools' organizational structure. The basic attitude of the entire teaching staff, and not just an individual teacher, may create a supportive school environment that removes anxieties around teaching students with special education needs (Urton, Wilbert, & Hennemann, 2014).

2.8. Inclusive education within the African context

According to Wapling (2016), the attitude of teachers toward the implementation of inclusive education in most African countries, is perceived to be associated to a number of factors, such as insufficient funding, lack of resources and equipment in mainstream schools to capacitate students with special educational needs, unskilled teachers, and cultural perspectives. Wapling (2016) emphasized that the majority of African countries show only a theoretical interest in the provision of special needs education. A comparison of Malawi, Tanzania, and Zambia showed that all three countries lacked sufficient resources for special needs education, showing minimal to no inter-agency collaboration around children with disabilities, and had an urgent need to train more teachers in special needs education.

Wapling (2016) mentioned that although teachers in Uganda were able to report on what kind of strategies could be used to make their class rooms more inclusive (such as giving individual attention, grouping the children, sitting deaf children at the front, using gestures of sign language), these were not often observed in practice. It seems as if teachers do not believe that they have the professional skills or specialized support to be able to put their intentions into practice.

Wapling (2016), who made a study on inclusive education in Zambia, agreed with Chavuta, Itimu-Phiri, Chiwaya, Sikero, and Alindiamao (2008), that most teachers do not have the necessary skills in Braille, and their observed sign language skills were regarded as generally poor. In Nigeria, research showed that there was an unavailability of essential facilities and materials, like hand rails; hearing aids; instructional materials; Braille, and lower toilets, while the few materials and facilities (resource room, text books, type-writers) available were in poor conditions (Oloremi, 2015).

A lack of focus on academic progress may also be an indication that realistically, attitudes toward the abilities of children with disabilities may not change significantly from the pre-rights based, clarity-model way of thinking (Walping, 2016). Other findings in Nigeria showed that there were significant differences between the attitudes of special teachers and regular teachers to students with special needs. The difference in the attitudes of two categories of teachers might be due to the training in, and exposure to special education courses, which enabled the special teachers to develop more positive attitudes to students with special educational needs (Oloremi, 2015).

2.9. South African point of view on inclusive education

Inclusive education is a process of addressing and responding to the diversity of needs of learners, through increasing participation by all categories in the learning environment. It is aimed at transforming the public education system and making educational institutions open to all learners with, or without, disabilities. The underpinning principle in inclusive education is to address the educational needs of all learners, at all levels, including the FET phase (Mpongoshe, Mabunda, Klu, Tugli, & Matshidze, 2015).

White Paper 6 (Department of Education, 2001) defined inclusive education and training as a system that responds to the diverse needs of all learners, by encouraging education structures and methodologies, which meet the needs of all learners. It is a non-discriminatory education approach, where gender, age, cultural diversity, language or the HIV status of learners are equally respected. It moves away from the ordinary classroom environment by acknowledging that teaching can

take place outside the school and can involve different individuals to participate in the learning process of a learner. It encourages self-actualisation by giving the necessary support learners need to realize their weaknesses, and fully develop their individual strengths. This approach provides equal access of all children to education.

The inclusive education definition postulates that all children can be educated, and regardless of any situation or adaptations necessary, all students should have access to meaningful curriculum outcomes. Thus, all children should be educated in regular classrooms with age-appropriate peers. That would be made easier by the removal of barriers to education through measures such as reasonable accommodation (Murungi, 2015).

Regular schools with inclusive alignment are the most effective means of fighting discriminatory attitudes, creating welcoming communities, constructing an inclusive society, and achieving education for all. The basic principle of inclusive education is that children should learn together, wherever possible, regardless of any difficulties or differences they may have and that a child with a disability should attend the neighbourhood school, that is, the school that would be attended if the child did not have a disability (Murungi, 2015).

According to White Paper 6 (Department of Education, 2001), central to the accommodation of diversity in South African schools, colleges, adult and early childhood learning centres, and higher education institutions, is a flexible curriculum and assessment policy that is accessible to all learners, irrespective of the nature of their learning needs. Curricula create the most important barrier to learning and exclusion for many learners, whether they are special schools or settings, or ordinary schools or settings. Barriers emerge from within the various parts of a curriculum, such as the content of learning programmes, the language and medium of learning and teaching, teaching styles and pace, time frames for completion of curricula, the materials and equipment that are available and assessment methods and techniques.

The two main factors that hinder the implementation of inclusive education include the apparent lack of clarity in the policy, which is the ambiguity about the goals for inclusion, and the means through which they can be achieved, and the various

issues around the poor implementation of the policy. Despite the Department of Education's aim of providing equal education for all, the quality of general education is poor, with an on-going national conversation about the crisis in education, marked by violence in schools, high dropout rates, high teenage pregnancy rates, and decreasing high school graduation rates (Donohue & Bornman, 2014).

The current state of education in South Africa can, in part, be attributed to result of the education policies initiated under apartheid. Over a decade after revealing of Education White Paper 6 (DoE, 2001), most learners with disabilities who attend school are still in separate schools for learners with disabilities, as there is no agreement about what should and what should not be classified as a disability in South Africa.

To successfully implement inclusion anywhere in the world, educators must have sufficient training, appropriate support, and positive attitudes. However, teachers in South Africa were trained to teach either in general education, or specialization, being by-products of the tenets of the medical model. Thus more teachers were produced without necessary skills to teach learners with disabilities. Ensuring that educators are willing to challenge out dated beliefs and practices, continues to be an obstacle to inclusive education. Recent research in Gauteng disclosed that most learners with disabilities got support services either seldom or never (Donohue & Bornman, 2014).

According to Ayaya (2016), traditionally in South Africa, barriers to learning referred to intrinsic factors, and hence it is referred to as the fault of learner. However, that is slowly changing, although some schools view inclusive education to mean mainstreaming. Teachers are starting to include a variety of strategies in their teaching, which include the use of cooperative learning, peer tutoring, modifications of assessment tasks, and exam accommodations, which include spelling modification and extra time.

Many teachers do not believe that including children with learning difficulties will help those learners to improve their grades. Rather, they believe that inclusion was more beneficial to the learners' social development, as opposed to their intellectual development. Most schools for the deaf have low expectations for their learners, and do not prepare them adequately for a life outside of school (Ayaya, 2016). Teachers'

reluctance to inclusion is due to the lack of sufficient resources, lack of necessary inclusive educational training, and the lack of hands-on experience of working with learners' disabilities. Teacher aids, smaller class sizes, special equipment exam, exam accommodation for learners, flexible teaching schedules, and extra non-instructional time for increased workload have been found as the type of support structures that are limited, or not offered at all.

2.10. Conclusion

Essentially, the road to an inclusion-based school system can be seen as a revolutionary educational process, demanding basic and vital changes in a school organisational structure. Therefore, the basic attitudes of the entire staff, including the individual educator, play a decisive role.

Chapter 3 Research methodology

3.1. Introduction

Research methodology is the systematic, theoretical analysis of the methods used in a field of study. It is made up of a theoretical analysis of the body of methods and principles that align with a branch of knowledge. Put differently, these are the procedures used to collect and analyse data (McMillan & Schumacher, 2010). This includes research design, sampling method, including demographics of the sampling group, data collection methods utilised, the research instrument, method of scoring and data analysis, administration of questionnaires, and the validity and reliability of the research instrument.

3.2. The research design

The research design specifies the plans for conducting the study, including when, from whom, and under what conditions, the data will be obtained. The purpose is to use a design that will result in drawing the most valid, credible conclusions from the answers to research questions (McMillan & Schumacher, 2010).

This study employs quantitative research design as it emphasises and maximises objectivity by using numbers, statistics, structure and control (McMillan & Schumacher, 2010). Thus, the research design is a plan for selecting subjects, research sites, and data collection procedures to answer the research questions.

A research design refers directly to the answering of a research question. A design in quantitative research is a detailed outline for the testing of a hypothesis written in clear and definite terms. Thus, this is a set of procedures that will guide the researcher in the process of verifying a particular hypothesis, and excluding all other possible hypotheses or explanations. It will allow a researcher to draw conclusions about the relationship between variables (Bless, Higson-Smith, & Sithole, 2013).

3.2.1 Quantitative research design

A survey, non-experimental research design was used, where the researcher selected a sample of subjects and administered a questionnaire to collect data. Survey research design in this educational research was used to describe the

attitudes, and designed so that information about a large number of teachers (the population) was inferred from the responses obtained from a smaller group of teachers (the sample) (McMillan and Schumacher, 2010).

Quantitative design was used so that the data have a fair opportunity to show hypothesized relationships between different variables. Quantitative research processes generally involve steps that include, amongst others, the selection and formulation of a research problem, reviewing the literature, developing data collection instrument, sampling, data collection, data analysis, interpretation of results, conclusion and recommendations, and dissemination of results (Bless et al., 2013).

3.2.2 Design validity

Research design validity refers to the degree to which scientific explanations of phenomena match reality. It refers to the truthfulness of findings and conclusions. When designing quantitative research with design validity, the researchers will consider who will be assessed (subjects), by what they will be assessed (instrument), and how they will be assessed (procedures for data collection) (Macmillan & Schumacher, 2010).

The researcher checked if she had an existing bias about the subjects or about the topic researched, whether the subjects were aware that they were being studied, whether the subjects were responding honestly, and whether the time of the day the research was done could affect the results (McMillan & Schumacher, 2010). Thus, the researcher gave full information to the participants that they were being studied and got consent from the participants on the time they used to complete the questionnaire.

3.3. Sampling

In quantitative studies, the group of subjects or participants from whom the data are collected is referred to as the sample. The sample in this study was selected from a larger group of persons, identified as the population (Libode FET phase teachers).

Random sampling, as a procedure for selecting subjects from a population in such a way that every member of the population has an equal chance of being selected, was

used in this study. Bias was avoided with random sampling because there was a high probability that all the population characteristics were presented in the sample (McMillan & Schumacher, 2010). The following five steps in probability sampling were followed:

Step 1	Step 2	Step 3	Step 4	Step 5
Target population was defined (Libode District FET phase teachers)	Sampling frame was identified (900 Libode FET phase teachers provided by EMIS)	Sample size was determined (20% of FET phase teachers in the sampling frame)	Method of sampling was determined (Simple random sampling)	Sample was selected (182 Libode District FET phase teachers from 12 randomly selected FET phase schools)

(McMillan & Schumacher, 2010)

3.4. Data Collection

3.4.1 Data collection instrument

Quantitative measurement uses some type of instrument to get numerical indices that correspond to characteristics of the subjects. The numerical values are then summarised and reported as the results of the study (McMillan & Schumacher, 2010).

A questionnaire is a written set of questions or statements that assess attitudes, opinions, beliefs and biographical information, and this is what was used in this study. The questionnaire is relatively economical, has the same questions for all subjects, and can ensure anonymity. According to Bless et al. (2013), a questionnaire is an instrument of data collection of a standardised series of questions relating to the research topic to be answered in writing by participants. The questionnaire used in this study consisted of two sections: A and B.

3.4.1.1 Section A: Demographic details

Section A addressed Libode District FET phase teacher's demographic data, such as gender, age, years of education experience, marital status, grade taught, class size and years of training in the field, grade.

3.4.1.2. Attitude scale

Section B comprised of thirty randomly placed statements, which assessed the Libode FET phase teachers' attitudes toward the implementation of inclusive education. The items were developed so that they made up an equal number of positively and negatively formulated statements. A five point Likert-type scale, which offers five alternatives to assess the degree of agreement with a certain statement, and assigns a certain point value to each possible answer, was used (Bless et al. 2013).

A true Likert scale is one in which the stem includes a value or direction, and the respondent indicates agreement or disagreement with the statement (McMillan & Schumacher, 2010). Thus, a Likert scale is a type of scale in which the subject expresses a degree of agreement or disagreement with a statement. A Likert scale is not difficult to create and a large number of items can be answered quickly.

3.5. Scoring method

3.5.1 Section A: Demographic characteristics

The influence, or effect, of the participants' seven demographic characteristics, on their attitudes toward the implementation of inclusive education, enables the researcher to describe the participants' demographics. The participants' demographics in this research study include age, gender, marital status, qualifications, teaching experience, grade taught and the class size.

3.5.2 Section B: Attitude scale

All the participants had to rate their responses according to each statement by selecting the degree of intensity that best described the participants' feeling about the statement. The participant had to use a cross (x) to indicate whether they strongly agreed (SA), agreed (A), were undecided (U), disagreed (D) or strongly disagreed (SD) with the statement at hand (McMillan & Schumacher, 2010).

3.6. Questionnaire administration procedure

The success of any research project is determined by the way in which the administration of the research instrument is conducted. In order to make sure that all questionnaires were completed and returned, administrative procedures were put in place:

Preliminary, written approval to conduct research in Libode District Schools was acquired from the Head of Division of the Eastern Cape Department of Education (Annexure D). The researcher also obtained approval from the Libode District Director (Annexure E) and from the principals of the 12 randomly selected FET phase schools (Annexure F) where the research was conducted.

The researcher went to each identified school in the Libode District, met with school teachers, clearly stipulated to the participants that participation was voluntary, and that participants could withdraw if they wished to, and that they should ask for clarity whenever they might need it. Although the questionnaire required fifteen minutes to be completed, those who needed extra time were granted extra time. The researcher personally handed over the self-developed questionnaires and then read and explained the instructions as they appeared on the questionnaires. The questionnaires were completed during break/lunch time of each school so as not to affect the school tuition time. The break/lunch time of many schools ranges between 30 and 45 minutes. Thus, the researcher had enough time to interact with the participants. After completion, the researcher collected all the completed questionnaires.

3.6.1 Informed consent

Informed consent implies that subjects are made adequately aware of the type of information the researcher wants from them, why the information is being sought, what purpose it will be put to, how the participants are expected to participate in the study, and how will it directly or indirectly affect them (Kumar, 2014). The researcher therefore explained the purpose of the study, the information required of participants, how participants might affect them, and then requested only the interested participants to sign the informed consent forms before participating. Since participation was voluntary, participants were allowed to withdraw at any time during the research process.

3.6.2 Confidentiality

According to McMillan & Schumacher (2010), confidentiality means that other people do not have the right to individual data or the identities of the participants except the researcher. The participants are informed beforehand who will see the data. The researcher gives total assurance of total confidentiality of the participants by omitting the participant's names, schools or even the district name on the questionnaires. The researcher obviously clarifies from the commencement of the research, to the participants, that there would be no way that the data could be related to the individuals.

3.7. Ethical considerations

Researchers typically have greater power than the research participants and there is always the potential for the rights of research participants to be violated. Therefore, research ethics place an emphasis on the humane and sensitive treatment of research participants, who may be placed at varying degrees of risk by research procedures (Bless et al., 2013). The researcher was ethically responsible for protecting the rights and welfare of the subjects who participated in the study (McMillan & Schumacher, 2010).

Research ethics require that proper guidelines and policies are carefully followed, and the rights of the participants are acknowledged and respected throughout the research process. Research participants are to be treated fairly and their personal information kept confidential throughout the research, including during data collection, in the documentation and presentation of findings (Bless et al., 2013)

This research ensured that it met the relevant ethical policies. Ethical considerations were developed in accordance with the University's policy and procedures on research ethics, and also its procedures on managing and preventing acts of plagiarism, and the Eastern Cape Department of Education policy on conducting research within educational institutions. This research focused on the above mentioned policies and procedures and ensured that:

- Ethical clearance was obtained from Higher Degree Committee at the University of Zululand (See Annexure B for the Ethical Clearance Certificate).

- Permission from Eastern Cape Department of Education with Eastern Cape schools (Libode District selected schools) was granted (See Annexure D for the letter of permission).
- All participants were briefed on the purpose of the research, and were given clarity that the participation was voluntary, and they could withdraw from the research at any given time. Informed consent was requested from those willing to participate (See Annexure G) for the informed consent declaration).
- Research guarantees that no harm was brought to participants who participated in this study.
- Debriefing sessions for participants were conducted.
- Circulation of research findings excluded any identifying data of the participants to ensure confidentiality.
- Research participants who requested the copies of the findings of this research will be provided with them.

The rationale behind this action was to strengthen the principle of transparency and openness and also to ensure the protection of participants from harm and ensure confidentiality.

3.8. Reliability and validity

Foxcroft and Roodt (2010) defined reliability of measure as the consistency and replicate ability with which it measures whatever it measures. It is concerned with precision. For research to be reliable, it must clearly show that if it were to be conducted on a similar group of participants, in a similar context, then similar results would be found. The researcher addressed concerns over the reliability of the questionnaire; any questionnaire with more than twenty percent of the requested information missing was rejected. To increase reliability, the researcher emphasised to the participants to read each statement carefully and make sure to tick only the column that best illustrated their answers. Only the Further Education and Training phase teachers of the selected schools in the Libode District answered the questionnaires.

The validity of a measure concerns what the instrument measures and how well it does so. Thus, as far as validity is concerned, the instrument should measure what it

purports to measure (Foxcroft & Roodt, 2010). Face validity is concerned with the way the instrument appears to participants (Bless et al., 2013). The instrument for this research was tailored to the needs of the participants for whom it was intended. It was developed so as not to appear insultingly simplistic or too difficult to the participants, resulting in them giving up before they began. Effort was made to use clear and concise wording, use appropriate vocabulary for the target participants, not to use double negatives, cover only one central theme per question, and avoid ambiguous questions. Bless et al. (2013) maintained that the validation process requires consulting experts to pass judgment on the suitability of the items chosen to represent the construct. Three clinicians in the field of Educational Psychology Research, including this researcher's supervisor and co-supervisor, acted as assessors of each statement of the questionnaire. The questionnaire was presented to these assessors for validity and they suggested various refinements to the questionnaire.

The suggestions included modifying statements on the questionnaire which were double-barrelled and reformulating statements which they perceived as leading or suggestive. In addition, the clinicians also recommended that there should be a balance between positively and negatively constructed statements. The amended questionnaire was later presented to the same assessors and they confirmed the face validity of the instrument and agreed that the vocabulary used on the questionnaire was appropriate for use with the Further Education and Training phase teachers.

3.9. Data Analysis

Once the data were collected, they were to be organised and checked for accuracy and completeness. When this process was completed, the researcher used a range of arithmetic and statistical tests to describe the sample data and generalize from this data set the population from which the sample was drawn (Bless et al., 2013).

Quantitative approach relies extensively on numbers and statistics in the analysis and interpretation of findings that are generalised from the sample to the population. Thus, quantitative research is a research paradigm in which objective data are gathered and analysed numerically (McMillan & Schumacher, 2010). Due to the

nature of quantitative methodology (testing hypothesis), its data analysis requires a certain use of statistics, but only at an elementary level. Quantitative analysis leads to the interpretation of the outcomes by rejecting, or not, the null hypothesis, based on how statistically significant the results are (Bless et al., 2013).

Descriptive data informed the attitudes of the Further Education and Training phase teachers toward the implementation of inclusive education. This information is presented in frequency tables and percentages in the next chapter. Also, the data allowed the researcher to describe the participants' demographics. In order to analyse the quantitative data, and assist in descriptive analysis, the researcher used the Statistical Package for Social Science (SPSS), which can perform highly complex data analysis, as it is a computerized program.

According to Welman et al. (2005), it is preferable to use a commercially available statistical analysis program, rather than to compile or ask someone to compile statistics. The numerical data was entered into SPSS, which assisted in data analysis and interpretation. Descriptive statistics were procedures for summarising information about a set of data or measurement (Bless et al., 2013). Thus, descriptive analysis provided a visual representation of frequency tables, as well as bar charts. Descriptive analysis allowed the researcher to determine correlations within the data set and identify and quantify relationships between variables (McMillan & Schumacher, 2010). Data was analysed using SPSS and the descriptive, inferential and factor analysis were presented.

3.10. Conclusion

This chapter discussed the various procedures involved in the research methodology of the study. This included the research design, design validity, sampling design, data collection instrument, scoring method, procedure for administering the questionnaire, ethical considerations, reliability and validity of the research instrument, and the data analysis procedure. The next chapter presents and discusses the results of the study.

Chapter 4 Research results

4.1. Introduction

In the previous chapter, the researcher outlined and discussed the research design and methodology for this study. Under methodology, details of data collection techniques, and the sample size to be utilised were outlined, and the procedures of drawing the sample for this research were explained.

This chapter presents the data, analysis and interpretation. The study used a quantitative research design. Hence, the analysis was based on a quantitative data analysis, using closed-ended survey questions. Two types of analyses were performed: the descriptive analysis and inferential analysis. The data collection instrument was a questionnaire.

To collect data, questionnaires were distributed to randomly selected FET phase teachers from the 12 randomly selected FET phase schools in the Libode District. After the teachers were fully informed by the researcher about participation, the teachers filled the questionnaires and after completion, the researcher collected the completed questionnaires.

After data collection was completed, the data were organised and prepared for onward capturing. Data collected using the survey research questionnaire were processed. The processing was to clean the data for wrongly enumerated data and prepare the data for capturing. The data were captured through the use of the Statistical Package for the Social Sciences (SPSS). After scrutiny of the captured data, analysis was performed on all of the included variables. The statistical techniques selected for this survey analysis were: descriptive statistics based on frequencies; percentages, and cross-tabulation analysis (utilising several statistical outputs).

Under the descriptive approach, two outputs were produced for the descriptive analysis. The outputs contained tables containing frequencies and percentages, and three dimensional charts containing percentages. The analysis included all the questions included in the questionnaire.

The interpretation takes into account all the outputs resulting from the analyses. The interpretation was divided into two parts based on the level of analysis. The first one was the descriptive analysis, which was then followed by a quantitative inferential analysis for the response data.

4.2. Descriptive analysis

The descriptive analysis considers quantifiable analyses of the responses to different items in the questionnaire, while the inferential analysis considers an in-depth understanding of the researcher's ideas, as contained in the questionnaire, literature review and the methodology.

4.2.1. Demographic factors

Statement 1: Gender of participant

According to the analysis of the data of statement 1, males and females were almost evenly distributed. This study was conducted in the Libode Educational District where the data were collected at the FET level. The data show evidence of equality between the genders as far as teacher hiring by the Department of Education is concerned.

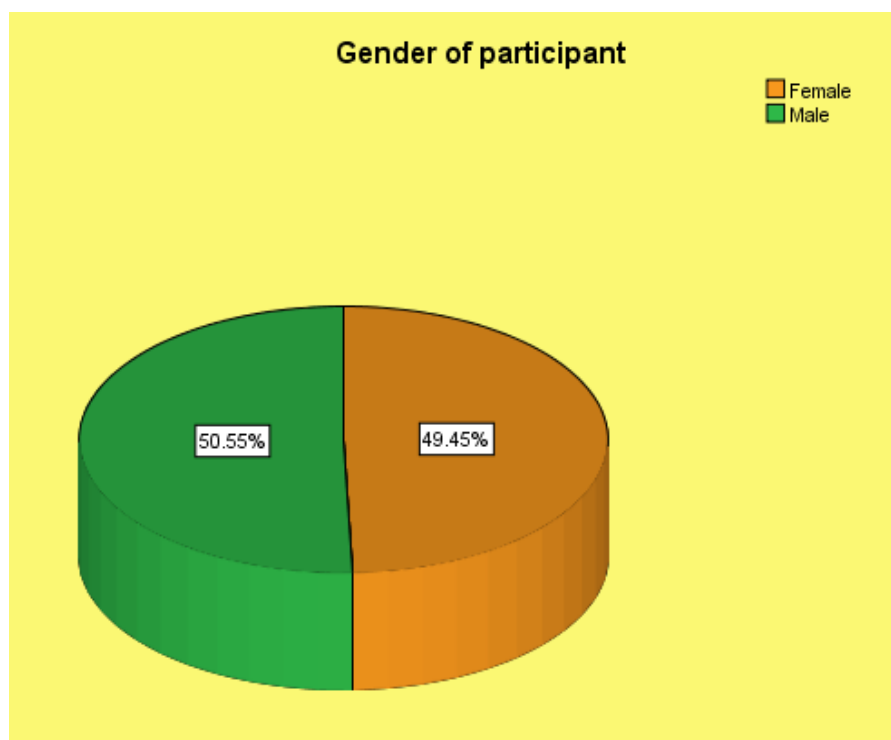


Figure 4.1: Gender of participants

Statement 2: Age of participant in years

The analysis of the data according to statement 2 revealed that the majority (39%) of those who participated in the study were aged between 21 and 30 years. This age group was followed by those who were in the age group of 31-40 years. The 31-40-year age group formed 35.2% of the participants. The least number among the study participants (4.4%) were older than 51 years old. The researcher, after careful consideration, consolidated the two highest age groups, thus obtaining 74.2%. The consolidation shows that the majority of the participants were aged between 21 and 40 years. In actuality, this means that the majority of participants are reasonably young in terms of their profession, and may have many productive years with the Eastern Cape Department of Education. It therefore gives credence to the importance of their attitudes towards teaching and learning, especially with regards to inclusive education. This young age can be linked to the negative attitude to the learners because of a lack of experience in the profession.

