AN INVESTIGATION INTO THE LEVEL OF PREPAREDNESS OF THE EDUCATORS IN MTHATHA DISTRICT TO IMPLEMENT INCLUSIVE EDUCATION

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DECLARATION

I, Punyuzwa Titi, hereby declare that:

“An investigation into the level of preparedness of the educators in Mthatha district to implement inclusive education” is my original work. It is being submitted in partial fulfilment of the requirements for the degree of PhD (Community Psychology) at the University of Zululand. It has not been submitted before for any degree at any university or tertiary institution.

Sources consulted or cited are acknowledged in the text as well as in the list of references.

_________________________________________  __________________________
Punyuzwa Titi                                  Date
DEDICATION

This thesis is dedicated to my late parents, for teaching me the value of rewarding hard work, and for their loving upbringing; to my brothers for their support; and to my two daughters, Anda and Mila, for their patience and understanding.
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I would like to acknowledge and express my sincere appreciation to Dr P. B. Msomi-Mbele, my promoter, who gave me guidance and support. She ensured that an exceptionally high standard of professionalism was adhered to.

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My sincere gratitude and thanks is extended to my two daughters, Anda and Mila, for their understanding and continued support during the difficult times.

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ABSTRACT

The aim of this study was to investigate the level of preparedness of educators from the Mthatha District to implement inclusive education. A qualitative design was adopted for this study. A random sample of 100 educators was selected from the junior secondary schools that have been converted to full service schools under the Department of Education in the Mthatha District. A pre-designed, structured questionnaire was used to collect data. Data was analysed qualitatively through thematic analysis and quantitatively through the use of the Statistical Package for the Social Scientists (SPSS). The aim of the study was to determine how well the educators were prepared for inclusive education.

The findings revealed that sixty percent of the participants were comfortable with inclusive education because of previous training and experience. However, they felt that more could be done by government to support them so that inclusive education can be implemented successfully. The perception was that inclusive education was simply added to the existing workload. Educators felt that relief from their routine method of facilitating learning was limited.

Forty percent of the participants were not ready for inclusive education due owing to the following factors: lack of training, lack of resources, and insufficient information on inclusive education.

Based on the findings of this study, it is recommended that there should be ongoing support and educator training in order to equip educators with skills for successful implementation of inclusive education. A multi-disciplinary team approach is also
recommended where educational psychologists or registered counsellors will form an integral part of the team.
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CHAPTER 1   INTRODUCTION AND BACKGROUND

1.1   INTRODUCTION AND BACKGROUND

This study was intended to investigate and explore the preparedness of educators in the Mthatha District in the implementation of inclusive education. Preparedness of educators for inclusive education refers to the circumstance that educators have been trained in its various aspects and are equipped with the necessary instruments to implement it. The study was influenced mainly by claims that educators experience the teaching of learners with diverse educational needs as difficult and unrewarding, and that they were generally not prepared to support such learners (Engelbrecht & Green, 2007).


The National Committee on Special Needs in Education and Training was given a mandate in 1996 to investigate the existing situation and recommend policy. The report of the National Committee on Special Needs in Education and Training
identified factors that were understood as having an impact on the process of learning and development.

These factors are: socio-economic barriers, discrimination against learners with special needs in education and stereotyping, an inflexible curriculum, inappropriate language of teaching and learning, inappropriate communication, an inaccessible or unsafe built environment, lack of support services, lack of enabling and protective legislation and policy, lack of parental recognition and involvement, impairment and lack of human resource development strategies (Engelbrecht & Green, 2007).