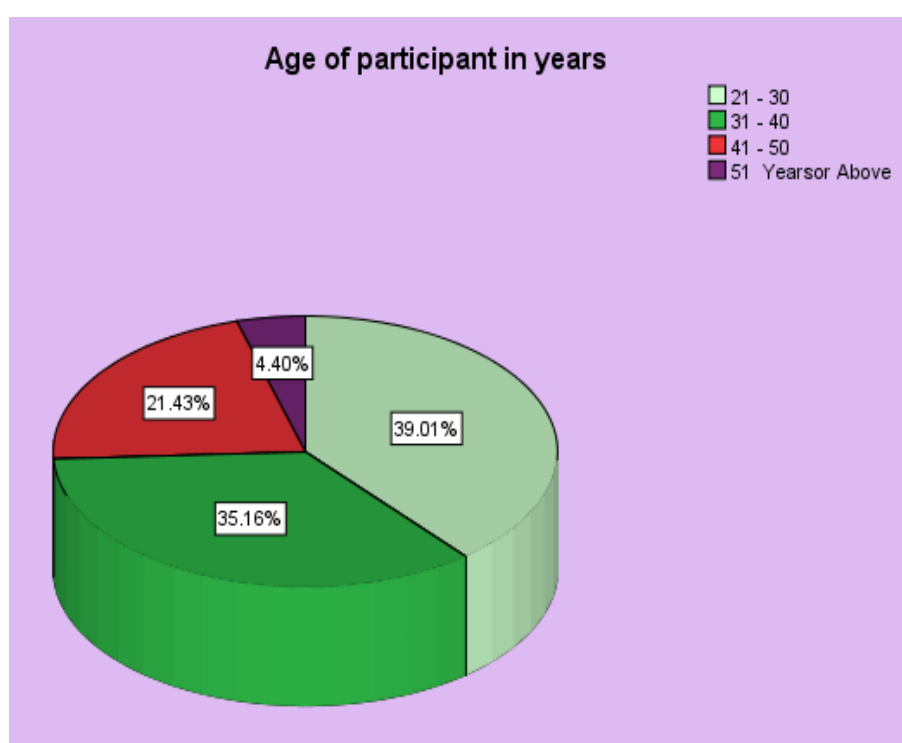


Figure 4.2: Age of participants in years

Statement 3: Participants' marital status

The analysis shows that the majority (54.9%) of the teachers in the target population were single. Those married teachers who participated in the study formed a percentage rating of 35.7%. The least among the participants (0.5%) were those who fell in "other" unstated classes. It was observed, however, that those who were not classified were negligible. Linking to Maslow Hierarchy needs theory (1968), the high percentage of single teachers could be relevant. Teachers are affected in their love needs (affectionate needs) and that may be a challenge to handle stress and some psychological problems happening at school. It will be difficult for teachers to concentrate on inclusive education when they themselves are struggling with possible personal issues.

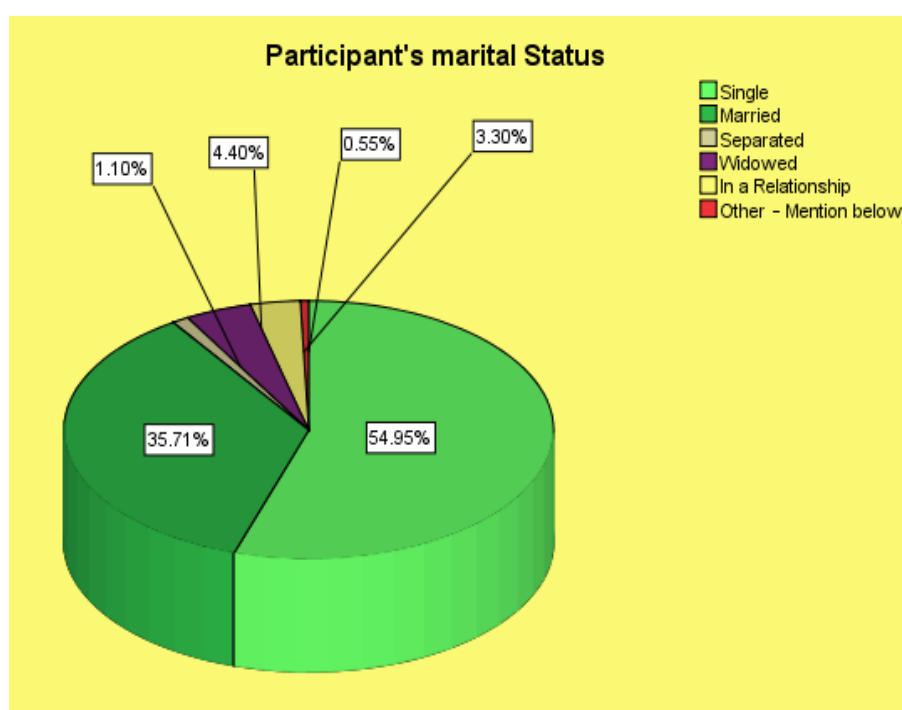


Figure 4.3: Participants' marital status

Statement 4: Participants' highest qualification

According to the analysis of the data of statement 4, the majority (64%) of those who took part in the study had a matric certificate, plus four years of training. This class of teachers in the target population was followed by those in group C1 (labelled as matric plus 3 years training, such as a BA, BSc, etc.) who formed 14.6% of the group. The least among the target teachers formed 0.6%, which referred to those

labelled A2 (matric and no training). Another group of teachers that formed 0.6% fell in the group referred to as B (matric + 2 years training). Most teachers show that they are literate and well trained. Linking to Bronfenbrenner's ecological systems theory the internal environment of the teachers is well shaped. The school environments which they are placed are probably the ones exhibiting some societal problems such as poverty, inequality and the quality of learners at the schools could be a major cause of negative attitude towards learners. The cognitive element of the teachers seems to be well organised in terms of education in the Libode Districts shown by a 64,04 % Literacy rates of teachers. Teachers are qualified in their fields of training and the researcher believes a highly qualified teacher is apt to do his/her job well as stipulated by the SASA Act.

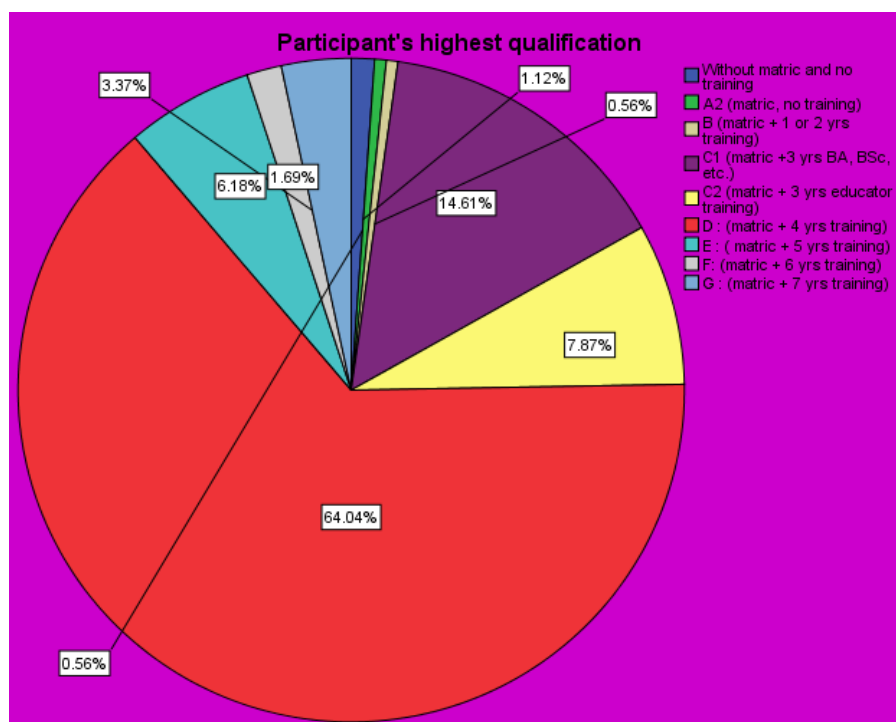


Figure 4.4: Participants' highest qualifications

Statement 5: Participants' teaching experience in years

The analysis of the data to this statement showed that the majority (65.6%) of the participants' teaching experience ranged from zero to ten years. The next highest group of participants was 22.2% of teaching experience in the interval of 11-20 years. Those who had taught for 21 years, or more, formed the lowest category for a teaching period (0.6%).

According to the researcher, the analysis reveals that the majority of the target group of participants had not taught for long and thus needed more experience in the field of teaching. It could be hypothesised, though, that the majority were still needed more experience in the field of teaching.

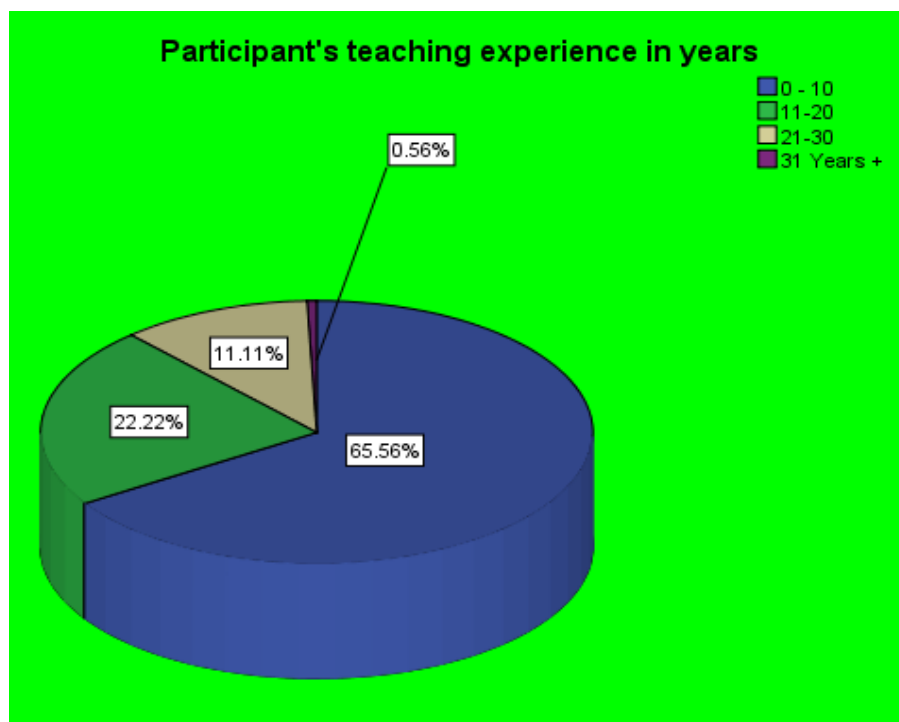


Figure 4.5: Participants' teaching experience in years

Statement 6: Grade taught by the participant

Those who participated in this study taught different grades. The analysis of the data on statement six showed that the majority (28.2%) of the participants taught grade 12. This group of teachers was followed by 16% of participants who taught grades 10 to 12. The least among the response percentages was 8.8%, formed by those who taught grade 11.

It was the researcher's observation that the district was concerned about the exit level of learners, such as those in grade 12 and grade 11, both of which assume close to 27%. It was arranged that the target group be formed of those teachers who taught only upper grades. It was agreeable since being specific is an added advantage in any research.

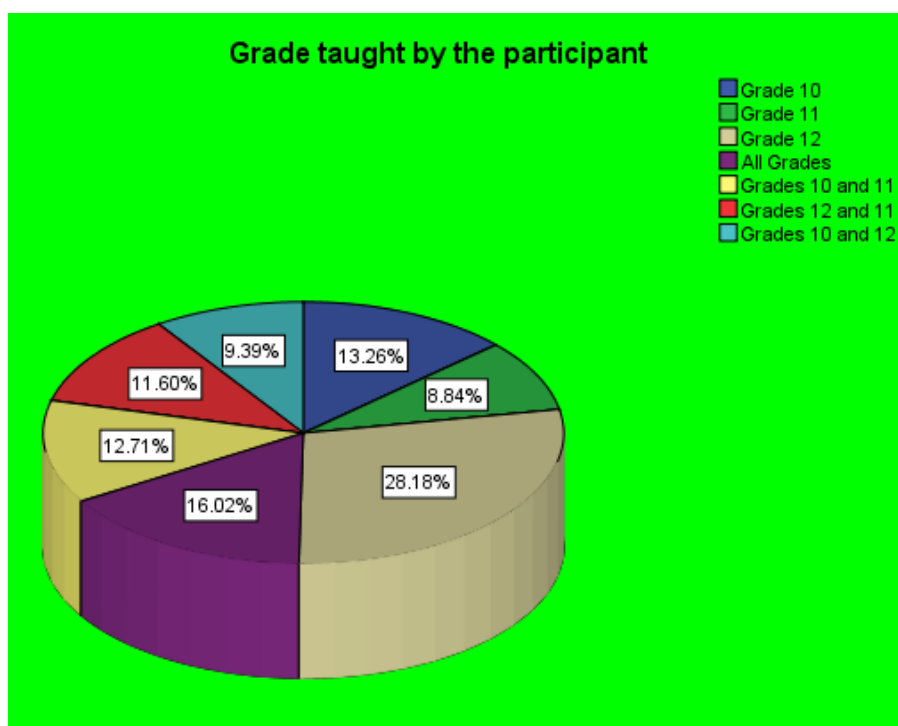


Figure 4.6: Grade taught by the participants

Statement 7: Number of learners in participants' classes

The analysis of the data on this statement showed that the majority of the teachers (45.3%) had more than 70 learners in their classes. This group was followed by those teachers (30.9%) who had between 51-70 learners. The least response percentage of teachers (5.5%) was those who were allocated classes which had between 0-30 learners.

The researcher consolidated the two highest percentage classes and obtained a response rating of 76.2%. The consolidation shows that the majority (76.2%) of the classes ranged from 51 to more than 70 learners. The researcher, after consolidating the two large percentage classes, observed that most of the Libode FET schools are composed of a very large number of learners. A class of more than 70 learners is, by any rating, a large class, particularly at the exit level of FET. Thus, 76.2% of Libode District FET schools are overcrowded. According to Bronfenbrenner's ecological systems theory, the large numbers of learners shows a societal factor that is difficult for teachers. It is evident that the schools are over-crowded and the problems of are many among learners. This can be linked to the safety needs of teachers because they are trying to manage a large group of learners, amongst them older students,

repeaters, drug addicts and difficult learners. This can be hypothesised as one of the reasons for teachers behaving negatively towards learners, regardless of the tenets of inclusive education being stipulated in White Paper 6 or the SASSA act.

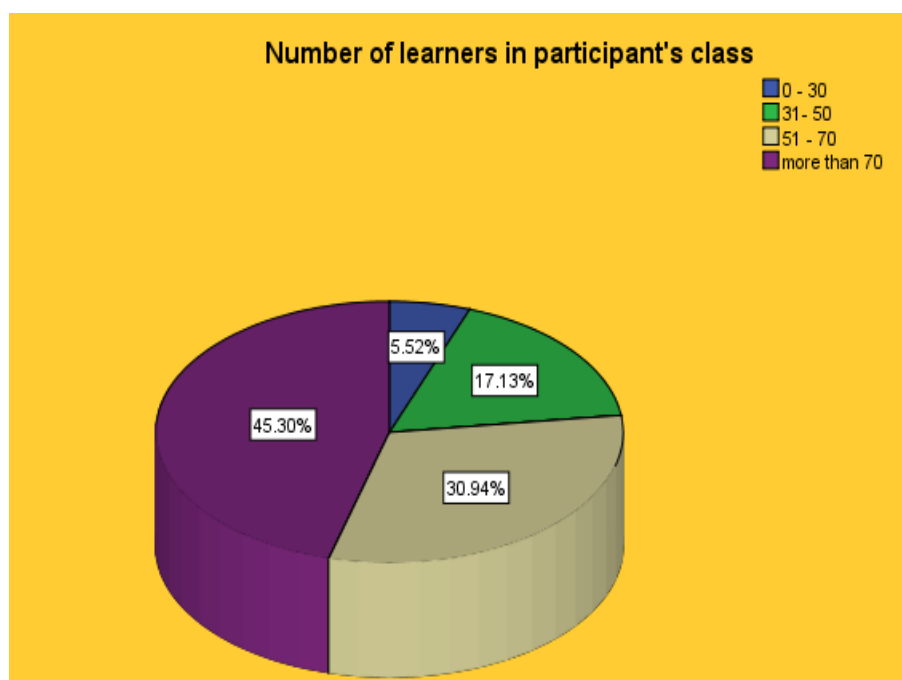


Figure 4.7: Number of learners in participants' classes

From statement 8 to statement 37 of the questionnaire, the researcher developed five non-overlapping responses, which were: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. After obtaining the percentages of participants' responses, the researcher consolidated the higher percentage of similar responses (such as Agree, Strongly Agree or Disagree with Strongly Disagree). The purpose of consolidating the responses was to determine whether the majority of participants agreed or disagreed with the statement.

4.2.2 Attitude factors

Statement 8: The implementation of inclusive education in the Further Education and Training (FET) phase at my school is difficult

According to the analysis of the data, the majority (33%) agreed with the statement. This was followed by those who strongly agreed. The least response percentages were 6.6%, which was allocated to those who strongly disagreed.

The researcher consolidated the two large response percentages, which were both positive and obtained a response rating of 56.60%. The consolidation shows that the majority was formed by the two positive responses. Thus, comparatively, the positive responses had the majority percentage rating. Consolidating the two negative response percentages, the researcher obtained a meagre negative response percentage of 26.90%.

According to Dalton, McKenzie, and Kaonde (2012), in the South African context, the implementation of inclusive education has still not materialised and there is still a massive exclusion of disabled children from mainstream education (Department of Education, 2001). Despite the development of an inclusive education policy to address this exclusion, one of the issues that hamper progress is the lack of teacher skills in adapting the curriculum to meet a range of learning needs of such learners (Chataika, Mckenzie, Swart, & Lyner-Cleophas, 2012).

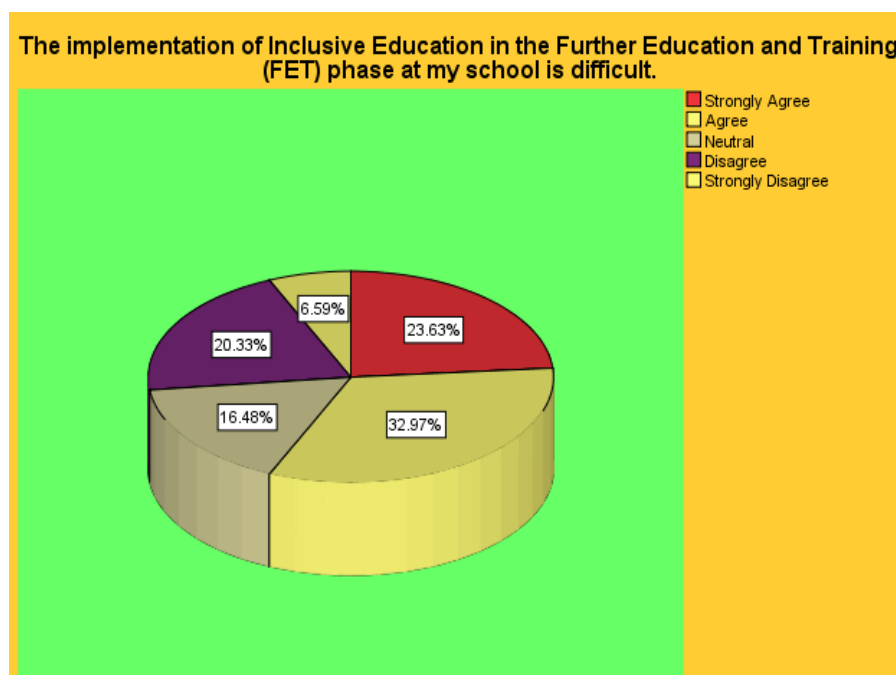


Figure 4.8: The implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult

Statement 9: Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom

The analysis of the data on statement 9 showed that the majority (32.4%), strongly agreed with the statement. This response percentage was followed by 27.5% who

agreed. The least among response percentages was 6.6%, which was formed by those who strongly disagreed. The researcher consolidated the two large response percentages and obtained a response rating of 59.9%. The consolidation had two intentions: firstly, to group the positive responses and sum their respective percentages. Furthermore, it was a demonstration of the fact that those who were positive to the proposal in statement 9 formed the majority and thus, the larger proportion of the participants supported the idea of creating separate classes for those children in need of an Individualised Educational Programme.

According to Nel, Nel, and Hugo (2013), an IEP is a written plan for a particular learner that stipulates specific educational objectives for that learner and it needs to be flexible.

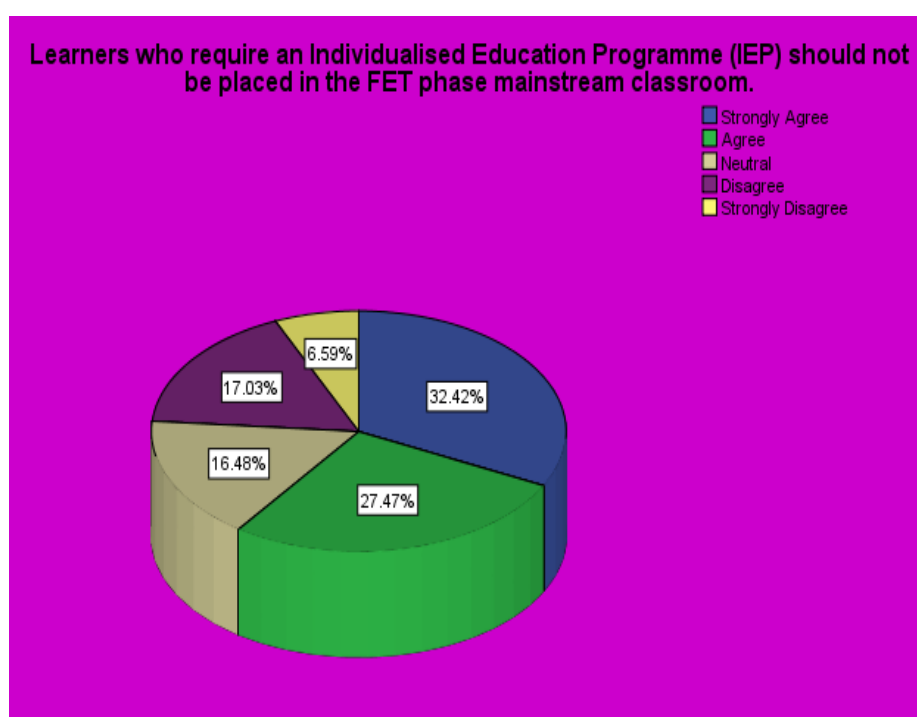


Figure 4.9: Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom

Statement 10: The District Based Support Team (DBST) provides adequate support for our school's needs

The researcher intended to understand the attitudes of teachers in the target population towards inclusive education. When consolidating the responses, those who agreed (29,8%) and those who strongly agreed (8,3%), the total was 38,1%.

The total for those who disagreed (23,2%) and those who strongly disagreed (17,7%), the total was 40,9%. Thus the difference is almost evenly distributed.

A comparison of the percentages clearly shows that, while some schools accept having adequate support by the District Based Support Team, the support is to some extent quite limited to some schools. The percentage distribution shows that there are significant disparities among the services received by different schools.

However, according to Nel et al. (2013), support from the District Based Support Team (DBST) has to plan and monitor support provision to schools, teacher and learners in a mentoring and consultative way.

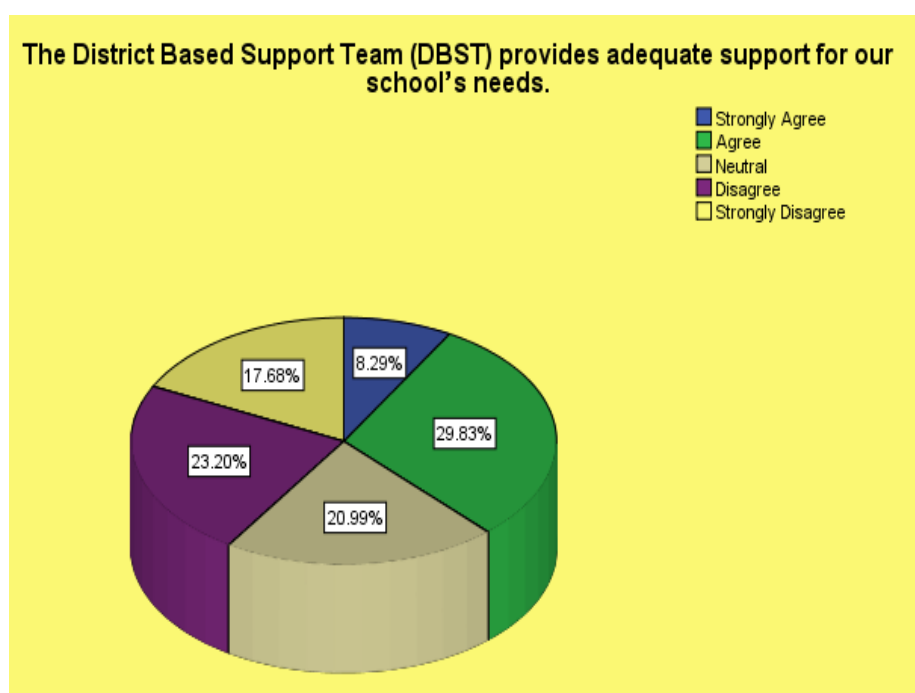


Figure 4.10: The District Based Support Team (DBST) provides adequate support for our school's needs

Statement 11: The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school

The analysis of the data on statement 11 showed that the majority (26.5%) of the participants agreed with the view expressed in statement 11. The second highest proportion among those who participated in the study was those who disagreed with the statement. This group of participants formed 26%. The least among the response

percentages was 12.2%, which was allocated to those participants who strongly agreed with the statement.

The researcher consolidated those positive response percentages and separately consolidated the negative response percentages, and obtained 38.7% and 45.9% respectively. The rest, 15.4%, remained neutral.

These results show as a mixed reaction to the statement, particularly given the split percentages in almost equal proportions for and against. However, it can be seen that the responses demonstrate the finding that over half of the schools in the target area were not in possession of the Inclusive Education Policy (White Paper 6) for teachers.

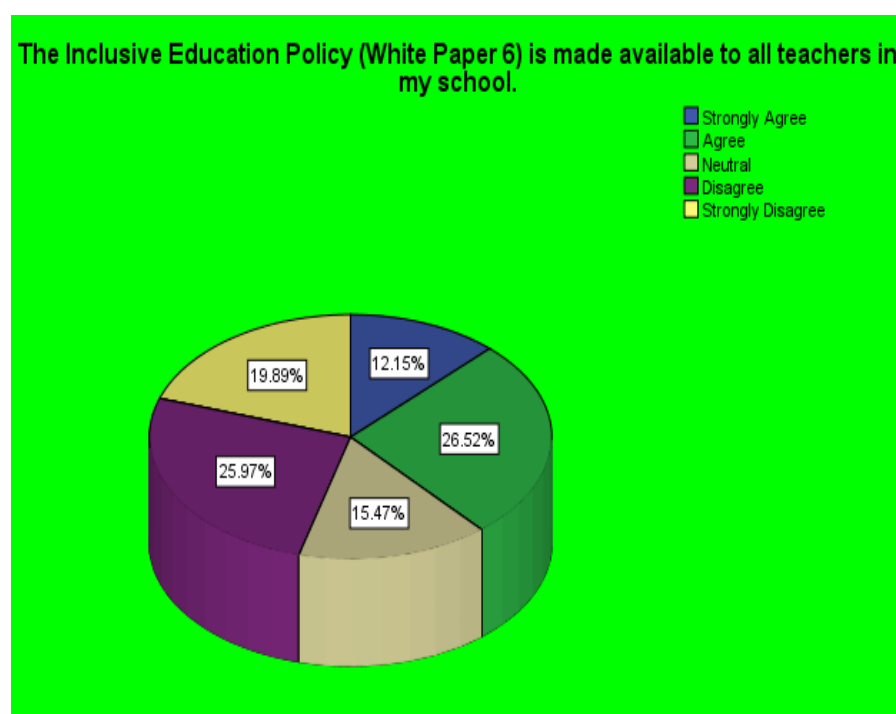


Figure 4.11: The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school

Statement 12: My school has access to relevant support services to address a variety of barriers to learning

The data to statement 12 showed that the majority (31.9%) of the participants agreed with the statement. This response percentage was followed by 26.4% who disagreed. The least among the response percentages was 10.4%, which was

allocated to those who strongly disagreed. Consolidating the two positive and the two negative response percentages, the researcher obtained 46.7% and 36.8% respectively, differing by 10%. This translates into the positive response having more participants.

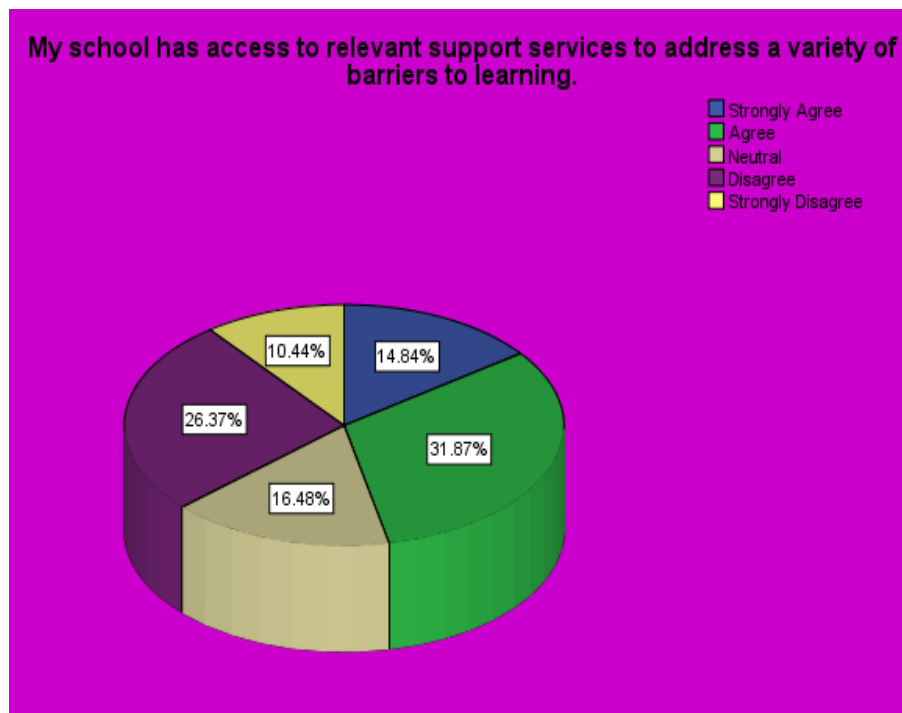


Figure 4.12: My school has access to relevant support services to address a variety of barriers to learning

Statement 13: The school curriculum is adapted to meet the individual learning needs of learners with special needs

The data to statement 13 showed that the majority of participants (28.6%) agreed with the statement. The 28% who disagreed with the statement followed this positive response percentage. The least among the response percentages was 9.3%, which was allocated of those who strongly disagreed. Consolidating the two positive and the two negative response percentages, the researcher obtained 43.4% and 37.3% respectively. The two percentages were not found to be quite significantly different from each other.

Considering that the majority only formed 43.4% of the participants, the results reflected that participants operated in schools where the curriculum did not meet the individual learning needs of learners. According to the DoE (2001), inclusive education and training includes changing attitudes, behaviour, teaching methods, curricula and the environment to meet the needs of all learners. The researcher supports the view that the curriculum is not meeting the learner's needs. According to Mulongo (2015:56), in the curriculum studies of the OBE CAPS new curriculum, the new curriculum left a lot to be desired, especially in the classroom and teachers' presentation skills in the classroom. The researcher agrees with Mulongo's assertion and further agrees that the CAPS curriculum specialises on the outcome, not on teachers' classroom presentation to different learners. This offsets or negates the outcomes of the White Paper 6 because 80% of teachers' time takes place in the classroom, where the teacher must concentrate to different learners and with different needs (DoE, 2010, p 23)

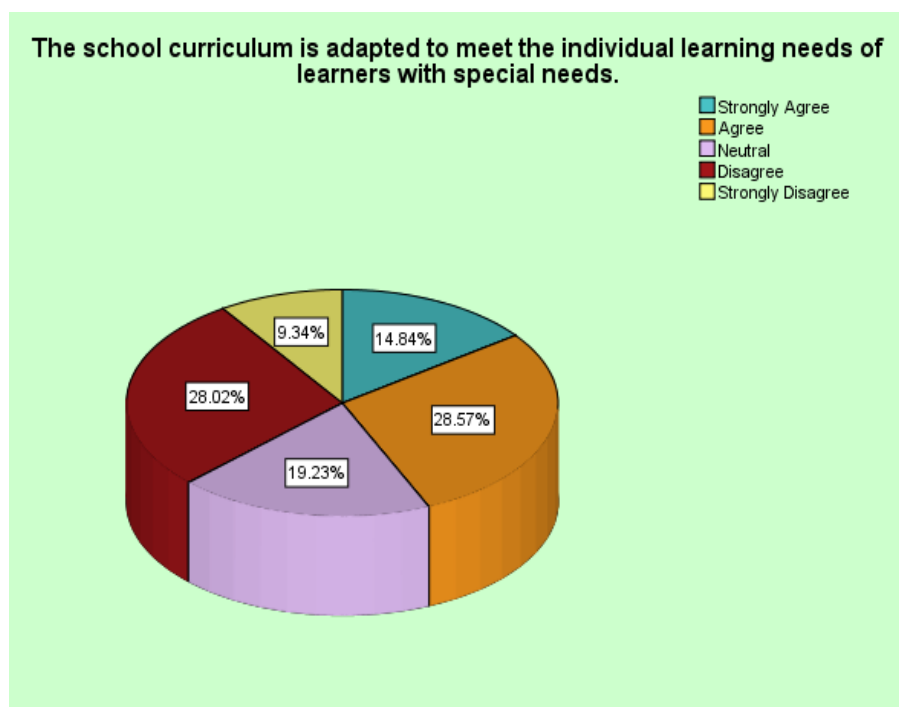


Figure 4.13: The school curriculum is adapted to meet the individual learning needs of learners with special needs

Statement 14: Progressed learners increase the Grade12 failure rate in my school

The majority of participants (59.9%) strongly agreed with the statement. This response percentage was followed by 19.2%, which was formed by those who agreed with the statement. The smallest percentage (7.1%) was allocated to those who remained neutral. In this thesis, neutrality meant that the participant neither agreed nor disagreed with the statement. The researcher consolidated the largest two positive or negative response percentages and obtained a response rating of 79.1%. The consolidation shows that the majority (79.1%) of participants had a positive response towards the statement.

According to Karabo Ngoepe, on News 24 (Wednesday 6 Jan, 2016), the Minister of Basic Education, Angie Motshekga, announced that progressed learners resulted in a lower matric pass rate in 2015.

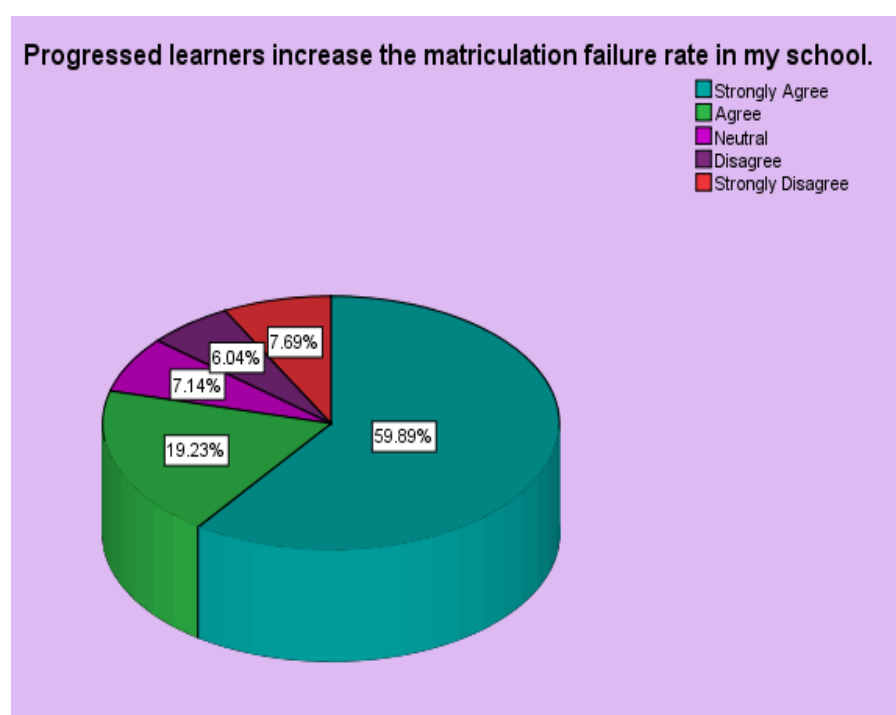


Figure 4.14: Progressed learners increase the Grade12 failure rate in my school

Statement 15: It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood

The majority (28.7%) of participant teachers agreed with the statement. This was followed by 19.9%, which was formed by those who strongly agreed with the statement. The smallest percentage (10.5%) was allocated to those who disagreed.

The researcher consolidated agreed and strongly agreed response percentages and obtained a positive response rating of 48.6% to the statement.

FET schools are located everywhere in the country. The DoE has made such positive progress with regard to the academic position of learners with difficulties in many FET schools. Currently, this group of learners can join the mainstream schools in their local neighbourhoods according to the research statement.

According to Nel et al. (2013), with the move to inclusive education, the socio ecological model moved the focus away from the specialness of learners to the removal of stumbling blocks within the society and including everybody in the everyday life of society.

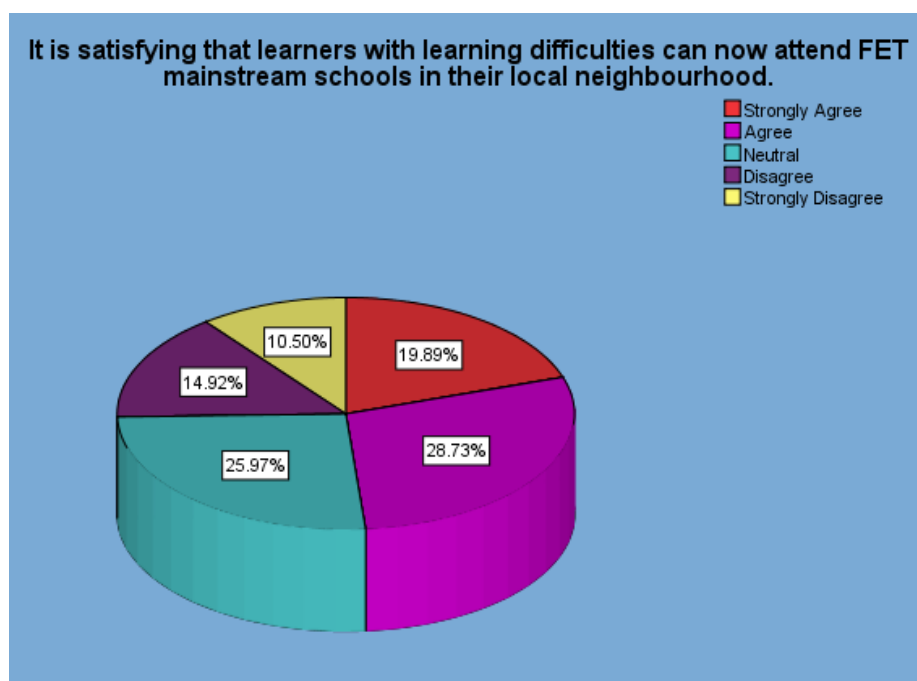


Figure 4.15: It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood

Statement 16: Teachers use appropriate assessment tools to assess barriers to learning at the FET phase

According to the analysis of the data on the statement, the majority (46.1%) of the participants agreed with the statement. This response percentage was followed by 18.9%, which was formed by those who strongly agreed. The least among the response percentages was 3.3%, which was formed by those who strongly

disagreed. The researcher consolidated the two high positive response percentages and obtained a response rating of 65%. The consolidated percentage represented the majority of the response percentages. This study, as evidenced by the outcomes of the data analysis, has shown to some extent, that teachers use appropriate assessment tools to assess barriers to learning in the FET phase.

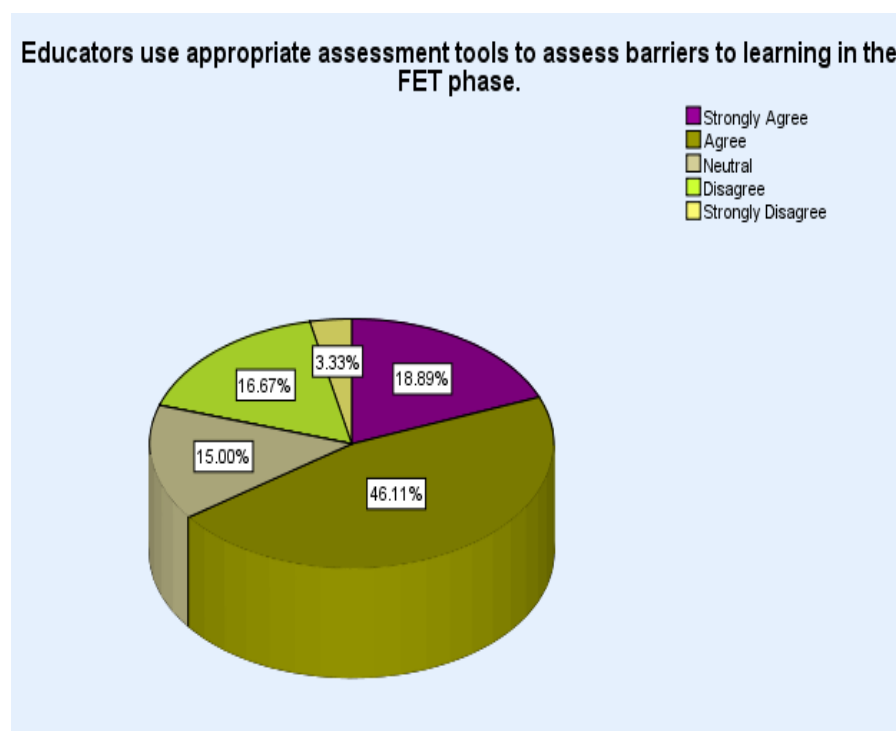


Figure 4.16: It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood

Statement 17: FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class

According to the analysis of the data on statement 17, the researcher established that the majority (38.5%) of those who participated in the research agreed with the statement. This response percentage was followed by 26.4% who strongly agreed. The smallest response percentage was 4.4%, which was allocated to those who strongly disagreed. Considering the two high response percentages, the researcher consolidated their percentages, obtaining 64.9%. The consolidation shows that a combined response percentage of the positive responses formed the majority among responses.

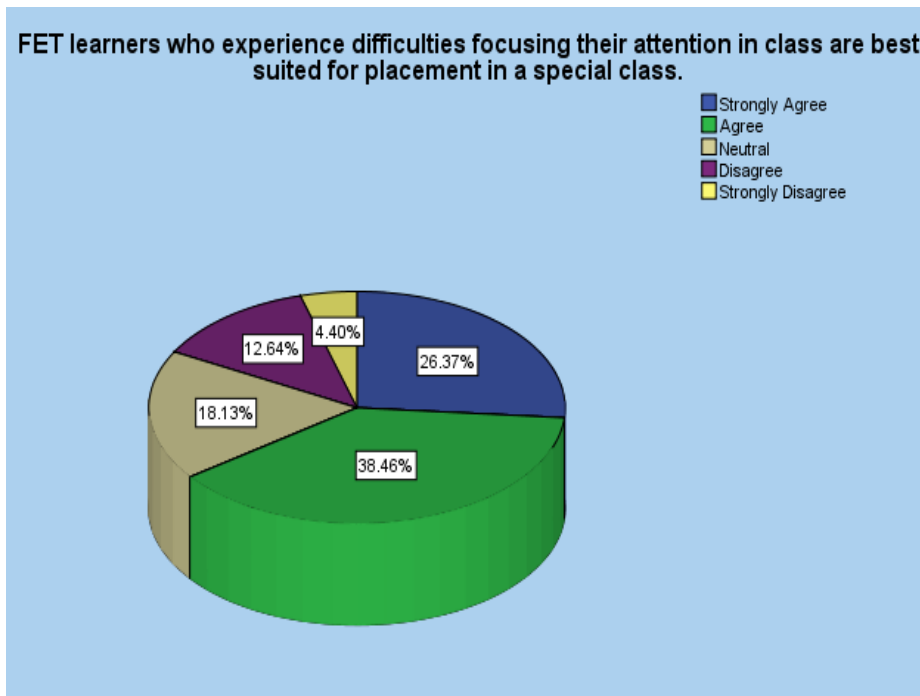


Figure 4.17: FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class

Statement 18: My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom

The majority (38.5%) of participants agreed with statement number 18. This response percentage was followed by 30.2% who strongly agreed. It was established that those who either agreed or strongly agreed formed the overall majority (68.7%). Consolidated number of those who disagree and those who strongly disagreed formed 23.62%.

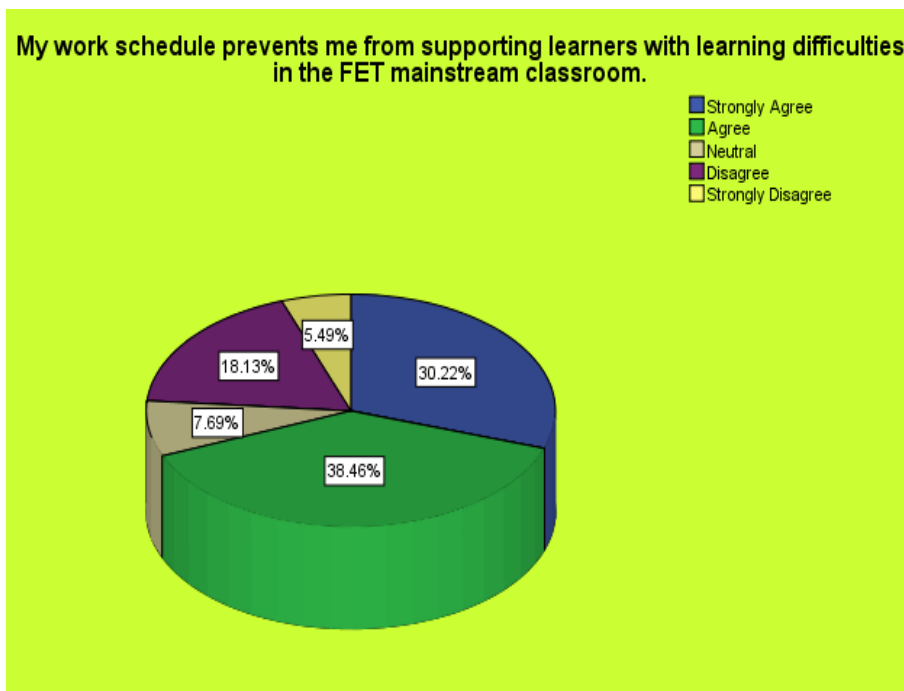


Figure 4.18: My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom

Statement 19: My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive

Parents may have clues and intimate knowledge about their child's barriers to learning. This means that the collaboration between teachers and parents is very important and could lead to useful results. According to the analysis of the data on statement 19, the majority (32.4%) of participants agreed with the proposition. This response percentage was followed by 24.2% of the participants who disagreed with the statement. The smallest response percentage was 11.5%, which was allocated to those who strongly disagreed. The researcher consolidated the positive response percentages and obtained a response rating of 50%. The consolidation was meant to show the comparison of those who were positive and those who were opposed to the statement. It was understood that the majority (50%) represented either those who agreed or those who strongly agreed. Therefore, an equal number of teachers said that parental collaboration was mostly positive in supporting learners with barriers.

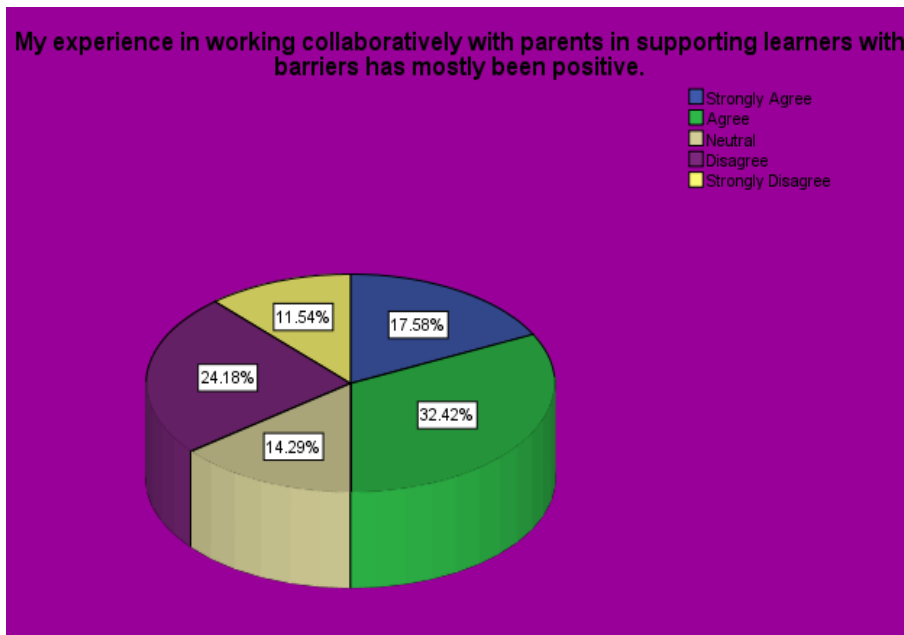


Figure 4.19: My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive

Statement 20: Learners with a history of repeated failure in the Senior Phase (SP) should not be placed in the FET phase mainstream

The analysis of the data on statement 20 showed that the majority (32%) of the participants strongly agreed with the statement. This majority response percentage was followed by 27% who disagreed. The least among response percentages was 6.6%, which was allocated to those who strongly disagreed. A consolidation of the response percentages of the positive responses obtained 52.4%, which was the consolidated majority of those participants who supported the statement. The 52.4% of who represented those who either strongly agreed or agreed with the statement.