In addition, the Commission gave a fuller description of the concept of educational support to include different types of supportive interventions and combined approaches to provision of education. The Commission saw educational support as having a proactive, as well as a reactive role (Engelbrecht & Green, 2007). The Commission’s recommendations played an important role in the development of the policy on inclusive education articulated in *Special Needs Education: building an inclusive education and training system* (Department of Education, 2001). This policy gives a layout of six strategies for setting up an inclusive education and training system. These are:

- the implementation of a national policy on inclusive education to support the inclusive education programme;
- the improvement of special schools to accommodate the learners that they serve and their transformation to resource centres that are integrated into District-Based Support Teams (DBST);
• the designation and conversion of 500 mainstream primary schools in South Africa to full-service schools, starting with 30 schools situated in the selected districts;
• the establishment of the District-Based Support Teams (DBST) with the aim of providing an organised quality support service to special schools, full-service schools, and other schools in the district;
• the induction and introduction of managers, school governing bodies and educators to the inclusive education programme, identification of disabilities, and intervention in the Foundation Phase on time;
• the organisation of learners with barriers to learning, i.e., children and youth of compulsory school-going age who dropped out of the school system, to go back to school.

The policy on inclusive education is considered to be the most relevant strategy for addressing the needs of all learners with barriers to education in South Africa. However, implementation of this policy is challenging. It is challenging in that there is lack of time and necessary resources needed for implementing changes and resolving urgent issues at the implementation sites (Engelbrecht & Green, 2007).

The aim of this study was to identify these challenges by interviewing the most relevant stakeholders. It is believed that the findings of this study will shed light and offer possible solutions.
1.2 MOTIVATION FOR THE STUDY

Lack of training in order to work with learners with barriers to learning has disadvantaged many learners; as a result, educators feel incompetent (Koekemoer & Olivier, 2002). In this research, the personal feelings and views of educators were acknowledged and used as a starting point for the development of remedial programmes. For a community psychologist researcher, this research serves as a tool for social action in order to assist in meeting the needs of educators and learners in the community. Barriers in learning are contributing to the development of a number of psychological problems, e.g., truancy, low self esteem and other behavioural problems.

This study is focused on previously disadvantaged junior secondary schools in the Mthatha District. It is believed that poor implementation of inclusive education will affect these communities more than others as they cannot afford private remedial educators or expensive assistive devices necessary in an inclusive classroom.

1.3 AIM AND OBJECTIVES OF THE STUDY

1.3.1 AIM OF THE STUDY

The aim of the study was to determine how well the educators were prepared for implementation of inclusive education. Thus, this study explored to what extent the educators were equipped with skills, knowledge and attitudes to be effective within an inclusive education system. Furthermore, the investigation also focused on the extent to which the educators were trained as professionals who can act as efficient agents of change in the implementation of inclusive education.
1.3.2 OBJECTIVES OF THE STUDY

To achieve this aim, the following were the objectives of the study:

- to find out how junior secondary school educators within the Mthatha District perceive their own level of preparedness with regard to inclusive education;
- to analyse the information that educators possess on inclusive education, and organize it to workable themes.

1.4 STATEMENT OF THE PROBLEM

As a result of the new policy on education in schools, there is currently a diversity of learners with special needs in schools that present a challenge for educators. The government policy carries good intentions however, it is not clear how educators deal with complex dilemmas both in and out of the classroom whilst in the process of achieving curriculum objectives for a diverse population of learners. In some cases, frustration has been reported, as well as feelings of loneliness and isolation for educators (Engelbrecht, Green, Naicker & Engelbrecht, 2004).

Educational psychologists can play an important role as consultants and as facilitators within an inclusive education system. The implementation of inclusive education needs professionals such as educational psychologists for diagnostic and therapeutic support for learners with barriers to learning, emotional problems, and those with behavioural problems. In order to provide relevant service, it became necessary to conduct this research and identify exactly frustrations expressed by educators so that remedial action can be taken, based on relevant issues as depicted in the results of this study.
1.5 VALUE OF THE STUDY

The study should contribute to the better implementation of inclusive education. Success in this can be achieved through collaboration and action, for example, the research should also contribute to positive social change through the empowerment of educators.

Engelbrecht and Green (2007) suggested that a critical first step in implementing inclusive education is to empower the educators with skills in order to address the diverse needs of all learners in their classrooms. This can be achieved by providing educators with the psychological expertise that would help them to cope with challenges they face and to maximize the use of their knowledge and skills.