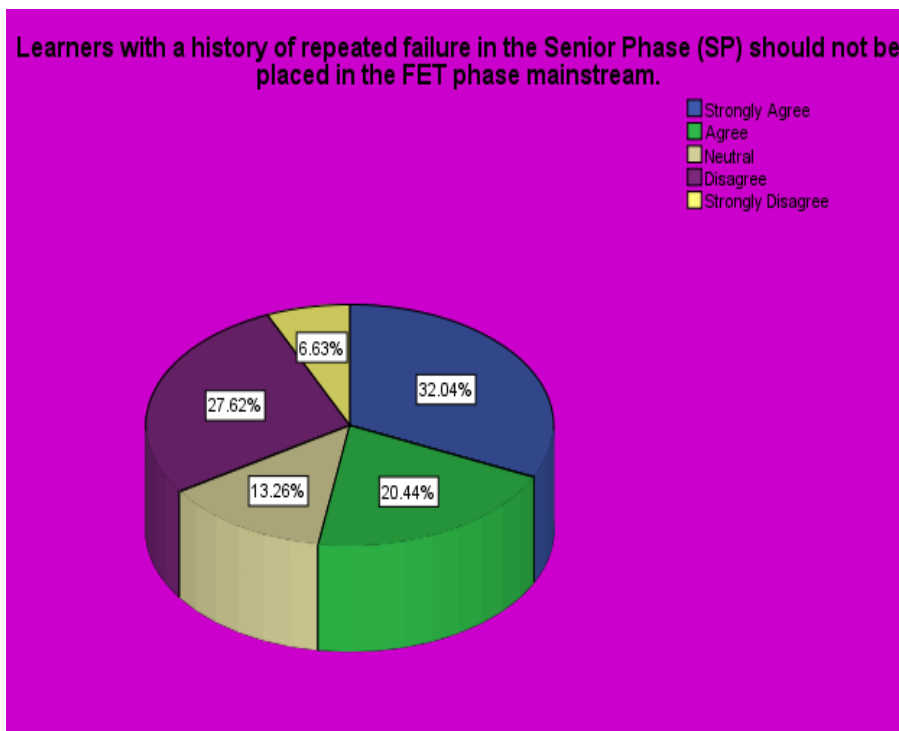


Figure 4.20: My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive

Statement 21: My school's Grade12 failure rate has increased due to learners with special needs

The majority of participants (32%) agreed with statement 21. The second in magnitude was 21.5%, which was formed by those participants who disagreed. The least among the response percentages was 7.2%, which was allocated to those who strongly disagreed. Total number of participants who strongly agreed and those who agreed formed 53.03%.

The researcher accepts that there was a possibility of an increase in the percentage of matric failure which could affect many schools since the Department of Education has not sufficiently equipped schools, particularly in the target area, to face the increased number of learners requiring special attention as far as learning is concerned.

The sentiments expressed by the majority of those who participated in the study have been supported by Karanja (2010), who claimed that the following have contributed to poor performance by learners with disabilities: mispronunciation of

words, which is the most common comprehension error. Other errors made by learners are omission of words, addition of words, and substitution of words.

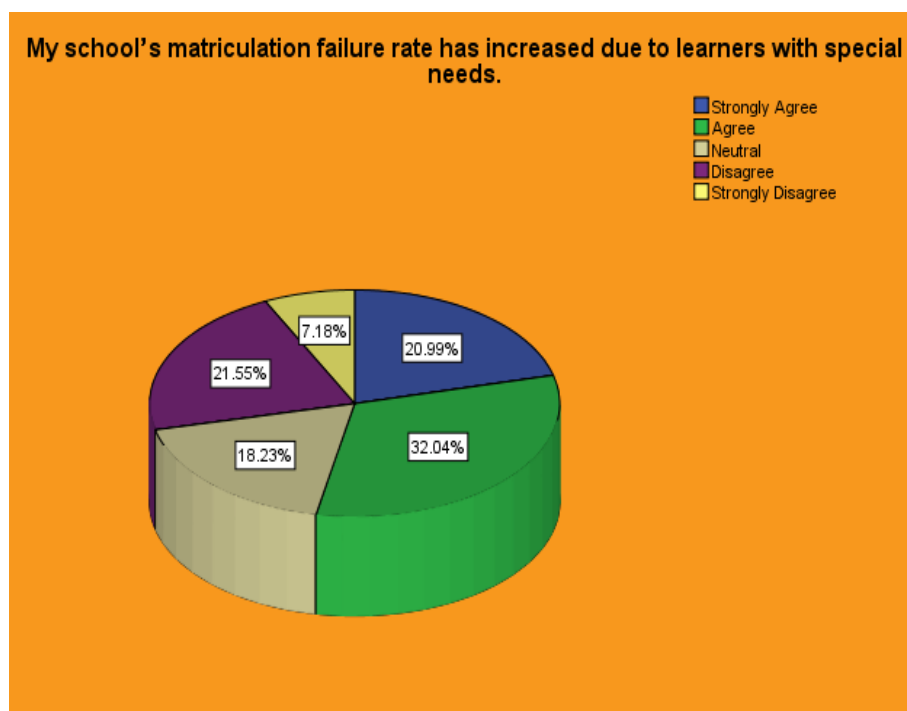


Figure 4.21: My school's Grade12 failure rate has increased due to learners with special needs

Statement 22: The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system

The majority (36.9%) of participants agreed with the statement. This response percentage was followed in magnitude by 25.1%, which was formed by those who disagreed. The least among the response percentages was 6.1%, which was allocated to those who strongly disagreed. Consolidated number of participants who strongly agreed and those who agreed formed 46.37%.

According to the DoE (2001), inclusive education and training is based on equity, on redressing the past imbalances and on a progressive improvement in the quality of education and training.

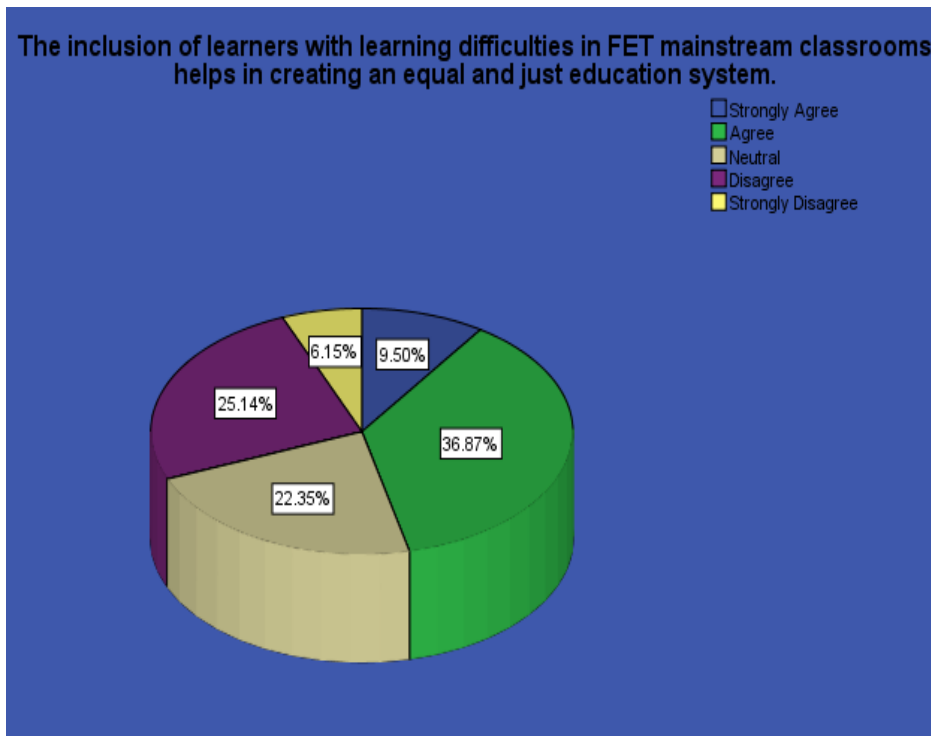


Figure 4.22: The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system

Statement 23: The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning

The majority (36.1%) of participants agreed. Those who strongly disagreed with the statement formed the least among the percentages, of 3.3% of the participants. A consolidation of the positive response percentages yielded 53.9%. The consolidation was to show that the actual majority (53.9%) either agreed or strongly agreed with the statement. The analysis confirms that the District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning. This calls for an intervention strategy in order to protect the educational interests of these learners. According to Nel et al. (2013), the DBST should find out the kind of support needed by the Institutional Level Support Team so as to support the learner.

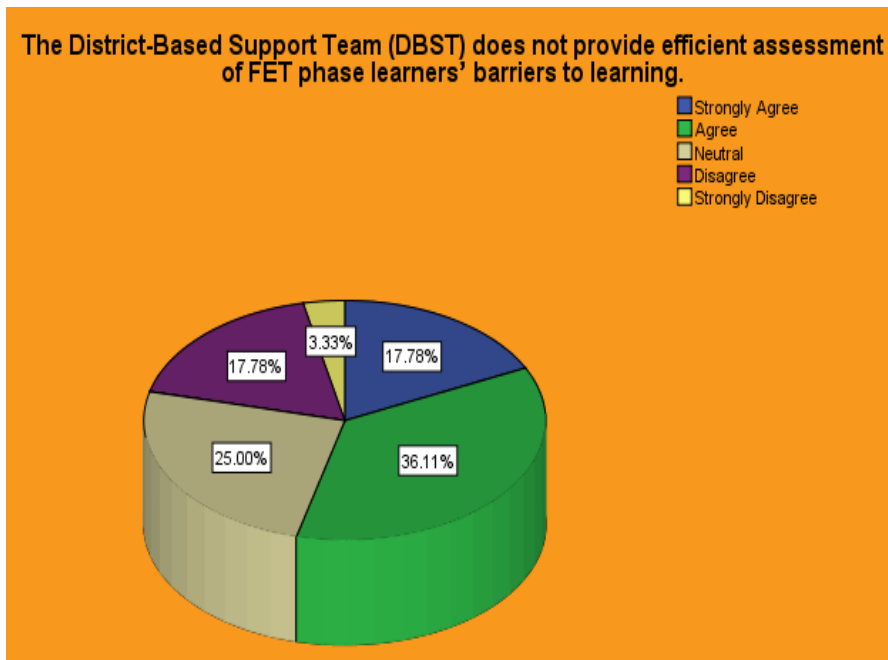


Figure 4.23: The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning

Statement 24: The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner

The analysis of the data on statement 24 showed that the majority (32%) agreed with the statement. This response percentage was followed by (27.6%) who were neutral. The smallest response percentage was 9.4%, which was allocated to those who strongly agreed. The researcher consolidated the positive response percentages and obtained a response rating of 41.4%.

The analysis has shown that the average majority of the participants supported the expression in the statement meaning that the placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner. The researcher, with family orientation, supports the statement on grounds that learners with difficulties are family members of some community members and, in spite of the learners' situations, such learners remain part of the community.

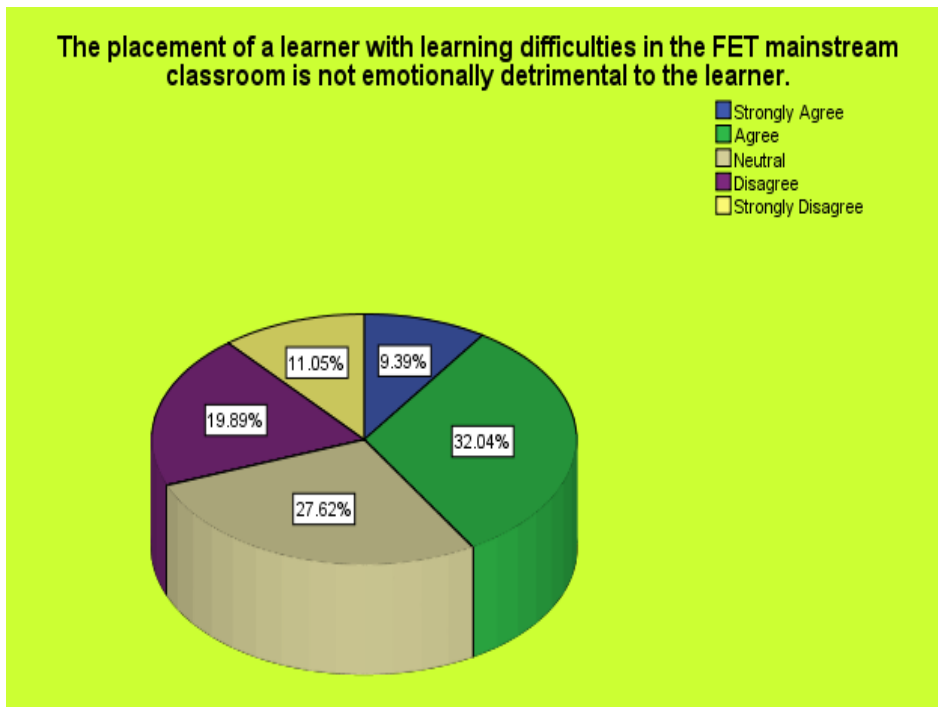


Figure 4.24: The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner

Statement 25: FET teachers do not require specialised training on the special education needs of FET learners in particular

The majority of participants (32%) disagreed. Those who strongly disagreed with the statement followed this response with 26,52%. The least among response percentages was 8.8%, which was allocated to those who agreed. The researcher separately consolidated the two groups of responses namely; those who disagreed and those who agreed with the statement, and obtained 58.5% and 29.2% respectively. The consolidation showed that those who did not support the statement were more than those who supported it. The researcher, therefore, interpreted the percentage responses to mean that the teachers believe that there is a dire need for specialised training of those who participate in special education needs of FET learners in particular.

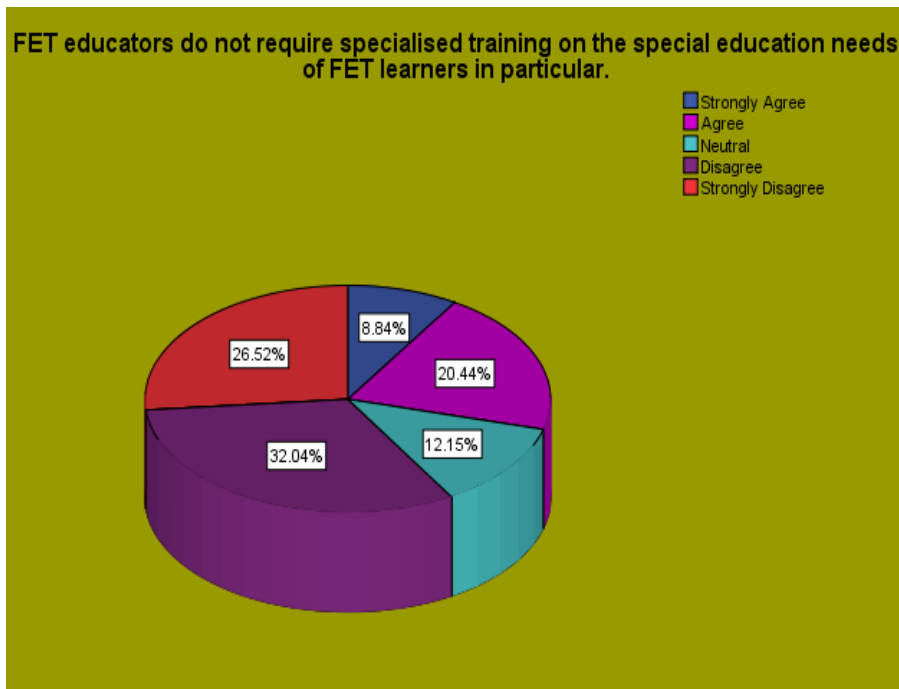


Figure 4.25: FET teachers do not require specialised training on the special education needs of FET learners in particular

Statement 26: The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learners' difficulties adequately

The majority (42.9%) strongly agreed with the statement. This group was followed by 37.4% who agreed. The least (3.3%) among response percentages was allocated to those who strongly disagreed. 12.1% were neutral.

The researcher consolidated the two positive response percentages and obtained 80.3%. The consolidation showed that the great majority (80.3%) among response percentages were those who either strongly agreed or those who agreed with the statement. This means that teachers feel that learners with special education needs should not be included in the mainstream classrooms.

According to DoE (2001), inclusive education should provide support to those who need low intensive support in ordinary schools, learners who need moderate support in full-service schools, and learners who need intensive educational support in special schools, as resource centres. In reality, teachers believe that this is not the case.

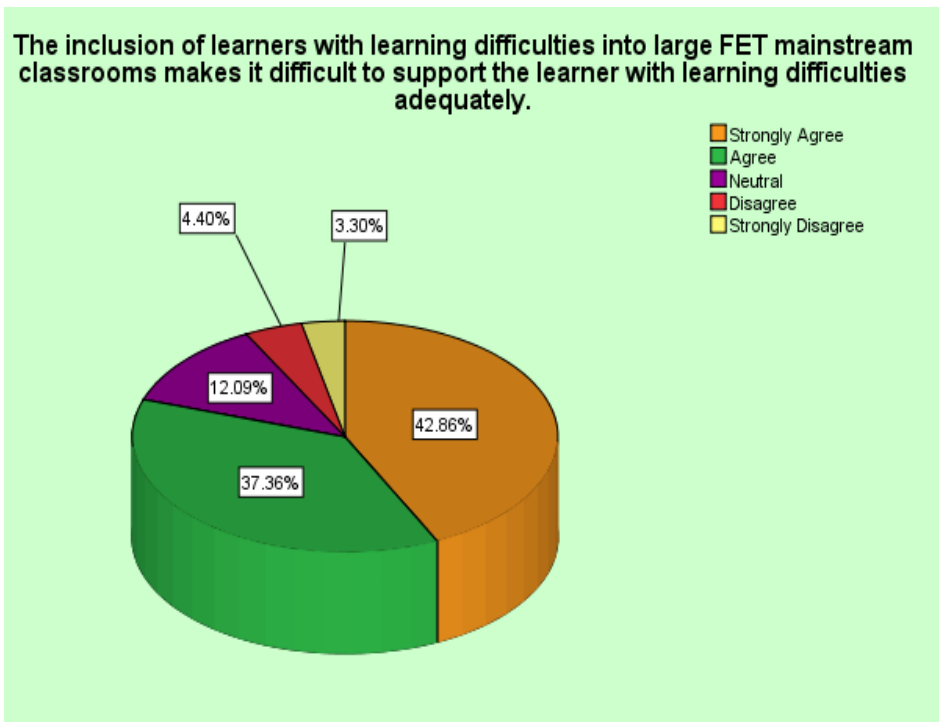


Figure 4.26: The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner difficulties adequately

Statement 27: Progressed learners from the senior phase should not be placed in the FET phase mainstream classes

Progressed learners are those learners who are condoned to progress to the next grade without having fulfilled the requirements of their current grade. This is due to the grade and phase progression policy of the South African Department of Education that does not allow learners to repeat the grade for more than two years.

The majority of participants (30.9%) agreed with the statement. The second response percentage was 27.1%, which was formed by those who strongly agreed.

The analysis revealed that those who strongly disagreed formed the smallest percentage (4.4%). The researcher consolidated the two large positive response percentages and obtained a positive response percentage rating of 58% of participants who felt that this statement was true. A consolidation of the negative responses yielded 24.8%. This shows that teachers do not think learners should be allowed into the FET phase until they have passed the previous grade.

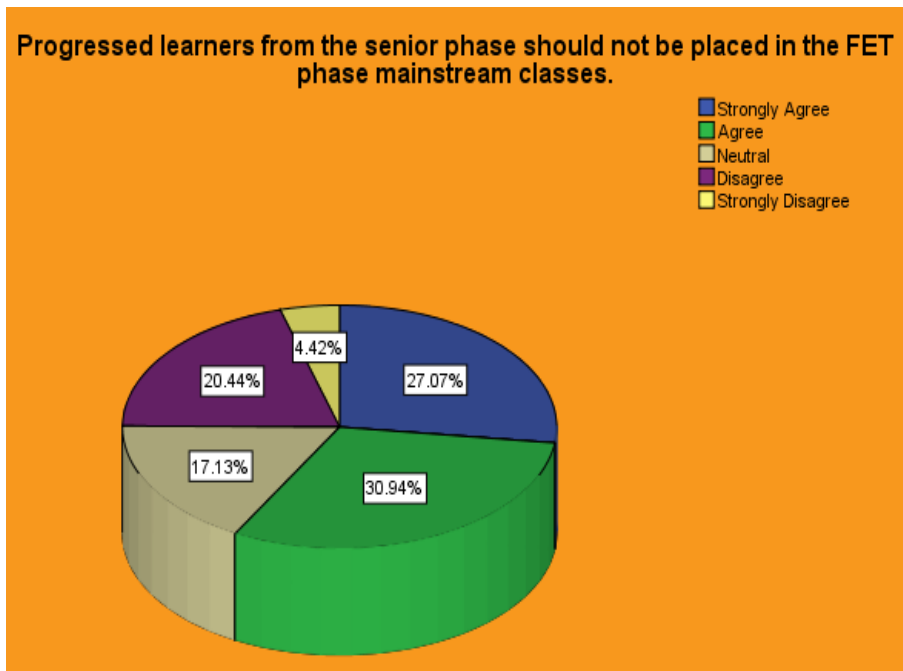


Figure 4.27: Progressed learners from the senior phase should not be placed in the FET phase mainstream classes

Statement 28: Teachers in the FET phase at my school are well trained to teach learners with learning difficulties

The majority (29.8%) of the participants agreed with this statement. This response percentage was followed by 22.7% who disagreed. The least amongst the response percentages was 12.2%, which was formed by those who strongly disagreed. The researcher consolidated the two large positive response percentages and obtained a positive response percentage rating of 47.51% of participants. This concludes that most teachers in the FET phase are well trained to teach learners with learning difficulties. The researcher, an education official by profession, knows that the DoE in the Libode has prioritised training of teachers in the FET phase to teach learners with learning difficulties. This has been a priority area in the education arena for quite some time.

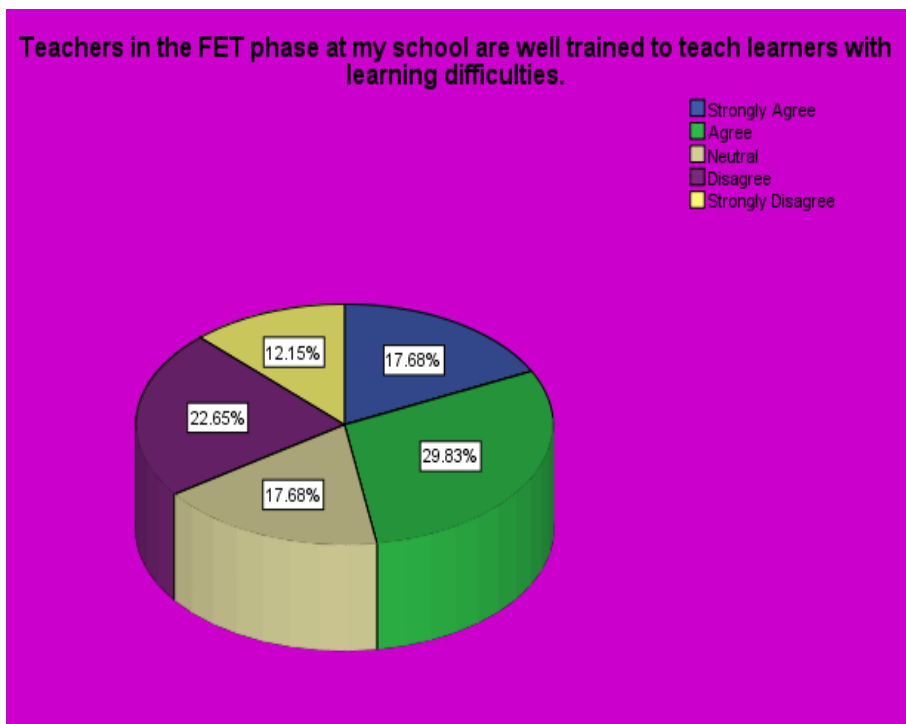


Figure 4.28: Progressed learners from the senior phase should not be placed in the FET phase mainstream classes

Statement 29: The FET phase School Management Team (SMT) at my school provides support to teachers who have learners with learning difficulties

The majority (28.2%) of the participants agreed with the statement. This response percentage was followed by 23.8% who disagreed. The least among response percentages was 8.8%, which was allocated to those who strongly disagreed. Those who strongly agreed with the statement formed 21.5%. Given the percentage distribution according to the responses, the researcher consolidated the positive response percentages and obtained a response rating of 49.7%. The resulting consolidated percentage showed that the real majority either strongly agreed or agreed with the statement. This means that the SMT provide support to teachers with learners with learning disabilities.

According to Nel et al. (2013), in the composition of ILSTs the SMT members are core members of the team.

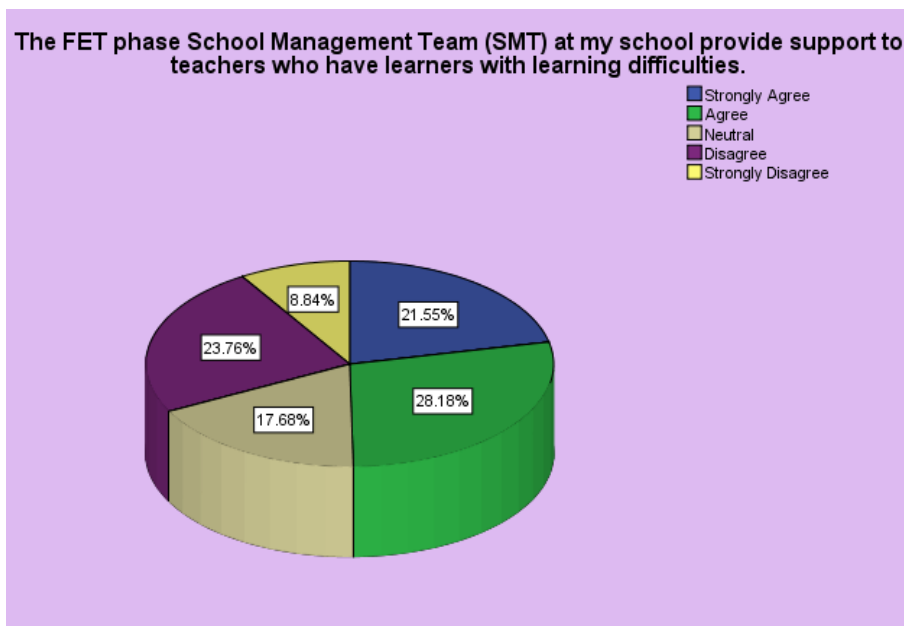


Figure 4.29: The FET phase School Management Team (SMT) at my school provide support to teachers who have learners with learning difficulties

Statement 30: Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources

The majority (33.1%) of the participants strongly agreed and the same percentage agreed with the statement. This response percentage was followed by 20.4% who were neutral. The least number amongst the responses was 5%, which was allocated to those who strongly disagreed, and 8.3 %, which was for those who disagreed. Given the percentage distribution according to the responses, the researcher consolidated the positive response percentages and obtained a response rating of 66.2%. This means that the majority of teachers who teach learners with learning difficulties in the FET phase do not receive the appropriate resources.