The study should promote mental health in the sense that, if educators are properly assisted in the delivery of inclusive education, there would be less stress and learners would benefit from being taught by well-prepared professionals. The study should also contribute by advocating equality and policies that allow for the well-being of learners with special needs in education.

This research should produce considerable benefits for the development of effective strategies that recognize and respond to the diverse needs of learners. It should also contribute to the promotion of appropriate in-service training of teachers for effective implementation of inclusive education as advocated by the South African government in October 1996. The researcher’s aim is to suggest ways in which current practices of inclusive education could be improved. Furthermore, in order to encourage application of the results of this study to other environments, articles will
be written from this study for submission and publication in recognized accredited South African and international journals.

This will be achieved through any or all of the following:

- gathering and providing information regarding the strengths and needs of educators;
- providing support and consultation to educators involved in implementing inclusive education programmes;
- planning and conducting staff development programmes that support inclusion;
- offering training and support to educators, learners and families;
- giving advice to school managers on inclusion policy and support mechanisms;
- developing intervention programmes for educators as well as learners with special needs in education.

The study will help the researcher as a community psychologist in collaborative consultation, behavioural and academic intervention design, curriculum adaptation, and modification of the learning environment. The study will also help the researcher as a psychologist to foster the development of inclusive schools. Engelbrecht (2006), states that educational psychologists can play an important role as organizational consultants and facilitators in the implementation of inclusive education. In organizational consultation, educators can be assisted by the examination of the entire environment in which they work.
1.6 RESUMÉ

Inclusive education is about promoting a quality education system for all learners. It guarantees access by diverse learners to an inclusive education system. Inclusive education supports respect for human rights.

In this chapter the researcher provided the background for the study, stated the research problem, as well as the aim, objectives, and importance of the study. A historical exposure illustrated how inclusive education came about and the difficulties involved in changing to the new way of inclusion of all kinds of learners. The following chapter will present a literature review.
CHAPTER 2  LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to review the relevant literature regarding the implementation of inclusive education. The first section clarifies concepts in order to establish a common ground and clear understanding of the process. Concept clarification will include concepts of inclusive education, preparedness, junior secondary school, learners who experience barriers to learning, attitudes, the learning impaired, and the physically impaired.

The second section discusses the theoretical framework. An eco-systemic theoretical perspective, social learning theory and Bronfenbrenners’ bio-ecological theory as applied to inclusive education will also be discussed. Various findings as applied to inclusive education will also be discussed, as will various findings from research reports.

2.2 CLARIFICATION OF CONCEPTS

2.2.1 INCLUSIVE EDUCATION

The concept of inclusion in education has gained a high status within various education systems. Landsberg and Swart (2011) reported that the concept of inclusive education is used internationally and is interpreted differently, although few attributes that are common have been observed. The concept that will apply in this study is that defined in *Education White Paper 6: Special Needs Education* (Department of Education, 2001:17), which emphasizes that inclusive education is about:
• acknowledging and showing respect to diversity among all learners;
• giving support to all learners, educators and the education system in order to meet different learning needs;
• removing barriers that prevent the educators from being successful in the provision of education;
• adjusting the support systems available in the class-room;
• improving teaching strategies that will be of benefit to all learners;
• promoting a positive attitude which accepts all learners and values their diversity;
• responding to the diversity of learners by restructuring staffing arrangements, the physical environment, the curriculum, the teaching and the learning process.

Engelbrecht, Green, Naicker and Engelbrecht (2004:19) define inclusive education as an integrated model of an educational system that is responding to the diverse needs of learners. Within this integrated model, different options for education provision and support services should be made available. The same authors further state that the inclusive education system should be structured in such a way that opportunities for facilitating integrated system and inclusion of the learner in all aspects of life are a priority.

The National Commission for Special Needs in Education and Training (NCSNET) (1997) explains inclusive education as a way of addressing all barriers to learning and development by integrating learners who have been excluded from ordinary schools, e. g., learners with barriers to learning; and promoting inclusion of all learners within schools, with a strong emphasis on accommodating the diverse learning needs of all the learners. Booth (2000) concurs by saying that inclusive
education is not only concerned with the accommodation of learners with impairments, but it is also about addressing the barriers to learning and participation of all learners.