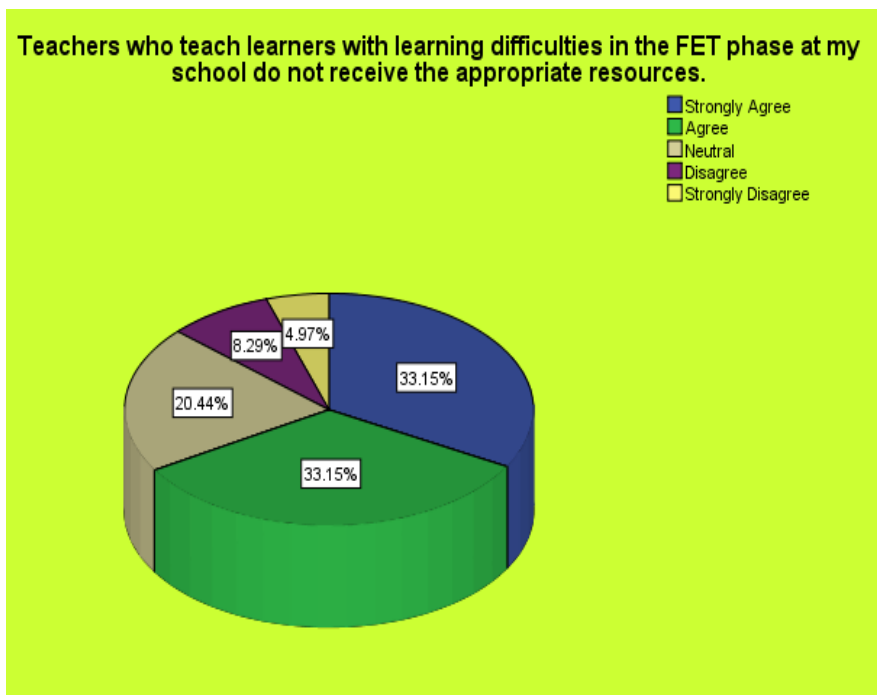


Figure 4.30: Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources

Statement 31: FET phase teachers experience difficulty adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms

Curriculum adaptation is a very important task, particularly for teachers who deal with learners with learning difficulties. The majority of teachers (38%) agreed with the statement. This was followed in magnitude by 22% who strongly agreed. This revealed that the majority of teacher experience difficulty in adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms.

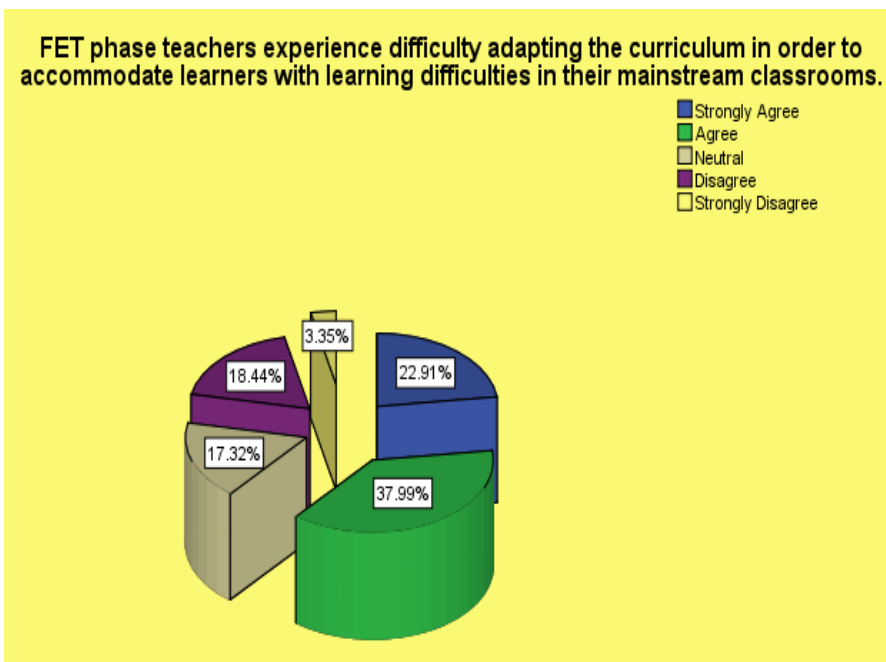


Figure 4.31: FET phase teachers experience difficulty adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms

Statement 32: Learners in the FET phase who are experiencing barriers to learning would benefit academically from Individual Education Programmes (IEPs)

According to Nel et al. (2013), the Individual Education Programme is a written plan for a particular learner that prescribes specific educational objectives for that learner.

The majority of participants (39.4%) agreed with the statement. Those who strongly agreed with the statement numbered 19.44%. Those who were neutral formed 22.8%. The least among the response percentages was 3.3%, which was formed by the class of participants who strongly disagreed. Due to the level of agreement in the positive responses, the researcher consolidated them, and obtained a percentage response rating of 58.8%. The consolidation was to demonstrate the positive agreement of the participants with the statement, which showed that teachers believe that the learners in the FET phase, who experience barriers to learning, benefit academically from individual education programmes.

The response to the research statement “Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes

(IEPs)” shows the necessity of assisting learners who experience academic learning barriers. This group of learners would benefit from Individual Education Programmes. The efforts to increase such educational support and resources will eventually create more success stories in the education forum in the province which harbours some of the most disadvantaged learners in the country.

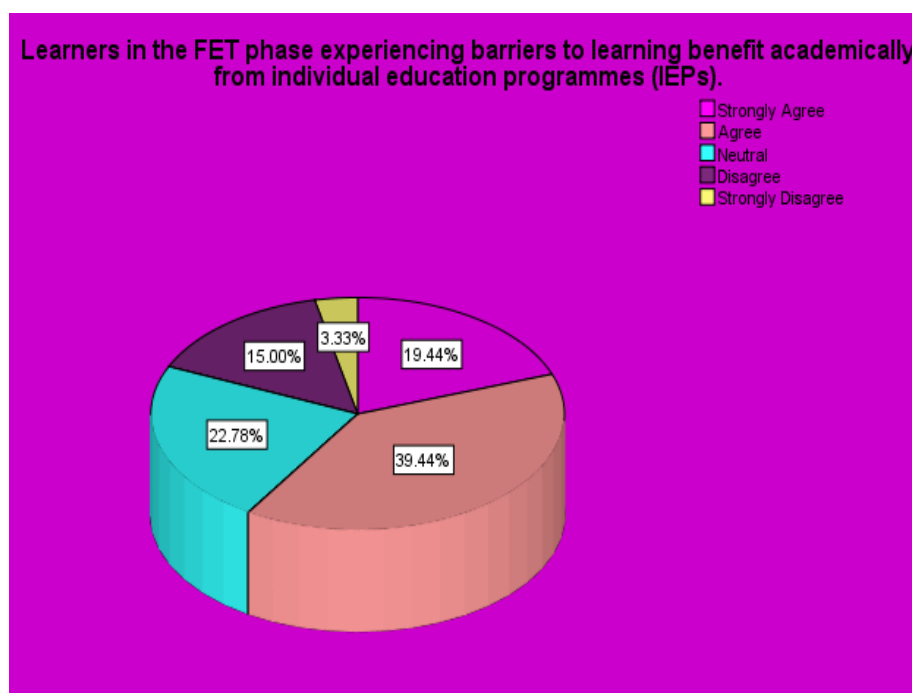


Figure 4.32: Learners in the FET phase who are experiencing barriers to learning would benefit academically from individual education programmes (IEPs)

Statement 33: I am competent in supporting learners facing diverse barriers to learning

Within education circles, learners with learning difficulties experience different learning barriers. While some experience listening barriers, others may experience concentration issues. It is a significant advantage for a school to have an educator, or teachers, well trained to face diverse barriers to learning.

The majority (36.9%) of participants agreed among those who participated in the study. This response percentage was followed by 27.9% who strongly agreed. Hence 64.8 % of participants believed that they were competent when it came to supporting learners who experience diverse barriers to learning. The researcher

envisage that the issue of competency is not what gives results inclusive education, but on the implementation phase. Most teachers are competent as evidenced by the literacy rate of 60% earlier on, but the work environment is a major cause of the negative attitudes of the teachers towards implementation of the inclusive education. The researcher feels the treatment teachers get from department officials and some principals in some schools must be possibly the root of the problem.

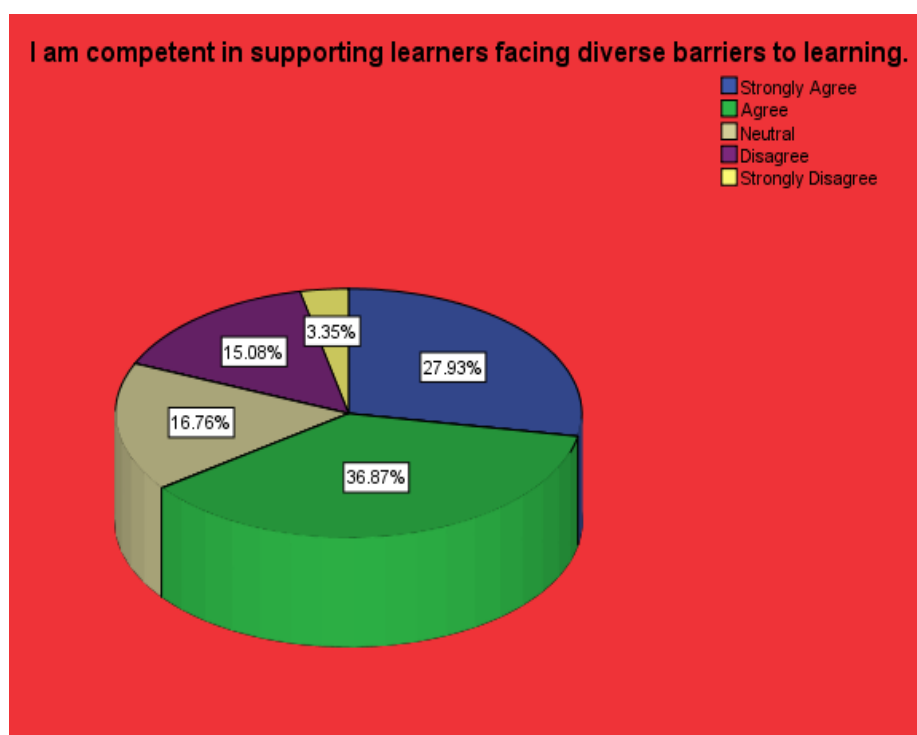


Figure 4.33: I am competent in supporting learners facing diverse barriers to learning

Statement 34: Learners with special education needs do not receive relevant tuition in my FET phase classroom

The majority (35.6%) agreed with the statement. This agreement percentage was followed by 23.9% who strongly agreed. The researcher consolidated the positive response percentages and obtained a response rating of 59.5%. The majority of participants believe that learners with special needs do not receive relevant tuition in their FET phase classrooms.

Learners benefit from the thoughtful attention and support of the school, teachers, parents and other shareholders who provide expert knowledge and guidance, which

is gradually internalised to allow self-regulation (also referred to as ‘scaffolding’ and guided participation). For children with learning difficulties, problems may arise at any stage in this process – problems with motivation, communication, interaction with other people, and/or the skill of the teacher, for example. Responsive teaching strategies based on this approach typically focus on different aspects of teacher-pupil interaction, classroom dialogue, ‘real’ problem solving and practical classroom activities, pupil choice, and reflection on teaching (Watson, 2001).

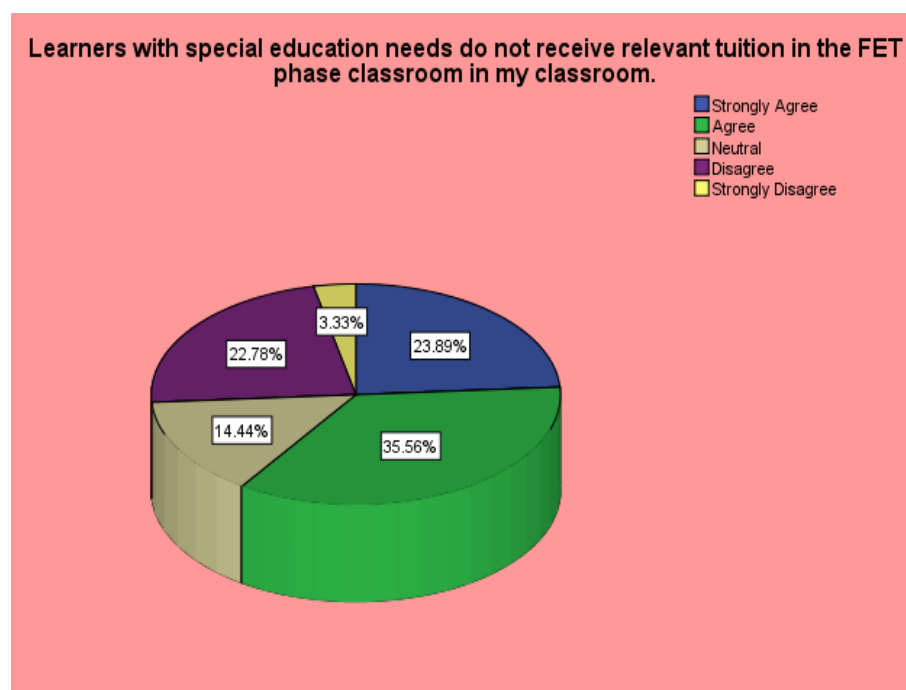


Figure 4.34: Learners with special education needs do not receive relevant tuition in my FET phase classroom

Statement 35: The inclusion of learners with learning difficulties does not result in an increase in the workload for FET phase teachers

The majority of teachers (27.2%) disagreed with the statement. Those who disagreed were followed by 22.8% who strongly disagreed with the statement. The least among response percentages was 13.9%, which was formed by participants who strongly agreed. The highest response percentages, both being negative to the statement, were consolidated to understand the level of disagreement with the statement. The consolidation obtained 50%, which was a representation of those who either disagreed or strongly disagreed with the statement. This means that an

equal number of teachers feel that the inclusion of learners with learning difficulties in the mainstream increases the work load for FET phase.

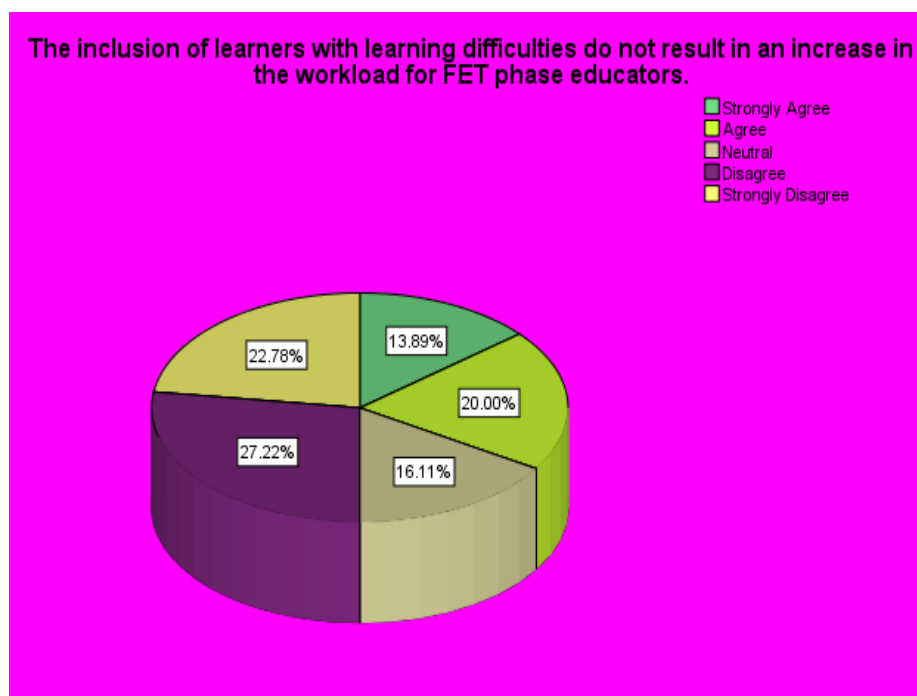


Figure 4.35: The inclusion of learners with learning difficulties does not result in an increase in the workload for FET phase teachers

Statement 36: I have had negative experiences when networking collaboratively with community organisations to support learners with barriers

The majority of the participants (29.2%) agreed with the statement and 19.1 % of them agreed strongly. The least number amongst the response percentages was 6.7%, which was allocated to those who strongly disagreed, and 19,7 % was allocated to those who disagreed. The researcher consolidated the first two response percentages and obtained a total response rating of 48.3%. The researcher also consolidated the two negative responses due to the similarity of the responses. The consolidation of the disagree and strongly disagree percentages gave 26.4%. There is a great difference between the two consolidations. The consolidation was to show that the majority (48.3%) were positive about the statement. This may indicate that some people in the community are sceptical about the educational progress of learners with learning difficulties. A merging of the negative response percentages produced only 26.4%, far less than the positive of

48.3% by 21.9%. According to the DoE (2001), communities have a decisive role to play in the implementation of inclusive education but teachers in the Libode District have had negative experiences when networking collaboratively with community organisations to support learners with barriers.

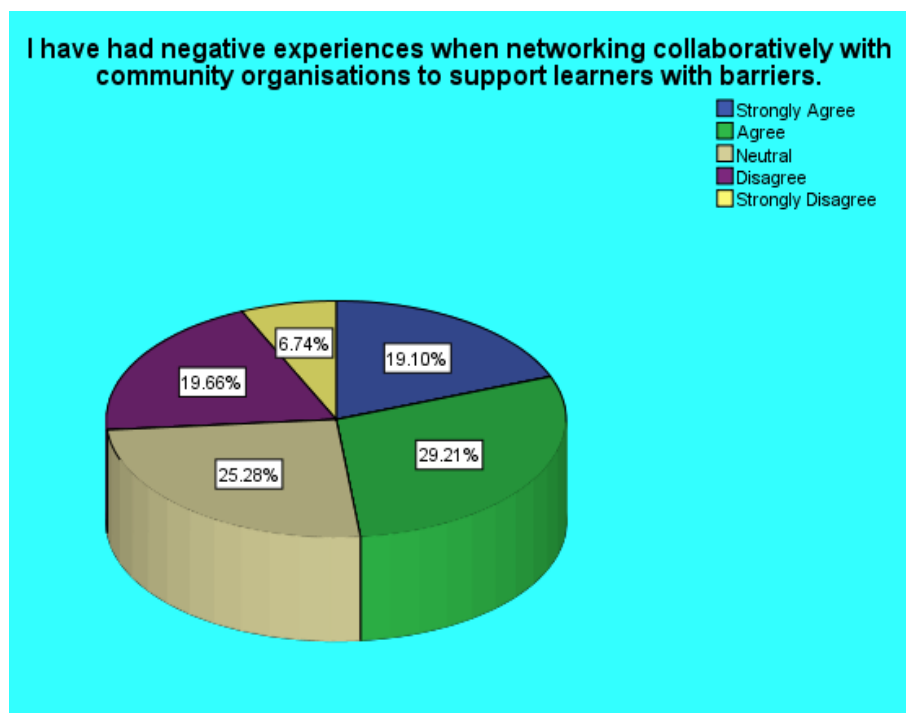


Figure 4.36: I have had negative experiences when networking collaboratively with community organisations to support learners with barriers

Statement 37: My school's Institution Level Support Team (ISLT) is easily accessible when teachers require support regarding barriers to learning, assessment and intervention

The majority (26.4%) were neutral with regard to the statement. However, participants who strongly agreed showed 20.2%, and those who agreed made 24.2%. Consolidating these responses gave 44.4%. The number of responses who strongly disagreed gave 10.7% and those who disagreed, 18.5%; when these responses were consolidated it gave 29.2%. This response percentage was followed by 26.4%, which was formed by those who were neutral. These responses show that teachers believed that their school's ISLT was easily accessible when they required support regarding barriers to learning, assessment and intervention.

Here, the researcher considers barriers to learning and the 'inclusive context' of considerable significance in meeting the needs of learners with specific learning disorders. According to the support that staff are supposed to receive in classrooms, supplementary care support for students with significant care needs arising from disabilities is provided through the Special Needs Assistant (SNA) scheme. SNAs are allocated to assist schools in addressing additional care needs to facilitate the inclusion of students with special educational needs (National Council for Special Education, 2013). According to the DoE (2001), the primary function of the ILST is to put in place properly co-ordinated learner and educator support services.

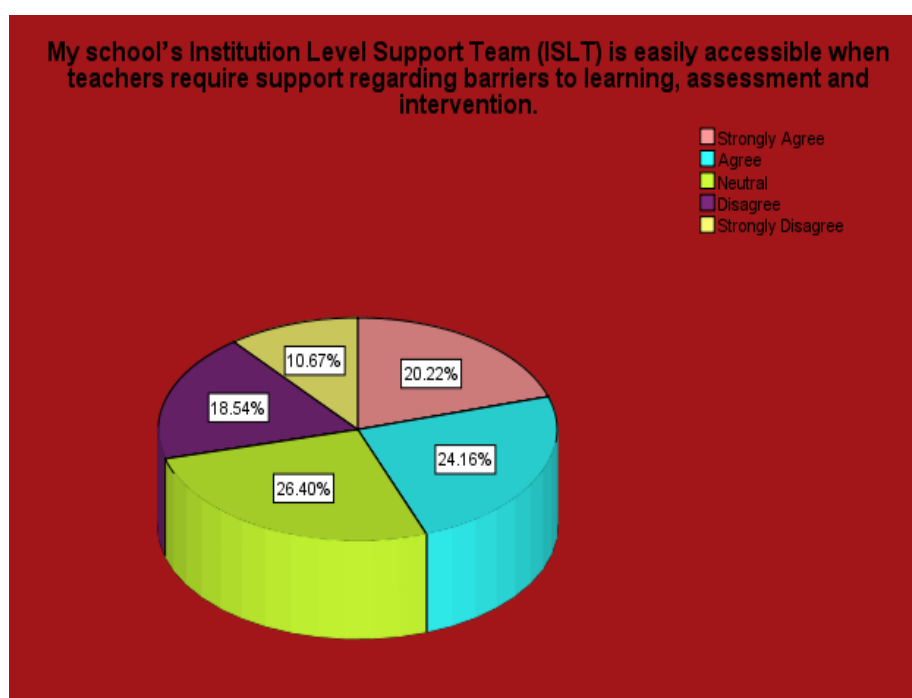


Figure 4.37: My school's Institution Level Support Team (ISLT) is easily accessible when teachers require support regarding barriers to learning, assessment and intervention

4.3. Inferential analysis and interpretations

4.3.1 Introduction

This section of data analysis and interpretation will concern itself with determination of the existence of an association between any two selected variables (statements). It will deal with bivariate data analysis. One of the variables will be a dependent variable, while the other will be the independent variable. The main research

objective of this section is to establish the degree of association between the dependent and the independent variables. The researcher will construct two hypotheses, namely the null and the alternative hypotheses. The rejection of the null hypothesis will depend on the result of the analysis for a given pair of variables.

The basis of interpretation will be the observed p-value. The observed p-value will be compared to the level of significance (whose value will be decided and fixed by the researcher). The null hypothesis will be rejected if the observed p-value is found to be smaller than the level of significance. Rejection of the null hypothesis will be a demonstration of the existence of an association between the two variables. The null hypothesis will state a negation of the existence of association. The analysis will be as simple and to the point of the research objective as possible. The analysis proceeds in the following subsections, that for every pair of variables, four items must be stated: the hypotheses, the level of significance, the observation, the interpretation and the conclusion from the research perspective. The figures were rounded off because rounding numbers makes them simpler and easier to use. Strongly agreed with agreed scores were combined as it was also done to the strongly disagreed with disagreed scores. The rationale behind doing this was to separate the positive responses from the negative responses.

Statement 38: Gender of participant *versus* Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.433

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The gender of a participant does not influence the view that learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase of the mainstream classroom. This means that placement of a learner who requires placement in an Individualised Education Programme (IEP) does not depend on the gender of the teacher.

Statement 39: Gender of participant *versus* My school has access to relevant support services to address a variety of barriers to learning

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.169

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

A school having access to relevant support services to address a variety of barriers to learning does not depend on the gender of the participating educator. Rather, this analysis means that school support services do not depend on the gender of an educator but rather happens without consideration of the gender of the teacher. The researcher finds this to be a show of majority where gender does not influence the fate of a learner.