Jenkinson (1997:140) defines inclusive education as a system that accommodates all children, no matter how severe their barriers to learning or how intensive their needs may be. Therefore they have to be accommodated in their neighbourhood school. Inclusion in the education system is also about supporting the participation of learners and reducing their exclusion from full educational participation. The concept of inclusive education in the South African context supports the democratic values of equality and human rights and the recognition of diversity as a human right (Engelbrecht, 2006). (The Bill of Rights of the Constitution of the Republic of South African. (1996). Government Gazette. (No. 17678).

Lomofsky and Lazarus (2001) stipulate that inclusive education maintains that all learners should enjoy equal rights to basic education and quality education. Engelbrecht (2006) states that an inclusive education system in South Africa is viewed as a transformational tool that can promote the values of a democratic society. Ainscow (2005) argues that inclusion is a process that is concerned with the process of identifying and removing barriers to learning and a process of finding better ways of responding to diversity.

The current study is investigating the level of preparedness of the educators in Mthatha District to implement inclusive education, which is explained as an integrated model of addressing the diverse learning needs of all learners by reducing
barriers to learning (Allen & Schwartz, 2001). Inclusive education is therefore a method of accommodating learners with special needs in education in the same environments as the learners without such needs. This means that in the inclusion model, learners with special needs attend together with learners without such needs in the same environment. Challenges occur during education delivery because the implementation patterns of inclusive education practices vary from environment to environment.

2.2.2 TYPES OF INCLUSIVE EDUCATION SCHEMES

Inclusion has two sub-types, namely, regular inclusion whereby learners with barriers in education are placed in regular classes for almost all of the day, or for at least more than half of the day. This is also called partial inclusion (Bowe, 2005). As far as possible, learners are placed in the general classrooms, and are treated like full members of the class. With regard to specialized services, learners with special needs in education are assisted outside the regular classroom, more especially when there is a need for offering services that require special equipment, or when it is possible that the whole class can be disrupted. In such situations learners are taken out of the regular classrooms for accessing the specialized services. These learners sometimes leave the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to get other specialized services.

Another sub-type is full inclusion, which requires that learners with special needs in education are always educated together with learners without special needs. There are educators who believe that full inclusion is more effective for the learners with physical challenges, including those with diabetes mellitus and epilepsy (Hastings &
Oakford, 2003; Kavale, 2002; Praisner, 2003; Stainback & Stainback, 1996). Full inclusion therefore refers to the inclusion of all learners who were previously segregated because of having barriers to learning, even those with the most severe barriers into regular classes and the total elimination of segregated special education classes.

There is controversy over whether this approach to full inclusion should be implemented or not, and it is not practised to a wide extent because its opponents believe that the needs of highly gifted learners cannot be met in the regular classroom (Stainback & Stainback, 1996). Those who do not favour the full inclusion approach argue that learners with severe disabilities need more time in separate classrooms. The proponents of the full inclusion approach are concerned about the right of all the learners to learn, and they argue that it promotes diversity (Hastings & Oakford, 2003; Kavale, 2002; Praisner, 2003). Full inclusion is often acknowledged as a way to boost achievement in the accommodation of diverse learners in the learning process. However, there is no scientific evidence to show that full inclusion saves money, or reduces learners’ needs, or improves academic results in most cases (Bowe, 2005).

To avoid harm to the education of learners with diverse learning needs, Stainback and Stainback (1996) recommend a full presentation of services and resources as follows:

- adequate support for learners;
- an adequate individualised education programme;
- training for all educators;
• giving extra time for educators to plan, meet, create, and evaluate the learners together;
• reduction of learners in class, based on the severity of the learner needs;
• facilitation strategies which include cooperative learning, peer tutoring, and adaptation of the curriculum to suit the needs of learners;
• collaboration between parents, educators and administrators;
• funding for the development of programmes for learners taking into consideration the learner’s needs.