Statement 40: Gender of participant *versus* FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.165

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The decision of placement in a special of class for FET learners having trouble focusing their attention in class, and being best suited for such placement, does not depend on the gender of an educator. This analysis has shown that placement of FET learners who have trouble focusing in class does not depend on the gender of an educator but rather happens without consideration of the teacher's gender.

Statement 41: Gender of participant *versus* My school's Grade12 failure rate has increased due to learners with special needs

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.776

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The increase of the Grade12 failure rate in learners with special needs in my school does not depend on the gender of participants. Rather, this analysis has shown that the increase in the failure rate in learners with special needs in my school happens without consideration of the teacher's gender. Both males and females believe that

the schools Grade12 failure rate has increased due to learners with special learning needs. There is no distinction between how male teachers and how female teachers feels towards this statement.

Statement 42: Gender of participant *versus* The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.028

Observation: The observed p-value is less than the level of significance.

Decision: Since the p-value is far less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion:

The placement of a learner with learning difficulties in the FET mainstream classroom and not being emotionally detrimental to the learner is not dependent on the gender of the educator. Consolidating the strongly agree response and the agree response between females (20.44) and males (20.99); the females feel that the placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to a learner.

Statement 43: Gender of participant *versus* The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.010

Observation: The observed p-value is less than the level of significance.

Decision: Since the p-value is far less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion:

The attitude that the inclusion of learners with learning difficulties into large FET mainstream classrooms, making it difficult to support the learner with learning difficulties adequately, does depend on the educator's gender. This statement has far-reaching implications and needs to be re-examined to establish the sense behind this result. It is females who feel that inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately.

Statement 44: Age of participant in years *versus* Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.776

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

Learners who require an Individualised Education Programme (IEP), and should not being placed in the FET phase mainstream classroom, do not depend on the age of teachers. Rather, this analysis has shown that learners who require an Individualised Education Programme (IEP) should not being placed in the FET phase mainstream classroom are not influenced by the age of the teachers involved. That is whether that the involved teachers are young or old, the situation would not change.

Statement 45: Age of participant in years *versus* My school has access to relevant support services to address a variety of barriers to learning

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.776

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

Teachers of all ages believe that their schools have access to relevant support services to address a variety of barriers to learning. This analysis has shown that schools have access to relevant support services to address a variety of barriers to learning via the Department of Education. Teachers' access to relevant support services to address a variety of barriers to learning is not influenced by their ages.

Statement 46: Age of participant in years *versus* FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.776

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class. This analysis has shown that the age of teachers has no influence on FET learners who experience difficulties focusing their attention in class and their placement in a special class. That is, whether the teachers involved are young or old, the situation would not be different.

Statement 47: Age of participant in years *versus* My school's Grade12 failure rate has increased due to learners with special needs

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.034

Observation: The observed p-value is less than the level of significance.

Decision: Since the p-value is far less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion:

The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately does depend on the teacher's age. This statement has far-reaching implications and needs to be re-examined to establish the sense behind this result. The age group of teachers between the ages 31-40 years old feels that their school's Grade12 failure rate has increased due to learners with special needs.

Statement 48: Age of participant in years *versus* The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.007

Observation: The observed p-value is less than the level of significance.

Decision: Since the p-value is far less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion:

The attitude of teachers that the placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner does not depend on the age of the participant. The participants between the ages of 21-30 strongly agree (4.42%) and agree (14.36%) that the placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner.

Statement 49: Age of participant in years *versus* The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.433

Observation: The observed p-value is larger than the level of significance

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The age of the participants does not influence the inclusion of learners with learning difficulties into large FET mainstream classrooms and does not make it difficult to adequately support the learner with learning difficulties. The participants between the ages of 21-30 had the highest percentage combined of 29.12%, made up of strongly agree (18.68%) and agree (10.44%). This evidence does support that the placement of a learner with learning difficulties in the FET mainstream classroom is not dependent on the age of participant in years.

Statement 50: Participant's highest qualification *versus* Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.776

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

Regardless of a teacher's level of training or educational qualification the majority of participants felt that learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom. Rather, this analysis has shown that the qualification level of teachers has no influence on their attitude that learners who require an Individualised Education Programme (IEP)

should not be placed in the FET mainstream classroom. That is, whether the involved teachers are less or highly qualified, the situation would not be different.

Statement 51: Participant's highest qualification *versus* My school has access to relevant support services to address a variety of barriers to learning

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.635

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

A school having access to relevant support services to address a variety of barriers to learning is not influenced by the qualification level of teachers. This analysis has shown that qualification level of teachers has no influence on their attitude that schools have access to relevant support services to address a variety of barriers to learning. That is, irrespective of the qualification level of involved teachers, having access to relevant support services to address a variety of barriers to learning, should not be influenced by teachers' qualification level.

Statement 52: Participant's highest qualification *versus* FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.004

Observation: The observed p-value is less than the level of significance.

Decision: Since the p-value is far less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion:

The participant's highest qualifications have an effect on their attitude that FET learners who experience difficulties associated with focusing their attention in class and are best suited for special classes.

Statement 53: Participant's highest qualification *versus* My school's Grade12 failure rate has increased due to learners with special needs

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.035

Observation: The observed p-value is less than the level of significance.

Decision: Since the p-value is far less than the level of significance, the null hypothesis is rejected in favour of the alternative hypothesis.

Conclusion:

This analysis has shown that the highest qualification of teachers has a significant influence on the attitude of teachers that an increase of the matric failure rate is due to learners with special needs in their schools.

Statement 54: Participant's highest qualification *versus* The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.424

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

A teacher's level of educational qualifications does not determine whether or not the educator believes that the placement of a learner with learning difficulties in the FET mainstream classroom is emotionally detrimental to the learner.

Statement 55: Participant's highest qualification *versus* The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.229

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

A teacher's educational qualification does not affect their opinion that the inclusion of learners with learning difficulties into large FET mainstream classrooms. This may result in difficulty in supporting learners with learning difficulties adequately.

Statement 56: Participant's teaching experience in years *versus* Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.494

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The number of years of teaching experience a teacher has does not impact on the teacher's understanding that learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom.

Statement 57: Participant's teaching experience in years *versus* My school has access to relevant support services to address a variety of barriers to learning

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.494

Observation: The observed p-value is larger than the level of significance

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

Schools having access to relevant support services to address a variety of barriers to learning does not depend on the teachers' teaching experience. Furthermore, an educator's teaching experience does not have a direct relationship with a school's access to relevant support services.

Statement 58: Participant's teaching experience in years *versus* FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.374

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

Participants' teaching experience cannot determine if teachers believe that FET learners experiencing difficulties focusing their attention in class can be found to be best suited for placement in a special class. A large percentage of participants between 0-10 strongly agree (17.22%) and agree (22.78%) with this opinion, thus totalling 40% of participants who are of the view that teaching experience does not influence placing in special classes FET learners with difficulties focusing their attention in class.

Statement 59: Participant's teaching experience in years *versus* My school's Grade12 failure rate has increased due to learners with special needs

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.374

Observation: The observed p-value is larger than the level of significance.

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The number of years of teaching experience gained by a participant did not influence the participants' response to the statement on the increase in the school's matric failure rate due to learners with special needs.

Statement 60: Participant's teaching experience in years *versus* The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.790

Observation: The observed p-value is larger than the level of significance

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The analysis shows that the participant's teaching experience in years does not affect their attitude that the placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner.

Statement 61: Participant's teaching experience in years *versus* The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately

Null hypothesis: H_0 : There is no association between the two statements.

Alternative hypothesis: H_1 : There exists at least some significant association between the two statements.

Level of significance: 0.100

The observed p-value is: 0.584

Observation: The observed p-value is larger than the level of significance

Decision: Since the p-value is far larger than the level of significance, the null hypothesis cannot be rejected in favour of the alternative hypothesis.

Conclusion:

The participants' years of teaching experience does not influence their attitude that the inclusion of learners with learning difficulties into large FET mainstream classrooms does not make it difficult to adequately support the learner with learning difficulties.

4.4 Summary of the inferential analysis

Table 1: Summary of the inferential analysis

QUESTION INQUESTIONNA IRE	DEMOGRAPHIC FACTORS			
	GENDER	AGE	QUALIFICATIO N	EXPERIENC E
IEP not to be placed in FET mainstream classroom	0.433	0.776	0.776	0.494
Access to support services	0.169	0.776	0.635	0.494
Placement in special class	0.165	0.776	*0.004 (matric + 4years)	0.374
Matric failure rate increased	0.776	*0.034 (31- 40yrs)	*0.035 (matric + 4yrs)	0.374
Placement not emotionally detrimental to learner	*0.028 (Females)	*0.007 (21- 30yrs)	0.424	0.790
Inclusion in large FET classrooms make support difficult	*0.010 (Females)	0.433	0.229	0.584

4.5. Factor Analysis and Interpretation.

4.5.1 Introduction

This section of the data analysis presents the construction and extraction of factors pertaining to the teachers' data. The teachers' data composed of the same variables,

which were analysed for descriptive presentation. This was done to understand the conceptual construction from the data. A number of considerations have been given to the data. All analyses have been detailed in the following subsections.

4.5.2. Extraction of factors

KMO and Bartlett's Test

The analysis of this section produced an approximate test statistic, which has a Chi-Square distribution, which determined a test statistic of 589.900 with 351 degrees of freedom. The associated p-value is 0.000, which is far less than 0.05, the default level of significance. The small p-value shows that the Chi-Square test statistic of 1,599.694 with 435 degrees of freedom is highly significant. The high significance here implies that the researcher rejects the null hypothesis of nonconformity of the data for factor analysis. This tests the null hypothesis that the correlation matrix is an identity matrix. An identity matrix is matrix in which all of the diagonal elements are one (1) and all off diagonal elements are zero (0). The researcher rejects this null hypothesis. Furthermore, the rejection of the null hypothesis is an indication that the variables in the analysis are not normally distributed, but that they are skewed, which is the main requirement of factor analysis. Skewness is a positive quality in this analysis.

Table 2: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.676
Bartlett's Test of Sphericity	Approx. Chi-Square	1,599.694
	Df	435
	Sig.	.000

Communalities

This is the proportion of each variable's variance that can be explained by the factors (e.g., the underlying latent continua). It is also noted and symbolised as h^2 and can be defined as the sum of squared factor loadings for the variables.

Considering the variables in the analysis, and taking the example of the variable “The implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult” with a communality of 0.602, this means that the extraction of the factors (themes) explained 60.2% of the variability in the indicator (question). Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom (.514). This means that 51.4% of the variability in the indicator was explained by the extraction of the factors. The District Based Support Team (DBST) provides adequate support for our school’s needs (.675). The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school (.699). My school has access to relevant support services to address a variety of barriers to learning (.736). The percentage of variance explanation is for all the variables under the analysis and stated in the table of communalities.

Table 3: Communalities

Communalities		
	Initial	Extraction
The implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult.	1.000	.602
Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom.	1.000	.514
The District Based Support Team (DBST) provides adequate support for our school’s needs.	1.000	.675
The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school.	1.000	.699
My school has access to relevant support services to address a variety of barriers to learning.	1.000	.683
The school curriculum is adapted to meet the individual learning needs of learners with special needs.	1.000	.627
VAR00055 Progressed learners increase the matriculation failure rate in my school.	1.000	.655
VAR00012 It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood.	1.000	.586

VAR00014 Educators use appropriate assessment tools to assess barriers to learning in the FET phase.	1.000	.647
VAR00016 FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class.	1.000	.685
VAR00018 My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom.	1.000	.581
VAR00019 My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive.	1.000	.658
VAR00021 Learners with a history of repeated failure in the Senior Phase (SP) should not be placed in the FET phase mainstream.	1.000	.649
VAR00023 My school's matriculation failure rate has increased due to learners with special needs.	1.000	.572
VAR00024 The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system.	1.000	.541
VAR00025 The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning.	1.000	.552
VAR00027 The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner.	1.000	.533
VAR00028 FET educators do not require specialised training on the special education needs of FET learners in particular.	1.000	.631
VAR00030 The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately.	1.000	.580
VAR00032 Progressed learners from the senior phase should not be placed in the FET phase mainstream classes.	1.000	.616
VAR00034 Teachers in the FET phase at my school are well trained to teach learners with learning difficulties.	1.000	.736
VAR00036 The FET phase School Management Team (SMT) at my school provide support to teachers who have learners with learning difficulties.	1.000	.607
VAR00038 Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources.	1.000	.733
VAR00043 FET phase teachers experience difficulty adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms.	1.000	.645
VAR00044 Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes (IEPs).	1.000	.722

VAR00046 I am competent in supporting learners facing diverse barriers to learning.	1.000	.610
VAR00048 Learners with special education needs do not receive relevant tuition in the FET phase classroom in my classroom.	1.000	.661
VAR00050 The inclusion of learners with learning difficulties do not result in an increase in the workload for FET phase educators.	1.000	.672
VAR00052 I have had negative experiences when networking collaboratively with community organisations to support learners with barriers.	1.000	.536
VAR00054 My school's Institution Level Support Team (ISLT) is easily accessible when teachers require support regarding barriers to learning, assessment and intervention.	1.000	.694

Extraction Method: Principal Component Analysis.

4.5.3 Total variance explained

The total variance demonstrates the number of components that the analysis was able to extract from the data. Under this analysis, 18 components were established for this factor analysis. However, the analysis will only allow seven components. According to Exploratory Factor Analysis, a component is only considered to be one of the factors extracted if the initial eigenvalue is greater than or equal to one. Accordingly, factors from eight up to 18 are not significant and thus, not important and not included. The seven factors are found to be very important where factor one explains 14.847% of the total variance, factor two explains 11.803% of the variance, factor three explains 10.164% of the variance and lastly, factor seven explains 6.048% of the variance. All the seven factors explain a cumulative total percentage of 64.306%.

The cumulative total percentage of 64.308% is high by any standard and shows a significant fraction of the questionnaire's variance was accounted for. Therefore, according to this analysis, seven factors were extracted using principal component factor analysis where close to 65% of all the variables.

Total Variance Explained

The total variance explained demonstrates the number of components that the analysis was able to determine and the percentage of the variance explained by the

extraction of the factors. Under this analysis, 6 components were established for this factor analysis. According to Exploratory Factor Analysis, a component is only considered to be one of the factors extracted if the initial eigenvalue is greater than or equal to 1. For this research, the cut off eigenvalue was 1.432. Accordingly, factors from seven onwards are not significant and thus, not important and not included. The six factors are found to be very important where, factor one explains 16.856% of the total variance, factor two explains 12.442% of the variance, factor three explains 6.846% of the variance and lastly, factor seven explains 4.792% of the variance. All the six factors explain a cumulative total percentage of 51.822%. The cumulative total percentage of 51.822% is high by any standard and shows a significant fraction of the questionnaire's variance was accounted for. Therefore, according to this analysis, six factors were extracted using principal component factor analysis where close to 52% of all the variables in the analysis.

Table 4: Variance explained

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.057	16.856	16.856	5.057	16.856	16.856	3.360	11.201	11.201
2	3.732	12.442	29.297	3.732	12.442	29.297	2.974	9.914	21.115
3	2.054	6.846	36.143	2.054	6.846	36.143	2.827	9.424	30.539
4	1.724	5.747	41.890	1.724	5.747	41.890	2.662	8.874	39.413
5	1.542	5.140	47.030	1.542	5.140	47.030	1.871	6.235	45.649
6	1.438	4.792	51.822	1.438	4.792	51.822	1.852	6.174	51.822
7	1.203	4.011	55.833						
8	1.149	3.830	59.663						
9	1.004	3.346	63.009						
10	.989	3.298	66.308						
11	.866	2.888	69.196						
12	.814	2.714	71.910						
13	.794	2.648	74.558						
14	.750	2.500	77.058						
15	.698	2.325	79.383						
16	.661	2.205	81.588						
17	.630	2.100	83.688						
18	.621	2.071	85.759						

19	.538	1.793	87.552						
20	.496	1.654	89.205						
21	.470	1.567	90.772						
22	.459	1.529	92.301						
23	.393	1.309	93.610						
24	.367	1.222	94.831						
25	.351	1.170	96.001						
26	.333	1.111	97.112						
27	.281	.938	98.050						
28	.255	.851	98.901						
29	.172	.575	99.476						
30	.157	.524	100.000						

Extraction Method: Principal Component Analysis

The scree plot

The scree plot is a graph of the eigenvalues against all the factors. The graph is useful for determining how many factors to retain. The point of interest is where the curve starts to flatten. It can be seen that the curve begins to flatten between factors 6 and 7. Note also that factor 7 onwards have an eigenvalue of less than 1.432, so only six factors have been retained. In the language of this research, six themes have been identified.

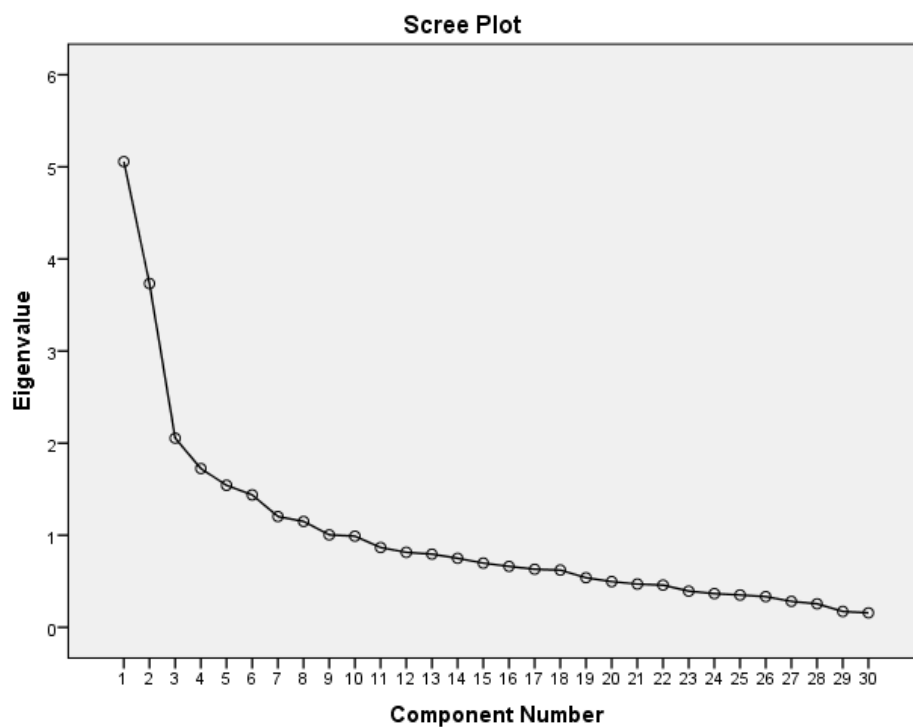


Figure 4.38 Rotated component matrix

In addition to the analyses, a rotated component was equally constructed, factors (themes) extracted and identified. This is based on the theory of rotation. The idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Looking at the table below, we observe the following indicators from the questionnaire with their respective loadings in brackets namely:

Form factor 1 (theme 1), which can be identified as ***“The availability of sufficient resources to meet the needs of FET learners including those requiring special educational needs”***.

- The District Based Support Team (DBST) provides adequate support for our school’s needs (.621).
- The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school (.700).
- My school has access to relevant support services to address a variety of barriers to learning (.706).
- The school curriculum is adapted to meet the individual learning needs of learners with special needs (.634).
- My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive (.525).
- FET educators do not require specialised training on the special education needs of FET learners in particular (.468).
- Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes (IEPs) (-0.457)

The second theme can be identified to be ***“What establishes learners in the FET programme”***.

- Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom (.659).
- My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom (.590).

- Learners with a history of repeated failure in the Senior Phase (SP) should not be placed in the FET phase mainstream (.576).
- The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately (.643).
- Progressed learners from the senior phase should not be placed in the FET phase mainstream classes (.558). FET phase teachers experience difficulties adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms (.452).
- Learners with special education needs do not receive relevant tuition in the FET phase classroom in my classroom (.550).

The third factor is identified to be ***“There is sufficient teaching and learning resources for learners with learning barriers”***. The following questionnaire items form the third theme:

- Teachers in the FET phase at my school are well trained to teach learners with learning difficulties (.776).
- The FET phase School Management Team (SMT) at my school provide support to teachers who have learners with learning difficulties (.554).
- I am competent in supporting learners facing diverse barriers to learning (.682).
- The inclusion of learners with learning difficulties does not result in an increase in the workload for FET phase educators (.453).
- My school’s Institution Level Support Team (ISLT) is easily accessible when teachers require support regarding barriers to learning, assessment and intervention (.698).

It is clearly understood that the fourth factor refers to ***“Learners with different learning requirements can co-exist in the current educational system”***. The fourth factor consists of the following items:

- It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood (0.617).

- FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class (.475).
- The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system (.579).
- The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner (.611).
- Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes (IEPs) (.471).
- I have had negative experiences when networking collaboratively with community organisations to support learners with barriers (.472).

The fifth theme is identified to be ***“Difficulties associated with children with learning barriers”***. The fifth factor is identified to be; the implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult (.620).

- Educators use appropriate assessment tools to assess barriers to learning in the FET phase (-.575).
- My school’s matriculation failure rate has increased due to learners with special needs (.457).
- The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners’ barriers to learning (.571).

The sixth theme is identified to be ***“Obstacles to inclusion of learners with learning barriers into the FET phase”***. The sixth factor constitutes of the following indicators:

- Progressed learners increase the matriculation failure rate in my school (.773).
- Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources (.663).

Table 5: Rotated component matrix

	Component					
	1	2	3	4	5	6
The implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult.					.620	
Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom.		.659				
The District Based Support Team (DBST) provides adequate support for our school's needs.	.621					
The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school.	.700					
My school has access to relevant support services to address a variety of barriers to learning.	.706					
The school curriculum is adapted to meet the individual learning needs of learners with special needs.	.634					
Progressed learners increase the matriculation failure rate in my school.						.773
It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood.				.617		
Educators use appropriate assessment tools to assess barriers to learning in the FET phase.					-.575	
FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class.				.475		
My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom.		.590				
My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive.	.525					
Learners with a history of repeated failure in the Senior Phase (SP) should not be placed in the FET phase mainstream.		.576				
My school's matriculation failure rate has increased due to learners with special needs.					.457	
The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system.				.579		

The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning.					.571	
The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner.				.611		
FET educators do not require specialised training on the special education needs of FET learners in particular.	.468					
The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately.		.643				
Progressed learners from the senior phase should not be placed in the FET phase mainstream classes.		.558				
Teachers in the FET phase at my school are well trained to teach learners with learning difficulties.			.776			
The FET phase School Management Team (SMT) at my school provide support to teachers who have learners with learning difficulties.			.554			
Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources.						.663
FET phase teachers experience difficulty adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms.		.452				
Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes (IEPs).	-.457			.471		
I am competent in supporting learners facing diverse barriers to learning.			.682			
Learners with special education needs do not receive relevant tuition in the FET phase classroom in my classroom.		.550				
The inclusion of learners with learning difficulties do not result in an increase in the workload for FET phase educators.			.453			
I have had negative experiences when networking collaboratively with community organisations to support learners with barriers.				.472		
My school's Institution Level Support Team (ISLT) is easily accessible when teachers require support regarding barriers to learning, assessment and intervention.			.698			

The Component Plot in rotated Space

The following plot shows the constellation of different questionnaire indicators to form different themes. It is seen that those indicators are found to be together.

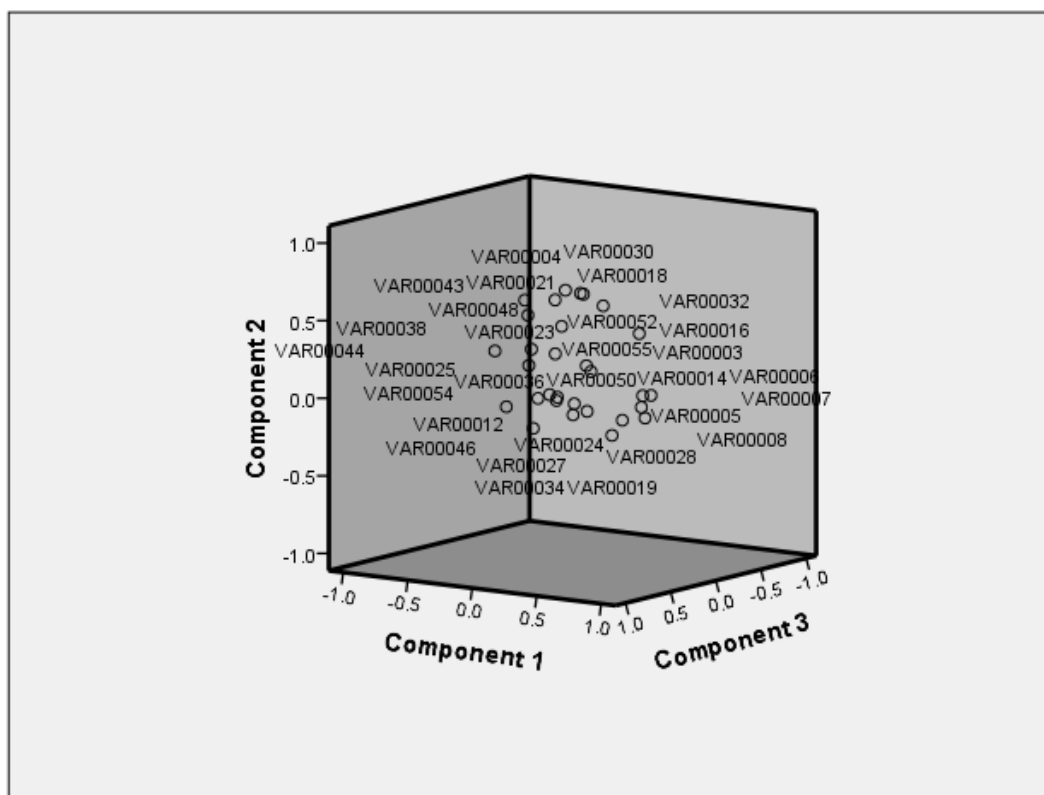


Figure 4.39: Component plot in rotated spaces

4.6 Discussion of themes established in light of the constructivist theory and literature

According to the traditional classroom, a teacher usually begins with the whole part of a planned lesson and emphasizes basic skills, with strict adherence to fixed curriculum using textbooks and workbooks. The instructor gives the materials (knowledge) whereas students receive. The instructor assumes a directive, authoritative role assessing the degree of understanding by testing and correcting answers as feedback. Here, knowledge is inert. Furthermore, students work individually.