Marston (1996) points out factors that can determine the success of inclusive education and these include the following:

• forming partnerships between parents and the school;
• close collaboration between educators sharing the skills and expertise of the content being taught;
• well-developed plans that indicate reasonable accommodations, adjustments, and goals to be achieved by learners;
• integrated planning and communication between general and special needs professionals;
• coordinated service delivery;
• on-going educator training and development.

Often the physically impaired children need some resources to do tasks that those who are not physically impaired can do. For example, blind children may use Braille to read; physically impaired children may need wheelchairs, and so on. These are
essential resources; hence they should be provided in order for inclusive education to be effective.

2.2.3 SOCIAL AND CULTURAL INCLUSION

According to UNESCO (2009), social inclusion refers to the inclusion of learners who used to be segregated because of their special needs in education. This refers to learners who were disadvantaged because of poor socio-economic conditions, impairments, an inflexible curriculum, and policies and legislation that were not addressing their needs. Barton and Armstrong (2008) define cultural inclusion as the provision of education system that accommodates culturally diverse backgrounds of the learners. It is about being respecting and being sensitive to cultural differences of learners in the provision of education (Lemmer, Meier & van Wyk, 2012). In most cases, these marginalized groups of people were not taking part in the education and learning processes. A broader inclusion would consider social and cultural issues (United Nations Educational, Scientific and Cultural Organization (UNESCO, 2009). As used by UNESCO (2009), inclusive education refers to reasonable accommodation of learners with barriers to learning in regular schools.

Authors such as Engelbrecht and Green (2007), support inclusive education and encourage the participation of all learners in the community schools of their choice, and review of the policies and curriculum, in schools and learning environments, to accommodate diverse learning needs irrespective of their origin. They believe that all learners can learn, and that schools should make reasonable accommodation for the physical, social, and cultural needs of learners. UNESCO (2009) believes that
individual differences between learners are a result of diversity, which should be supported fully.

Learners socialize together; hence, it is proper that those within the same school are permitted by circumstances to socialize. Also, any culture that has a negative attitude towards other learners should be banned. For example, some African countries see albinism as a curse or physical disability as a bad omen. If there are learners who should not be allowed, it should be those who do not approve of others. Although inclusion is generally associated with elementary and secondary education, it is also applicable in post-secondary education (UNESCO, 2009).

2.2.4 LEGAL ISSUES

According to the Longman Active Study Dictionary (1999), legal issues refer to actions mandated and allowed by the law. In the context of this study, legal issues refer to legal and policy framework for the provision of quality inclusive education in schools. Non-discrimination amongst learners entails support for a change in education policies and laws worldwide, where inclusive education is promoted, and segregation of, as well as discrimination against, learners with barriers to learning are rejected. The developments in ways of thinking, policy and law include the following:

• the UNESCO Salamanca Statement (1994), which gives a mandate to all governments to prioritize inclusive education;
• the UN Convention on the Rights of Persons with Disabilities (2006), which promotes the implementation of an inclusive education system;
• in the United States, there is a requirement that learners must be educated in the least restrictive environment which is reasonable enough to encourage the implementation of inclusive education. In South Africa there is the Education White Paper 6 (Department of Education, 1995), which stipulates that inclusive education must be offered in all South African schools.

2.2.5 PLACEMENT OF LEARNERS

Technical assistance guidelines on the employment of people with disabilities (Department of Labour, 2002: 36), define placement as an action of placing people with disabilities within the organisation. In the context of this study, placement of learners refers to the application of non-discrimination procedures for inclusion of learners with barriers to learning to normal schools (UNESCO, 2009).

In any population group, people with disabilities are always a small proportion of the entire group of people in general. In schools, learners with barriers to learning are fewer than learners without barriers; therefore, the proportion of learners with special needs in education who are included (in the inclusive education sense) varies in different places, and by the nature and diversity of needs. It is considered usual to have learners with mild barriers and unusual to have learners with a variety of more severe barriers (UNESCO, 2009).
In the United States, it was discovered that three out of five learners with barriers to learning are placed in the general education classroom (Cortiella, 2009). Inclusive education assumes that all learners are equally capable, and they can all learn. The physical differences are considered to be purely physical differences, not differences in capabilities and abilities to learn. Countries like Australia, India, Lesotho, Malaysia, Namibia and Spain, that have successfully implemented inclusive education, started with these assumptions and have been proved right (UNESCO, 2009).

2.2.6 PREPAREDNESS

According to the Webster Comprehensive Dictionary (1992:996), preparedness refers to a state of readiness, being fit and qualified or competent to provide what is needed. In the context of this study, preparedness refers to how well educators are ready or qualified to implement inclusive education, i.e., how well the educators are prepared and competent in relation to skills, knowledge and attitudes in order to be able to implement inclusive education effectively. No educator will be fully effective if not prepared. To be prepared to offer inclusive education begins with the positive attitude and desire, and extends to include understanding of the basic requirements.

2.2.7 JUNIOR SECONDARY SCHOOL PHASE

The junior secondary school phase in the Republic of South Africa refers to part of the General Education and Training band within the National Qualification Framework (South African Qualifications Authority, Act 58: 1995). It covers grades one to nine (Malan, 1997:6). This phase is important because it is formative in the growth of a child. The success of inclusive education is thus important at this stage.
2.2.8 LEARNERS EXPERIENCING BARRIERS TO LEARNING

Frederickson and Cline (2009) describe learners experiencing barriers to learning as learners with particular types of learning needs, therefore requiring additional support for learning. According to Booth (2000), learners who experience barriers to learning include learners affected by poverty, war, environmental deprivation and change, learners who are victims of abuse and violence, learners brought up outside of their own families, learners with impairments, learners affected by HIV/AIDS or other chronic illnesses, girls who are pregnant or have young children, and learners whose home language is different from the language of instruction.

According to the Policy Framework for Education and Training of the African National Congress (ANC) (1994), the concept of learners who experience barriers to learning refers to learners experiencing academic and learning problems, physical health problems, and emotional or social difficulties. Frederickson and Cline (2009) report that barriers to learning are caused by: disability, language and communication barriers, lack of parental recognition and involvement, socio-economic barriers, and attitudes. These barriers also include visual impairment, auditory impairment, communication barriers, cognitive impairment, physical impairment, medical barriers and emotional difficulties.

In explaining barriers to learning, the Education White Paper 6: Special Needs Education (Department of Education, 2001), states that “there are curriculum and institutional barriers that are regarded as some of the most important barriers to learning for learners in special and ordinary schools”. According to this paper,
learners experience barriers to learning that arise from different parts of the school curriculum such as:

1. the subject matter or what is contained in the curriculum;
2. the language of instruction;
3. the organisation and management of the classroom or lecture;
4. the teaching methods and processes;
5. the speed of teaching and the time constraints to complete the curriculum;
6. the resources that are used;
7. the way assessment is conducted.

There are many barriers, and only some are easily identifiable. The identifiable ones require direct confrontation. Methods to offset them should be prepared while robust methods are necessary to deal with the ones that cannot be easily identified.

2.2.9 ATTITUDES

According to Baron and Byrne (1991), the concept ‘attitudes’ refers to the internal representation of ways of thinking; the way one feels about the object, and different perceptions about it. Attitudes reflect people’s experiences, shape their behaviour, and serve a certain purpose for those who hold them. Attitudes are the starting point for effective delivery of inclusive education. When the educators have positive attitudes, they can influence learners to also have positive attitudes.
2.2.10 LEARNING IMPAIRED LEARNER

A learning impaired learner refers to a learner whose ability to learn is affected by the capacity to understand and retain new or complex information and learn new skills. Schultz (2003) defines learning impairment as “a condition in one or more of the basic psychological processes that causes a learner to be unable to understand or use language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, spell or do mathematical calculations”. According to Hallahan and Kauffman (2006), learners with learning impairment include learners who experience difficulties in using cognitive processes. Learning impairment may be caused by organic factors, environmental factors and head injuries. This is not a normal situation because these barriers to learning are not of learners’ own choice. It is therefore important for educators to make extra effort and reach out, in order to help elevate the learning capacity of such learners.