The researcher, through the procedure of factor analysis, established the following six research themes:

1. The availability of sufficient resources to meet the needs of FET learners, including those requiring special educational needs.
2. What establishes learners in the FET programme.
3. There is sufficient teaching and learning resources for learners with learning barriers.
4. Learners with different learning requirements can co-exist in the current educational system.
5. Difficulties associated with children with learning barriers.
6. Obstacles to inclusion of learners with learning barriers into the FET phase.

The researcher observes that while some of these themes may agree to a limited extend with the constructivist theory, it is quite evident that most of them disagree. To be more definitive, all the themes so far observed have no direct support of the constructionist theory. To begin with, the availability of sufficient resources to meet the needs of FET learners does not specify the practice of the constructivist theory, which is of paramount importance to this study. It is, however, good news that there are available resources for FET learners. This follows the direction of the constructivist theory. The second theme, which discusses the establishment of the suitability of the learners' candidates to fit in the FET programme, is however silent on the issue of the practice of the constructivist theory. Whereas the constructivist theory refers to a more democratic learning environment and the idea of giving a more research-oriented type of learning structure, the theme refers to a possible rejection of some learners from joining the FET educational system. This theme is at variance with the theory in question.

Though the third theme refers to the availability of sufficient teaching and learning resources for learners with learning barriers, it does not expound on the issue of the type of approach to teaching methods. How the learners will be guided through the learning process is not clear, though from the theme construction, the reference here should be the traditional learning approach.

The fourth theme merely refers to the co-existence of learners with different learning requirements to co-exist in the current educational system. This again does not clearly pronounce whether the teaching method will be based on the traditional, the constructivist theory or any other theory.

On a similar note, the other two themes on difficulties associated with children with

learning barriers and obstacles to inclusion of learners with learning barriers into the FET phase, the researcher does not find any link between the two themes with the constructivist theory. This is because the constructivist theory is a teaching technique, whereas the stated themes do not explore the teaching approach. The researcher is of the view that the themes and the theories address completely different issues. While the themes address the availability of the learning resources, the idea of co-existence of learners with different learning requirements, the availability of teaching and learning resources for learners with learning barriers, experiences of learners with learning barriers, the theories under this research are fundamentally based on the teaching approach. The two do not really address the same issues. It is unquestionable that the theories at hand try to look at improvement of teaching at any level.

In summary, hypothesis number one of this study, that stipulates that the attitudes of FET phase teachers in Libode District in the Eastern Cape Province toward the implementation of inclusive education is unfavourable, cannot be rejected. Although there are some teachers who responded positively on some statements, the majority of teachers responded negatively to most of the statements that were directly linked with the investigation of teachers' attitudes toward inclusive implementation.

Additionally, hypothesis number two of the study, that says teachers' demographic characteristics (such as age, gender, marital status, highest qualification, teaching experience, grade taught and number of learners in participants' classes) have an influence on the implementation of inclusive education, can be rejected. This followed the responses of many participants, who revealed that there is no existence of an association between these demographic characteristics and the implementation of inclusive education.

Although some demographic characteristics, such as teachers' highest qualification *versus* attitude towards inclusion, the relationship is positive, most demographical characteristics showed no influence of the other demographic characteristics on the implementation of inclusive education.

4.7 Discussion of findings with regard to objectives

4.7.1 Discussion with regard to objective 1

From chapter one, objective one was to determine the attitudes of FET phase teachers in the Libode District in Eastern Cape towards the implementation of inclusive education. The majority of participants (56,6% in statement eight) concurred that the implementation of Inclusive Education in the FET phase in their schools is difficult. According to the DoE (2001), Inclusive Education is to change attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners. Thus, the majority of FET phase teachers in the Libode District still believe that inclusion is difficult. When combining statement number nine, that says learners who require an Individualized Education Program (IEP) should not be placed in the FET phase mainstream class, and statement number 17, that states that the FET phase learners who experience difficulties focusing their attention in class are best suited for placement in a special class, 59,9% and 64,9% respectively, which are the majority of participants, either agreed or strongly agreed with these statements. However, different learning needs may also arise because of negative attitudes to inclusion and stereotyping of differences (DoE, 2001).

Comparing responses for statement 14, that says progressed learners increase the Grade12 failure rate in the FET phase and statement number 21, that says the school's Grade12 failure rate has increased due the learners with special needs, 79,1% and 53% respectively were obtained which is the majority who support the statements.

Considering statement number 20, which states that learners with a history of repeated failure in the Senior Phase should not be placed in the FET mainstream, and statement number 27, which stipulates that progressed learners from Senior Phase should not be placed in the FET phase mainstream classes, 52.4% and 58% respectively either agreed or strongly agreed with these statements.

The present study concludes that the majority of Further Education and Training Phase teachers in the Libode district hold negative attitudes towards the implementation of inclusive education. According to Woodcock (2013), negative attitudes can have dangerous consequences, leading students to respond negatively and behave accordingly. These findings are consistent with the following studies.

Nel, Miller, Hugo, Helldin, Backmann, Dwyer, and Skarlind (2011) compared the influence of South African and Swedish teacher's attitudes toward the practical application of inclusive education in the classroom. Their findings showed Swedish teachers had more positive attitudes with regard to the implementation of inclusive education than South Africans.

Vaz, Wilson, Falkmer, Sim, Scott, Cordier, and Falkmer (2015) studied factors associated with teachers' attitudes toward inclusive education in Western Australia. Using a cross sectional survey, they found that age, gender and training were factors influencing teachers' attitudes to inclusion. As such, female teacher trainees were reported to be more tolerant in implementing inclusive education. However, in their study, these authors discovered that class size and years of experience in teaching students with disabilities did not significantly influence the attitudes of teachers toward inclusiveness.

Hoffman (2014) investigated factors that were related to teacher's attitudes and perception of self-efficacy toward pupils with disabilities, and the problems teachers experienced in the implementation of inclusive primary education in Tanzania. The findings showed that significant, but low, correlations were found for the relationship between teachers' attitudes and age, working experience, and class size. According to Hoffman (2015), working experience in inclusive education is significantly and positively related to attitudes toward including pupils with disabilities in the mainstream. However, his findings revealed that gender, class size and training did not relate significantly to teachers' attitudes toward inclusion.

4.7.2 Discussion with regard to objective 2

From chapter one, objective number two seeks to investigate the relationship between demographic characteristics (such as age, gender, teacher's highest qualifications and teaching experience) of the participants, and the implementation of inclusive education.

The results on the relationship between the gender of participants and the view that learners who require an Individual Education Program (IEP) should not be placed in the FET phase mainstream classroom show that the gender of the participants does not influence the view that learners who require an IEP should not be placed in the

FET phase mainstream classroom. This means that placement of learners who require an IEP does not depend on the gender of the teachers.

The results on the relationship between the gender of the participants, and the view that learners who experience difficulties focusing their attention in class are best suited for placement in a special class, show that, it does not depend on the gender of teachers.

The results on the relationship between the gender of the participants, and the view that learners who require an Individualized Education Program (IEP) should not be placed in the FET phase mainstream classroom, show that it does not depend on the gender of teachers. Thus, that attitude is not influenced by the gender of the teachers involved. The findings of this research are consistent with the findings from other research studies.

Motala (2010), who investigated the attitudes of Department of Education district officials toward inclusive education, showed that participants who have experience in teaching learners with disabilities, had significantly more positive attitudes toward the inclusion of learners with learning difficulties at mainstream schools, than those officials who did not have experience in teaching learners with disabilities. Motala (2010) concluded that there is no significant difference between officials' demographical characteristics, such as gender and age, and including learners with difficulties in mainstream schools.

Nel, Miller, Hugo, Helldin, Backmann, Dwyer, and Skarlind (2011), who compared the influence of South African and Swedish teacher's attitudes toward the practical application of Inclusive Education in the classroom, found biographic characteristics revealed that the South African sample had less general teaching experience and were less qualified than their Swedish counterparts. The Swedish group showed more positive attitudes towards the implementation of inclusive education than the South Africans.

Woodcock (2013) investigated trainee teacher's attitudes toward students with specific learning disabilities. Findings showed that there were no differences found on demographic characteristics, such as gender, and the amount of experience that trainee teachers had with students with specific learning disabilities, and the attitude toward such students. However, trainee teachers with the most positive attitudes

toward students with specific learning disabilities were primary school trainee teachers, and conversely those with the least positive attitudes toward students with specific learning disabilities were secondary school trainee teachers.

When comparing the ages of participants with the view that FET phase learners, who experience difficulties focusing their attention in class, are best suited for placement in a special class, the results show that the ages of teachers have no influence on their attitude to this statement.

The results from comparing the ages of participants and the view that inclusion of learners with learning difficulties in the FET phase mainstream classroom makes it difficult to support the learners with learning difficulties adequately, shows that the age of teachers has no influence on teachers' attitudes towards this statement.

Participant's highest qualification has proved to be having no influence on the view that learners who require an Individualized Education Program (IEP) should not be placed in the FET phase mainstream classroom. On the contrary, the results from comparing the participants' highest qualification and the view that learners who experience difficulties focusing their attention in class are best suited for placement in a special class, show that there is a relationship between the two. Thus, teachers' levels of education have an influence on their attitudes towards this point. The teachers that are more qualified (with Matric plus four years of training upwards), support this view, as compared to those who are less qualified (without matric and without training, and those with matric plus three years of training).

Also, the results from comparing the participant's highest qualification, and the view that Grade12 failure rate has increased due to special needs, show that there is a relationship between the two. Teachers' level of education has an influence on the view that the Grade12 failure rate has increased due to the learners with special needs. The teachers that are more qualified (with Matric plus four years of training upwards) support this view, as compared to those who are less qualified (without matric, and without training, and to those with matric plus three years of training).

When comparing the participants' highest qualification and the view that inclusion of learners with learning difficulties in the FET phase mainstream classroom makes it difficult to support the learners with learning difficulties adequately, the results show that there is no influence or relationship between the two.

Participants' teaching experience in years has proved to have no influence on the opinion that learners who experience difficulties focusing their attention in class are best suited for placement in a special class. When comparing the participant's teaching experience in years, and the view that schools' Grade12 failure rate has increased due to learners with special needs, the results show that there is no influence or relationship between the two.

When comparing the participants' teaching experience and the view that inclusion of learners with learning difficulties into FET phase mainstream classroom makes it difficult to support the learners with learning difficulties adequately, the results show that there is no influence or relationship between the two.

The results of the study indicate that out of the seven demographic characteristics chosen, the following are found to be the significant predictors of negative attitude towards the inclusion of learners with learning difficulties in the mainstream FET phase schools and classroom: level of training as a teacher (teacher's highest qualification), experience in years of teaching, grade taught by the teachers, and the number of learners in the participants' class.

To summarise, there does not appear to be a relationship between gender, age and marital status of the Libode District FET phase teachers and implementation of inclusive education. This study is consistent with the study by Motala (2010), who investigated the attitudes of Department of Education district officials toward inclusive education. Motala (2010) concluded that there was no significant difference between officials' demographical characteristics, such as gender and age, and their attitude towards including learners with difficulties in mainstream schools.

4.8 Conclusion.

The results obtained from the study could potentially help in raising awareness of the support received by FET phase teachers, regarding the implementation of inclusive education as a policy, as well as raising awareness and empowering teachers to improve their own practice as they implement the Inclusive Education Policy (White Paper 6), which might lead to the attainment of positive attitude towards the implementation of inclusive education. This could potentially assist in the improvement of Grade 12 results in the Libode district which would eventually

improve Eastern Cape Grade 12 results. In the following chapter, are commendations, limitation, implications of the study and avenues for further research.

Chapter 5 Recommendations, limitations, implications of the study and avenues for further research

5.1. Introduction

This chapter discusses the recommendations, limitations, implications of the study and the avenues for further research.

5.2. Recommendations of the study

5.2.1 Availability of implementation guidelines for FET phase schools

It is recommended that an implementation guide regarding inclusive education be made available to all FET phase schools, and it should be monitored by the Department of Education Libode District officials, in order that the guide reaches the teachers in the FET phase level, so as to ensure that it is implemented in the planned way. This can be done through the employment of inclusive education specialists, who will warrant efficient visits to schools in order to facilitate the smooth implementation of the Inclusive Education Policy White paper 6 (DoE, 2001), in all FET phase schools.

5.2.2 In-service training of the FET phase teachers on inclusive education

It is crucial that all FET phase teachers, in all FET schools, should receive adequate in-service training on inclusive education. Thus, improved academic skills, communication skills, and peer relationships for all, which are the most important benefits of inclusion, will be acquired. This can be done through inclusive education specialists in the district office, who can also utilize General Education and Training (GET) phase teachers from those school that the district officials know are implementing inclusive education successfully.

5.2.3 Participation of FET phase school teachers in the planning phase for the implementation of inclusive education

The participation of teachers in the planning phase at school level to implementation inclusive education is indispensable, and needs to be examined significantly. This can be done by allowing teachers an opportunity to compile programmes about

assisting learners with learning problems, procedures for assisting with learning problems, access to the needed resources, such as human resources, and maintaining procedures in order to check if the programme is being followed as planned. The whole process at school level can be led by the School Management Team (SMT) and the School Based Support Team (SBST).

5.2.4 Involvement of stakeholders (parents and experts in relevant fields) in the implementation of inclusive education

Different stakeholders should be involved in the implementation of the Inclusive Education Policy. These stakeholders include amongst others, inclusive education specialists from the Department of Education, professionals from the Department of Education such as psychologists, occupational therapists, audiologists and physiotherapists, and social workers, and teachers, school governing bodies and other specialists from different fields. This can be done by holding consultative meetings with these stakeholders and including them in assisting the teachers with learners with learning problems.

5.2.5 Providing FET phase schools and special education needs learners with relevant resources

The Department of Inclusive Education specialists should ensure that the necessary resources for both teachers and learners with learning problems are relevant, and planning must ensure that only attainable resources are included. Schools should work collaboratively with departmental officials in providing the resources to learners and teachers, as lack of resources prevents successful implementation of inclusive education.

5.2.6 Introduction of modularization to progressed learners in the FET phase schools

It is recommended that progressed learners should be encouraged in their Grade12 final examination to write only those subjects that they have passed in March, June and September of that particular year (this is modularization). This would help to reduce the work load for these learners who need extra attention and more tuition time. They should write the remaining subjects in the June exams of the following year (as it is allowed by the Department of Education), so as to improve the matric results. This can be done through the involvement of all professional in the

Department of Education district office, which includes circuit managers, subject advisors, therapists and inclusive education specialists. Other stakeholders, including the mayor's office, municipality managers, ward counsellors, chiefs and parents, should also be involved so as to make modularization successful. However, the school management teams and district officials should make sure that the learners who have modularized do attend classes in their respective schools up until they write their final exams, in the remaining subjects, in June of the following year.

5.2.7 Strengthening subject choices in FET phase feeder schools in grade eight and nine for grade ten subject streams

It is crucial that the psychologists from the Department of Education, life orientation subject advisors, parents and life skills subject teachers strengthen the subject choices of grade eights and grade nines of the FET phase feeder schools. This will help to ensure that learners in Grade 10 choose those subjects in which they can achieve. Learners who show more potential with vocational skills should be encouraged to opt for furthering their studies in the Further Education and Training Vocational Schools once they pass Grade nine, instead of enrolling in an academic school and possibly finding it very difficult to pass grade 12, and thus increasing the dropout and matric failure rate.

In conclusion, the researcher recommends that the participation and involvement of all stakeholders should be encouraged in the implementation of inclusive education. This may change the attitudes of FET phase teachers towards inclusive education implementation.

5.3. Limitations of the study

The study employed only the quantitative research design. Thus, the instrument used for the data collection was only a questionnaire, which tends to have disadvantages such as dishonesty, a difficulty in conveying feelings and emotions, participants finding questions difficult to analyse, a lack of personalization, and participants who may have hidden agendas. It would have been proper if the study could have employed both quantitative and qualitative research design, so as to include open-ended questions that would have explored the qualitative in-depth aspects of the topic.

The study objectives were limited to only two objectives –the attitudes of teachers on implementation of inclusive education and the relationship between demographic characteristics and their attitude towards inclusive education. This prevented the exploration of factors such as the support provided by relevant stakeholders, and the factors or challenges that may hinder the implementation of inclusive education that may have led to the attitudes displayed by the teachers.

The sample randomly selected only 182 teachers, of 12 randomly selected FET phase schools, in only one district (Libode), of the 23 districts in Eastern Cape. The results may therefore not be generalized to the Eastern Cape Provincial and National FET phase schools in South Africa.

It was difficult to get the FET phase teachers to fill in the questionnaire, even during the schools' break time, as they always complained of tight schedules and heavy workloads, and working under the pressure of producing acceptable Grade 12 results, which is always a challenge not only in the district, but also in the Eastern Cape Province, and in South Africa in general. This could compromise the accuracy of the data as they filled in the questionnaire using far a shorter time than expected.

The majority of participants lack experience as they fell into the category of having between 0-10 years of teaching experience, which can also compromise the quality of data collected.

5.4. Implications of the study

The finding that the FET phase teachers in the Libode District generally present negative attitudes toward the implementation of inclusive education predicts negative results in the implementation of inclusive education by FET phase teacher in the Libode District. The positive attitudes of the teachers are critical since they are the actual implementers of inclusive education, who work collaboratively with learners, parents, and even with the DoE officials as implementers of the Inclusive Education Policy –White paper 6 (DoE, 2001), at school, district, provincial and national level.

The negative attitudes that the FET phase teachers in the Libode District present toward inclusion also postulates challenges on inclusion not only to the Libode District, but also to both the Provincial and National Department of Education. Studies affirm that teacher attitudes and expectations are significant barriers to the

successful implementation of inclusive classrooms and equitable participation (Vaz et al., 2015).

Inclusive education has shown a positive impact on employment outcomes (Okongo, Ngao, Rop, & Nyongesa, 2015). It has been generally approved that the meaning behind inclusive education is enclosed in the delivery of high quality education for all learners (Anderson & Boyle, 2015).

The negative attitudes of FET phase teachers on inclusion in the Libode District suggest that the high percentage of learners with disabilities are not attended to, and they merely progress from grade to grade because of the current curriculum policies of grade and phase promotion. Thus, the problem of underperformance in this district will remain glaring. Unfortunately, if Libode District is underperforming, especially with regards to Grade 12, because of its huge size of 426 schools, being the second biggest district of the Eastern Cape Province (Education Management Information Systems Statistics, 2017), the Eastern Cape Province will remain underperforming.

It is crucial that the Eastern Cape Department of Education, especially Libode District, probe the ways in which these attitudes can be changed so as to drastically improve the education situation in Libode District. The results obtained from this study can potentially assist in raising awareness of the attitudes of the FET Phase teachers in the Libode District on the implementation of inclusive education, as well as empowering teachers to change their attitudes towards it, as they are responsible for the implementation of the Inclusive Education Policy White Paper 6 (DoE, 2001).

5.5. Avenues for further research

This study unfolded the following avenues for further research.

5.5.1. A comparative study of the attitudes of Further Education and Training Phase teachers from more than one district toward the implementation of inclusive education.

5.5.2. The attitudes of FET phase teachers toward the inclusion of learners with visual, auditory and/or physical abilities, which require high levels of support in the mainstream FET phase classroom (each disability category can constitute a study on its own).

5.5.3. FET phase teachers' concerns toward the implementation of inclusive education as a function of their differences in demographic characteristics.

5.5.4. The attitudes and concerns of FET phase teachers toward the conversion of designated schools into full service schools.

5.5.5. The attitudes and concerns of FET phase teachers toward the conversion of special schools into resource centres.

5.6. Conclusion

The study was successful in determining the nature of the attitudes of FET phase teachers toward the implementation of inclusive education and investigating the relationship between the demographic characteristics and the teachers' attitudes towards the implementation of inclusive education. This study has prompted many recommendations which, if implemented by both the Provincial and National Department of Education, can intensify inclusive education in South Africa, and improve the Grade12 results in the Eastern Cape Province.

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ANNEXURES

ANNEXURE A: CONFIRMATION OF PROJECT REGISTRATION

**UNIVERSITY OF ZULULAND
HIGHER DEGREES COMMITTEE**



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>

Private Bag X1001

KwaDlangezwa 3886

Tel: 035 902 6887

Fax: 035 902 6222

Email: ManqeS@unizulu.ac.za

Confirmation of Project Registration

Registration Number	S985/16									
Project Title	The attitudes of Further Education and Training (FET) phase teachers towards the implementation of inclusive education in Libode District, in the Eastern Cape.									
Principal Researcher/ Investigator	Mcoteli NT									
Student number	201640035									
Supervisor and Co-supervisor	Dr S Govender					Ms SS Makhubu				
Department	Educational Psychology and Special Education									
Nature of Project	Honours/4 th Year			Master's		x	Doctoral			Other

Dear Student

I have the pleasure of informing you that the Higher Degrees Committee, at its meeting held on 23 September 2016, approved your research proposal.

Please note: Your proposal can now be considered for ethical clearance after which you can apply for research funding. Kindly provide this letter with your ethical clearance certificate when submitting your final thesis for external examination.

Yours sincerely,

Mr. Siyanda Manqe
Post-graduate Studies
21 June 2016



ANNEXURE B: ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: MangeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/319									
Project Title	The attitude of further education and training (FET) phase teachers towards the implementation of inclusive education in Libode District in the Eastern Cape									
Principal Researcher/ Investigator	NT Mcoteli									
Supervisor and Co-supervisor	Dr S Govender					Ms SS Makhubu				
Department	Educational Psychology and Special Education									
Nature of Project	Honours/4 th Year			Master's		x	Doctoral			Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) This certificate is valid for 2 years from the date of issue.
- (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-31 October 2017]
- (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

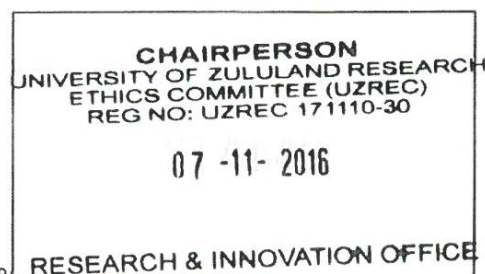
The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research


 Professor Gideon De Wet
 Chairperson: University Research Ethics Committee
 Deputy Vice-Chancellor: Research & Innovation
 07 November 2016

NT Mcoteli - PGM 2016/319



**ANNEXURE C: LETTER REQUESTING PERMISSION FROM EASTERNCAPE
DEPARTMENT OF EDUCATION**



Province of the
EASTERN CAPE
EDUCATION

***APPLICATION TO CONDUCT RESEARCH IN THE
EASTERN CAPE DEPARTMENT OF EDUCATION***

THIS APPLICATION FORM MUST BE COMPLETED AND SUBMITTED IN HARD AND
ELECTRONIC COPY TO:

The Director
Strategic Planning Policy Research & Secretariat Services
Eastern Cape Department of Education

Private Bag X0032
Bhisho
5605 (Postal address)

OR

Fax to: 040 608 4574/ 086 742 4942

OR

email: babalwa.pamla@ecdoe.gov.za
cc fundiswa.pakade@edu.ecprov.gov.za

OR

Deliver to
Steve Vukile Complex
Zone 6
Zwelitsha
5608 (Physical address)

ENQUIRIES: Babalwa Pamla
Tel: 040 608 4537/4035/4773

**EASTERN CAPE DEPARTMENT OF EDUCATION
RESEARCH APPLICATION FORM**

**SECTION A
TO BE COMPLETED BY RESEARCHER**

1. PARTICULARS OF THE RESEARCHER

1.1	Details of Researcher
<i>Surname:</i>	MCOTELI
<i>First Name/s:</i>	NOMBUYISELO TRACEY
<i>Title (Prof / Dr / Mrs / Ms / Mr):</i>	Mrs
<i>Student/Staff Number (if applicable):</i>	201640035

1.2	Contact Details
<i>Institution/Home Address</i>	<i>Postal Address (if different)</i>
NO.6 INTSASA STREET	
SOUTHERNWOOD	
MTHATHA	
Postal Code: 5100	<i>Postal Code:</i>
Contact No.: 083 948 0082	Fax No: 047 531 1314
Email address: tmcoteli@yahoo.com	

2. DETAILS OF THE PROPOSED RESEARCH

2.1	Level of Study (place an "X" in the appropriate column)		
<i>Honours</i>	<i>Masters</i>	<i>Doctorate</i>	
	X		
<i>Other (specify):</i>			

2.2	Full title of Thesis / Dissertation / Research Project (attach detailed research proposal) Application will not be considered if proposal is not attached
THE ATTITUDES OF FURTHER EDUCATION AND TRAINING (FET) PHASE TEACHERS TOWARD THE	
IMPLEMENTATION OF INCLUSIVE EDUCATION IN LIBODE DISTRICT IN THE EASTERN CAPE	

2.3	Student and Postgraduate Enrolment Particulars (if applicable)
<i>Name of institution where enrolled:</i>	UNIVERSITY OF ZULULAND
<i>Faculty:</i>	EDUCATION
<i>Department:</i>	EDUCATIONAL PSYCHOLOGY AND SPECIAL NEEDS
<i>Name of Supervisor:</i>	DR S. GOVENDER

3. RESEARCH INFORMATION

3.1. Institutions where research will be undertaken

<i>Name of Institution</i>	<i>Type of Institution (primary school, secondary school, technical school, ECD centre, LSEN, FET college, ABET)</i>
CHIEF HENRY BOKLENI	SENIOR SECONDARY SCHOOL (FET) PHASE
D. Z. DUMEZWENI	SENIOR SECONDARY SCHOOL (FET) PHASE
NDAMASE	SENIOR SECONDARY SCHOOL (FET) PHASE
NGQELENI	SENIOR SECONDARY SCHOOL (FET) PHASE
NOGEMANE	SENIOR SECONDARY SCHOOL (FET) PHASE
NTSHILINI	SENIOR SECONDARY SCHOOL (FET) PHASE
NYANGILIZWE	SENIOR SECONDARY SCHOOL (FET) PHASE
PANGALELE	SENIOR SECONDARY SCHOOL (FET) PHASE
RIVERSIDE	SENIOR SECONDARY SCHOOL (FET) PHASE
SANDI	SENIOR SECONDARY SCHOOL (FET) PHASE
SEHOSHE	SENIOR SECONDARY SCHOOL (FET) PHASE
ST PATRICS	SENIOR SECONDARY SCHOOL (FET) PHASE

If Head Office/s (Please indicate Chief Directorate/s and Directorates)

3.2. Total number of learners and staff to be involved:

	Learners	Educators	Principals	Support Staff	Administrative Staff	Lecturers	Other:
Number	-	180	-	-	-	-	-

3.3. Time of day that you propose to conduct your research. Please mark with an "X".

School Hours	During Break	After School Hours
-	X	-

3.4. Did you receive a bursary from the ECDOE? Yes/No
.....NO.....

3.5. Expected date of commencement of study (DD/MM/YYYY): 05/02/2016

3.6. Expected date of completion of study (DD/MM/YYYY): 15/12/2017

SECTION B
TO BE COMPLETED BY THE UNIVERSITY/INSTITUTION WHERE THE RESEARCHER IS REGISTERED FOR RESEARCH

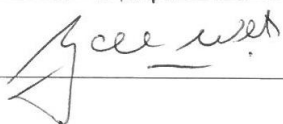
**University application to access Eastern Cape schools
for research purposes**

This form is to be completed in any of the following three cases:

- A. Student undertaking an M.Ed or PhD within Eastern Cape school/s
- B. Academic undertaking research in Eastern Cape school/s
- C. Academic applying for group project undertaken by a number of students within a particular programme in Eastern Cape schools (for example for Honours level research project)

This form is not to be completed in the case of research undertaken outside of a University structure.

1) Name of university	UNIVERSITY OF ZULULAND	
2) Type of application (See above and indicate one)	A. Student	X
	B. Academic	
	C. Group project	
3) Name of student/academic/ group project coordinator	MCOTELI NOMBUISELO TRACEY	
4) Student number/ Staff number	201640035	

5) Qualification (where applicable, or indicate if not for qualification purposes)	M.ED (EDUCATIONAL PSYCHOLOGY)
<p>Title of research:</p> <p>THE ATTITUDES OF FURTHER EDUCATION AND TRAINING (FET) PHASE TEACHERS TOWARD THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN LIBODE DISTRICT IN THE EASTERN CAPE</p>	
6) Supervisor/s' names (where applicable)	DR S. GOVENDER
7) Contact email for (A) supervisor, or (B) academic researcher, or (C) programme coordinator (as applicable)	GovenderS@unizulu.ac.za
<p>The completion of this form indicates that the university's processes for proposal approval by the Higher Degrees Committee and Ethical clearance have been followed.</p> <p>Reference number and documentary proof of Ethical Clearance: Ref number: (proof must be attached)</p> <p>Reference number and documentary proof of approval by Higher Degrees Committee: Ref no: (proof must be attached)</p> <p>This entailed ensuring that the proposed research meets the criteria of, inter alia:</p> <ul style="list-style-type: none"> • Sensitivity - towards participants and institutions, including issues of informed consent and ethical considerations around beneficence and non-maleficence; • Significance – that the study has merit and meaning and has a contribution to make; • Accountability – that the researcher understands the responsibilities associated with research in schools and takes issues of validity, reliability and trustworthiness into account; • Appropriateness – that the research design is aligned to its intentions and to the context of the study. 	
Date	17/1/17
University Research Office stamp / signature	

5. COMMITMENT FORM FOR CONDUCTING RESEARCH IN THE EASTERN CAPE DEPARTMENT OF BASIC EDUCATION

I, (Title, surname and names in full) Mrs MCOTELI NOMBUYISELO TRACEY

residing at (Full address) NO.6 INTSASA STREET

SOUTHERNWOOD

MTHATHA

5100

commit myself to the following 16 items regarding my research:

1. To effect no changes with respect to my questionnaire/method of work after having my research application approved by the Department. Any changes I might make shall be submitted to the Department for approval.
2. That I am prepared on request of the department, at my own cost, do a presentation to one preferred audience, once off.
3. That, after having obtained permission to continue with my research project from the Department, I shall negotiate with the relevant areas and/or schools regarding final arrangements for visits.
4. That I will not to use the Department's written letter of consent as a means of making unreasonable demands on an office/institution.
5. To involve persons in my research project on an absolutely voluntary basis – these persons being all those concerned (including pupils) and all others associated with the Department as well as with all offices/institutions under the control of the Department. Parental/community approval shall be obtained should such a measure be prescribed by the Department.
6. Not to remove files/records/documents from the offices and institutions of the Department should information contained in these files/records/documents be needed; to obtain such information under the supervision of a Departmental official assigned by the Department; and to select only information applicable to my research project.
7. To present the Department with a copy of my final paper/report/dissertation/thesis free of charge in hard copy and electronic format.
8. Not to visit (conduct research or any field work) at institutions (schools) during the fourth school term unless permission has been granted.
9. To allow the research to be published on the Departmental website.

SIGNATURE OF APPLICANT: 

PRINT NAME IN FULL: MCOTELI NOMBUYISELO TRACEY

DATE: 2016/09/19

PLACE: UNIVERSITY OF ZULULZND

Tel no (h): **Tel no (w):** 047 531 4067

Cell no: 083 948 0082

Fax no.: 047 531 1314

SIGNATURE (Department of Education):

NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES

DATE:

END OF DOCUMENT

ANNEXURE D: LETTER OF PERMISSION TO CONDUCT RESEARCH INEASTERNCAPE SCHOOLS



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES

Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: NY Kanjana

Email: nykanjana@live.co.za

Date: 27 February 2017

Mrs. Nombuyiselo Tracey Mcoteli

No. 6 Intsasa Street

Southernwood

Mthatha

5100

Dear Mrs. Mcoteli

PERMISSION TO UNDERTAKE A MASTERS THESIS: THE ATTITUDES OF FURTHER EDUCATION AND TRAINING (FET) PHASE TEACHERS TOWARD THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN LIBODE DISTRICT IN THE EASTERN CAPE

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in twelve Secondary Schools under the jurisdiction of Libode District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;



**ANNEXURE E: ACCESS LETTER TO THE DISTRICT DIRECTOR TO
CONDUCT RESEARCH**

No. 6 Intsasa Street
Southernwood
Mthatha
5100

The District Director
Libode Mega District
KD Building
Mthatha
5099

Date: _____

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Faculty of Education at the University of Zululand in the Department of Educational Psychology and Special Education. My supervisor is Dr S. Govender.

The proposed topic of my research is: THE ATTITUDES OF FURTHER EDUCATION AND TRAINING (FET) PHASE TEACHERS TOWARD THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN LIBODE DISTRICT IN THE EASTERN CAPE. The objectives of the study are:

- (a) To determine the attitudes of FET phase teachers in the Libode District in Eastern Cape toward the implementation of inclusive education
- (b) To investigate the relationship between demographic characteristics (such as age, gender, race, education, marital status and income) and the implementation of inclusive education.

I would like permission for the teachers in your school in district to assist in the research project, I have attached to this letter:

- (a) A copy of the letter giving me permission by the Eastern Cape Department of Education, Research Unit to conduct research at schools in your district.
- (b) A copy of an ethical clearance certificate issued by the University Of Zululand's Ethical Research Committee
- (c) A copy the research instrument to be used in the research project.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Cell number: 083 948 0082

e-mail : tmcoteli@yahoo.com

Supervisor : Dr S. Govender

e-mail : GovenderS@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a report of the findings should you request one.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Mrs Nombuyiselo Tracey Mcoteli

N.T. Mcoteli

STUDENT NUMBER: 201640035

STUDENT PSYCHOLOGIST

UNIVERSITY OF ZULULAND

ANNEXURE F: ACCESS LETTER TO THE SCHOOL PRINCIPALS TO CONDUCT RESEARCH

No. 6 Intsasa Street
Southernwood
Mthatha
5100

The Principal: _____

Senior Secondary School: _____

Private Bag: _____

Date: _____

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Faculty of Education at the University of Zululand in the Department of Educational Psychology and Special Education. My supervisor is Dr S. Govender.

The proposed topic of my research is: THE ATTITUDES OF FURTHER EDUCATION AND TRAINING (FET) PHASE TEACHERS TOWARD THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN LIBODE DISTRICT IN THE EASTERN CAPE. The objectives of the study are:

- (a) To determine the attitudes of FET phase teachers in the Libode District in Eastern Cape toward the implementation of inclusive education
- (b) To investigate the relationship between demographic characteristics (such as age, gender, race, education, marital status and income) and the implementation of inclusive education.

I would like permission for the teachers in your school to assist in the research project, I have attached to this letter:

- (d) A copy of the letter giving me permission by the Eastern Cape Department of Education, Research Unit to conduct research at schools in your district.
- (e) A copy of an ethical clearance certificate issued by the University Of Zululand's Ethical Research Committee
- (f) A copy the research instrument to be used in the research project.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Cell number: 083 948 0082

e-mail : tmcoteli@yahoo.com

Supervisor : Dr S. Govender

e-mail : GovenderS@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a report of the findings should you request one.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Mrs Nombuyiselo Tracey Mcoteli

N.T. Mcoteli

STUDENT NUMBER: 201640035

STUDENT PSYCHOLOGIST

UNIVERSITY OF ZULULAND

ANNEXURE G: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant)

**Project Title: THE ATTITUDES OF FURTHER EDUCATION AND TRAINING (FET) PHASE
TEACHERS TOWARD THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN LIBODE
DISTRICT IN THE EASTERN CAPE**

NOMBUYISELO TRACEY MCOTELI from the Faculty of Education in the Department of Educational Psychology and Special Education, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to investigate the attitudes of Further Education and Training (FET) phase teachers in the Libode District in Eastern Cape toward the implementation of inclusive education.
2. The University of Zululand has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards:
 - Changing negative attitudes toward the implementation of inclusive education.
 - The changes in attitude can bring about changes in the teaching of learners in inclusive settings.
 - Helping the Libode District Management Team, in collaboration with Education Social Support Services Management Team, to plan for further interventions for teachers
 - The improvement of Grade12 results in the Libode District and in turn the Grade12 performance in the Eastern Cape Province at large.
 - This study has not been conducted in the schools and teachers of Libode District, therefore it bring the awareness to the teachers and District officials that this is an ongoing condition and it needs to be attended and tackled.
 - Knowledge of this nature can also be disseminated by way of publications and conference presentations

4. I will participate in the project by answering all the questions in the questionnaire provided.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks are associated with my participation:
 - Irritation that may be caused by certain questions.
 - Disinterested and exhaustion.
 - Development of being tagged as unempathetic educator.
 - b. the following steps have been taken to prevent the risks:
 1. The participants will be promised that the information provided will be kept confidential.
 2. Teachers will be allowed to stop participating whenever they feel like.
 3. Participants will be allowed to leave all the questions that they are not comfortable with.
 4. Teachers will not be labelled in any way as the information will be known by the researcher.
 5. The questionnaire consists of brief questions that will take short time to answer.
 - c. there is a 5% chance of the risk materializing.
8. The researcher intends publishing the research results in the form of electronic copy and the hard copy that will be kept in the Department of Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will receive feedback in the form of verbal report regarding the results obtained during the study should I wish to know the results of the study.
10. Any further questions that I might have concerning the research or my participation will be answered by:

Name : Nombuyiselo Tracey Mcoteli
 Cell : 083 948 0082
 e-mail : tmcoteli@yahoo.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I,,have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

ANNEXURE H: RESEARCHER'S DECLARATION

I, Nombuyiselo Tracey Mcotelideclare that:

- I explained the information in the research questionnaire to the participant:

- requested him/her to ask questions if anything was unclear and I have answered them as best I can
- I am satisfied that the participant sufficiently understands all aspects of the research so as to make an informed decision on whether or not to participate in the research project.

Researcher's signature

Date

ANNEXURE I: THE INSTRUMENT

QUESTIONNAIRE FOR TEACHERS

Dear Participant

This study is conducted as a requirement for the completion of a Masters' degree in Educational Psychology at the University of Zululand and is investigating the attitudes of Further Education and Training (FET) teachers toward the implementation of inclusive education in the Libode District in the Eastern Cape Province.

Thank you for agreeing to participate in this research project. To ensure anonymity and confidentiality please do not write your name or any personal details on the questionnaire that could identify you. Kindly fill in the following questionnaire as honestly as possible. Do not overlook any questions and for any clarity please contact:

Name : Mrs Nombuyiselo Tracey Mcoteli

Cell : 083 948 008 2

E-mail : tmcoteli@yahoo.com

SECTION A

BIOGRAPHICAL DETAILS

INSTRUCTION

Please indicate your answer by placing a cross (X) in the appropriate space.

1. GENDER

Female	
Male	

2. AGE

20 Years And Below	
21 - 30 Years	
31 - 40 Years	
41 - 50 Years	
51 Years And Above	

3. MARITAL STATUS

Single	
Married	
Separated	
Divorced	
Widowed	
In A Relationship	
Other – Mention below	

4. QUALIFICATIONS

OLD CODE	NEW CODE	
Without matric and no training	-	
A2 (matric, no training)	10	
A1 (Std 6,7,8,9 + 2 yrs training)	11	
B (matric + 1 or 2 yrs training)	12	
C1 (matric +3 yrs BA, BSc, etc.)	13	
C2 (matric + 3 yrs educator training)	13	
D : (matric + 4 yrs training)	14	
E : (matric + 5 yrs training)	15	
F: (matric + 6 yrs training)	16	
G : (matric + 7 yrs training)	17	

5. TEACHING EXPERIENCE

0 - 10 Years	
11-20 Years	
21-30 Years	
31 Years +	

6. INDICATE WHICH GRADE YOU TEACH

Grade 10	
Grade 11	
Grade 12	

7. CLASS SIZE: INDICATE THE NUMBER OF CHILDREN IN YOUR CLASS

0 to 30	
30 to 50	
50 to 70	
more than 70	

SECTION B

Pease read each statement carefully and tick the column which best illustrates your opinion.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult.					
2. Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom.					
3. The District Based Support Team (DBST) provides adequate support for our school's needs.					
4. The Inclusive Education Policy (White Paper 6) is made available to all teachers in my school.					
5. My school has access to relevant support services to address a variety of barriers to learning.					
6. The school curriculum is adapted to meet the individual learning needs of learners with special needs.					
7. Progressed learners increase the Grade12 failure rate in my school.					
8. It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood.					

9. Teachers use appropriate assessment tools to assess barriers to learning in the FET phase.					
10. FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class.					
11. My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom.					
12. My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive.					
13. Learners with a history of repeated failure in the Senior Phase (SP) should not be placed in the FET phase mainstream.					
14. My school's Grade12 failure rate has increased due to learners with special needs.					
15. The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system.					
16. The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning.					

17. The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner.					
18. FET teachers do not require specialised training on the special education needs of FET learners in particular.					
19. The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately.					
20. Progressed learners from the senior phase should not be placed in the FET phase mainstream classes.					
21. Teachers in the FET phase at my school are well trained to teach learners with learning difficulties.					
22. The FET phase School Management Team (SMT) at my school provides support to teachers who have learners with learning difficulties.					
23. Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources.					
24. FET phase teachers experience difficulty adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms.					

25. Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes (IEPs).					
26. I am competent in supporting learners facing diverse barriers to learning.					
27. Learners with special education needs do not receive relevant tuition in the FET phase classroom in my classroom.					
28. The inclusion of learners with learning difficulties do not result in an increase in the workload for FET phase teachers.					
29. I have had negative experiences when networking collaboratively with community organisations to support learners with barriers.					
30. My school's Institution Level Support Team (ISLT) is easily accessible when teachers require support regarding barriers to learning, assessment and intervention.					

THANK YOU FOR PARTICIPATING IN THIS STUDY.

YOUR INPUT IS APPRECIATED.

ANNEXURE J: DATA

SECTION A

BIOGRAPHICAL DETAILS

All the responses are in percentages (%)

1 GENDER

Female	49.5
Male	50.5
Total	100.0

2 AGE

20 Years And Below	
21 - 30 Years	39.0
31 - 40 Years	35.2
41 - 50 Years	21.4
51 Years And Above	4.4
Total	100.0

3. MARITAL STATUS

Single	54.9
Married	35.7
Separated	1.1
Divorced	—
Widowed	4.4
In A Relationship	3.3
Other – Mention below	0.5
Total	100

4. QUALIFICATIONS

OLD CODE	NEW CODE	
Without matric and no training	-	1.1
A2 (matric, no training)	10	.6
A1 (Std 6,7,8,9 + 2 yrs training)	11	-
B (matric + 1 or 2 yrs training)	12	6
C1 (matric +3 yrs BA, BSc, etc.)	13	14.6
C2 (matric + 3 yrs educator training)	13	7.9
D : (matric + 4 yrs training)	14	64.0
E : (matric + 5 yrs training)	15	6.2
F: (matric + 6 yrs training)	16	1.7
G : (matric + 7 yrs training)	17	3.4
Total		100

5. TEACHING EXPERIENCE

0 - 10 Years	65.6
11-20 Years	22.2
21-30 Years	11.1
31 Years +	6
Total	100

6. GRADE TAUGHT

Grade 10	13.3
Grade 11	8.8
Grade 12	28.2
All grades	16.0
Grade 10 and 11	12.7
Grade 12 and 11	11.6
Grade 10 and 12	9.4
Total	100

7. CLASS SIZE

0 to 30	5.5
31 to 50	17.1
51 to 70	30.9
more than 70	45.3
Total	100

SECTION B

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	Total
1. The implementation of Inclusive Education in the Further Education and Training (FET) phase at my school is difficult.	23.6	33.0	16.5	20.3	6.6	100
2. Learners who require an Individualised Education Programme (IEP) should not be placed in the FET phase mainstream classroom.	32.4	27.5	16.5	17.0	6.6	100
3. The District Based Support Team (DBST) provides adequate support for our school's needs.	8.3	29.8	21.0	23.2	17.7	100
4. The Inclusive Education Policy (White Paper 6) is	12.2	26.5	15.5	26.0	19.9	100

made available to all teachers in my school.						
5. My school has access to relevant support services to address a variety of barriers to learning.	14.8	31.9	16.5	26.4	10.4	100
6. The school curriculum is adapted to meet the individual learning needs of learners with special needs.	14.8	28.6	19.2	28.0	9.3	100
7. Progressed learners increase the Grade12 failure rate in my school.	59.9	19.2	7.1	6.0	7.7	100
8. It is satisfying that learners with learning difficulties can now attend FET mainstream schools in their local neighbourhood.	19.9	28.7	26.0	14.9	10.5	100
9. Teachers use appropriate assessment tools to assess barriers to learning in the FET phase.	18.9	46.1	15.0	16.7	3.3	100
10. FET learners who experience difficulties focusing their attention in class are best suited for placement in a special class.	26.4	38.5	18.1	12.6	4.4	100

11. My work schedule prevents me from supporting learners with learning difficulties in the FET mainstream classroom.	30.2	38.5	7.7	18.1	5.5	100
12. My experience in working collaboratively with parents in supporting learners with barriers has mostly been positive.	17.6	32.4	14.3	24.2	11.5	100
13. Learners with a history of repeated failure in the Senior Phase (SP) should not be placed in the FET phase mainstream.	32.0	20.4	13.3	27.6	6.6	100
14. My school's Grade12 failure rate has increased due to learners with special needs.	21.0	32.0	18.2	21.5	7.2	100
15. The inclusion of learners with learning difficulties in FET mainstream classrooms helps in creating an equal and just education system.	9.5	36.9	22.3	25.1	6.1	100

16. The District-Based Support Team (DBST) does not provide efficient assessment of FET phase learners' barriers to learning.	17.8	36.1	25.0	17.8	3.3	100
17. The placement of a learner with learning difficulties in the FET mainstream classroom is not emotionally detrimental to the learner.	9.4	32.0	27.6	19.9	11.0	100
18. FET teachers do not require specialised training on the special education needs of FET learners in particular.	8.8	20.4	12.2	32.0	26.5	100
19. The inclusion of learners with learning difficulties into large FET mainstream classrooms makes it difficult to support the learner with learning difficulties adequately.	42.9	37.4	12.1	4.4	3.3	100
20. Progressed learners from the senior phase should not be placed in the FET	27.1	30.9	17.1	20.4	4.4	100

phase mainstream classes.						
21. Teachers in the FET phase at my school are well trained to teach learners with learning difficulties.	17.7	29.8	17.7	22.7	12.2	100
22. The FET phase School Management Team (SMT) at my school provides support to teachers who have learners with learning difficulties.	21.5	28.2	17.7	23.8	8.8	100
23. Teachers who teach learners with learning difficulties in the FET phase at my school do not receive the appropriate resources.	33.1	33.1	20.4	8.3	5.0	100
24. FET phase teachers experience difficulty adapting the curriculum in order to accommodate learners with learning difficulties in their mainstream classrooms.	22.9	38.0	17.3	18.4	3.4	100

25. Learners in the FET phase experiencing barriers to learning benefit academically from individual education programmes (IEPs).	19.4	39.4	22.8	15.0	3.3	100
26. I am competent in supporting learners facing diverse barriers to learning.	27.9	36.9	16.8	15.1	3.4	100
27. Learners with special education needs do not receive relevant tuition in the FET phase classroom in my classroom.	23.9	35.6	14.4	22.8	3.3	100
28. The inclusion of learners with learning difficulties do not result in an increase in the workload for FET phase teachers.	13.9	20.0	16.1	27.2	22.8	100
29. I have had negative experiences when networking collaboratively with community organisations to support learners with barriers.	19.1	29.2	25.3	19.7	6.7	100
30. My school's Institution Level Support Team (ISLT) is easily accessible when	20.2	24.2	26.4	18.5	10.7	100

teachers require support regarding barriers to learning, assessment and intervention.						
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ANNEXURE K: LETTER FROM THE EDITOR



Helen Bond
IMPELA
EDITING SERVICES
impelediting@gmail.com
0793955873

14 February 2018

Tracey Mcoteli
Senior Education Specialist
Dept of Education- Libode District
Tel: 047-5027455
Cell: 0839480082

CERTIFICATE

Dear Mrs Mcoteli

Thank you for using Impela Editing Services, work commencing 28 January 2018 and ending 14 February 2018, editing your dissertation "The Attitudes of Further Education and Training (FET) Phase Teachers toward the Implementation of Inclusive Education in Libode District in the Eastern Cape".

We have completed editing your dissertation, including checking for spelling, agreement, and punctuation, verb tense, and typing errors.

On emailing, we are confident that your work is error free, with regards to formatting and grammar. Please note that Impela Editing Services accepts no responsibility any further changes made to the document after we have sent the final copy to you.

It was a pleasure to work with you. We wish you the best of luck in your submission.

Regards

Helen Bond

ANNEXURE L: PLAGIARISM REPORT

www.turnitin.com

The Attitudes of Further Education and Training (FET) Phase Teachers toward the Implementation of Inclusive Education in Libode District in the Eastern Cape

ORIGINALITY REPORT

8%	6%	3%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	3%
2	Submitted to Husson University Student Paper	1%
3	Motala, Rashid, Sumeshni Govender, and Dumisani Nzima. "Attitudes of Department of Education district officials towards Inclusive Education in South African primary schools", Africa Education Review, 2015. Publication	1%
4	hrmars.com Internet Source	1%
5	www.cbm.org Internet Source	1%
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