2.2.11 PHYSICALLY IMPAIRED LEARNER

A physically impaired learner is a learner experiencing challenges in mobility and physical energy, or health problems that result in an impairment of normal interaction with society to the extent that specialized services and programmes are required (Landsberg & Swart, 2011). Challenges experienced include inability to access the school buildings if special provision is not made. Physical impairment is described as a medical condition because a medical doctor is involved in the diagnosis. It can also be caused by neurological conditions that lead to inability to control muscular movements. It may occur in various degrees of severity from barely perceptible to profoundly disabled (Kapp, 2003: 420). The aetiological factors of physical impairment may be biological, psychosocial or acquired through illness or an
accident. Physical impairment affects the self-image in learners and it leads to a negative self-concept. (Landsberg & Swart, 2011).

2.3 RESUMÉ
In this section the concepts associated with inclusive education were defined in order to explain the meaning they assign in this research and to give an in-depth understanding. The next section will discuss systems theory and key elements of Bronfenbrenners’ bio-ecological theory with regard to inclusive education.

2.4 THEORETICAL FRAMEWORK

2.4.1 INTRODUCTION
The aim of this section is to discuss the theoretical framework on inclusive education. The systems theory, Bronfenbrenners’ bio-ecological theory and social learning theory are used as the important theories relevant to the implementation of inclusive education in this study.

2.4.2 SYSTEMS THEORY AS APPLIED TO INCLUSIVE EDUCATION
Systems theory was originally developed by Ludwig von Bertalanffy, who emphasized that a system can be described by the social interactions in the environment in 1928 (von Bertalanffy, 1968). Bronfenbrenner revised the theory and viewed different parts and groups found in the social environment as systems that are interacting and working together, where the functioning of the groups in the whole system is dependent on the interaction between all members in the system (Bronfenbrenner, 1986).
According to this theory, a school is a system with different parts, consisting of the educators, students, the curriculum and the administration. In order to understand the system, we need to look closely into the relationship between the educators, learners, administration and the curriculum in the system. The interdependence between all members of the system forms the whole system, and the whole system becomes affected by everything that happens in one part of the system.

It is clear from the above exposition that systems theory can be applied in the implementation of inclusive education; it gives a clear understanding of a developing child within interrelated different environments or contexts that may affect the learning process. Primarily, inclusive education accommodates barriers to learning, and the development in the whole system is required instead of only focusing on just one area (Department of Education, 2001). This implies that barriers to learning may be found inside the learner, inside the school environment, inside the education system, and/or within the broader social, economic and political context.

It is clear that in the systems approach there is an understanding that there are levels within the systems that interact with each other in order to produce certain outcomes. It suggests that effective implementation of inclusive education requires the collaboration or interaction of different sectors in the education system, namely: educators, learners and parents working as a system in order to make inclusive education a success.
2.4.3 BRONFENBRENNER'S BIO-ECOLOGICAL THEORY

Landsberg and Swart (2011) explain that Bronfenbrenner's bio-ecological model of human development specifies four levels of systems which interact together with the chronosystem. The levels of the environmental systems as proposed by Bronfenbrenner's bio-ecological theory are micro-system, meso-system, exo-system and macro-system. Landsberg & Swart (2011) state that the micro-system, meso-system, exo-system and macro-system interact with the chrono-system. The micro-system consists of the family, classroom, or systems in the immediate environment in which a person is interacting physically, socially and psychologically.

Landsberg and Swart (2011) argue that the micro-system plays a role in child development through the development of feeling loved, supported and cared for. Children are affected by the changes taking place in the family environment or in the classroom context. For example, problems experienced at home by a child can affect other members in the family together with the educators and other learners at school. Learners experiencing family problems may have barriers to learning (Landsberg & Swart, 2011).

Landsberg and Swart (2011) define the meso-system as “interrelationships in the micro-systems”. The meso-system is comprised of two micro-systems interacting, such as the connection between a child’s home, peers and the school. Experiences in the family or in any of the micro-systems may have an impact in another micro-system. A family environment which is experienced as not supportive emotionally by the child may be a predisposing factor in the development of barriers to learning (Landsberg & Swart, 2011).
The exo-system refers to the environments which may have an impact on the child even if the child is indirectly involved and it affects him in any way, e.g., a parent's work environment. Changes in the exo-system can affect the interaction between the child and the parents, including other micro-systems such as the school and the peer group (Landsberg & Swart, 2011).

Landsberg and Swart (2011) state that the macro-system refers to "the bigger economic structures, social structures, attitudes and values, ideas and cultural setting". Economic structures, values, attitudes, ideas and culture may influence the way a child interacts in the environment. Values and beliefs of a society may influence the schools. Children can be affected negatively or positively by the changes in the macro-system. Schools do not function in isolation because of socio-economic and political factors (Landsberg & Swart, 2011).

Chrono-system includes time and the way it connects to the interaction of micro-system, meso-system, exo-system and macro-system including their effect on human development (Landsberg & Swart, 2011). Bronfenbrenners’ bio-ecological theory can be applied in the implementation of inclusive education by looking at the family and the school environments as interacting systems that are having an effect on change, growth and development. If educators understand the four systems at work in the life of a learner, they should look at causes and possible sources of strength and progress within these systems.

The educator is better able to determine which system can offer the learners the best approach to education, whether at school, at home or in ones’ culture or community.
They should start at the individual level, i.e., the learners’ physical, mental and behavioural aspects, to determine any deviations. Once the assessment is done, the micro-systems in the students’ life such as the family, school, parents, siblings, teachers, and friends at school are all looked at for any causes of conflict. Looking at the learners’ community can also provide insight to other areas of support for the student.

2.4.4 RESUMÉ

Bronfenbrenner’s bio-ecological theory of human development, which gave a theoretical perspective on inclusive education, was discussed. This theory highlighted the importance of taking into account a child as he or she develops in the environment.

The next section will focus on social learning theory and its application to the current study.

2.4.5 SOCIAL LEARNING THEORY

The aim of this section is to explain social learning theory as a theoretical framework that forms the basis for understanding the implementation of inclusive education. In the social learning theory that was developed by Albert Bandura, learning is viewed as an interaction between people and the environment (Bandura, 1977). Social learning theory will be outlined in the next section in order to explain its importance in the implementation of the policy on inclusive education.
The focus of social learning theory is on learning that takes place through interaction with other people in the environment by modelling, imitation and observation (Ormrod, 1999). Learning is viewed as a process that may or may not result to a change in behaviour. Social learning theory claims that people learn through observation of other people and get outcomes (Bandura, 1977). Social learning theory focuses on the important role played by attention, retention, motor reproduction and motivation. Ormrod (1999) states clearly that the person needs to pay attention during modelling and be able to retain the information in order to reproduce it later.

Rehearsal, therefore, is considered as an important technique that can be used for retention; however, learners must be able to imitate the modelled behaviour (Ormrod, 1999). Furthermore, Ormrod (1999) explains that in order for modelling to be successful, learners should be motivated and be able to make demonstrations of the modelled behaviour.

There are implications of social learning theory in the implementation of inclusive education. The next section will outline these implications.

2.4.5.1 IMPLICATIONS OF SOCIAL LEARNING THEORY IN INCLUSIVE EDUCATION

In an inclusive classroom, social learning theory can be applied when learning takes place through the observation of other learners, parents and the educators. Modelling can be used to regulate unwanted behaviours. Use of reinforcements to
learners motivates learners to learn. In an inclusive classroom environment, educators are used as useful models by learners (Ormrod, 1999).

Ormrod (1999) refers to educators who state clearly the consequences of inappropriate behaviour to the learners as professionals who increase the likelihood of appropriate behaviours. Educators can discuss reinforcements with learners in order to increase the probability of the desired behaviours. When learners are praised, they can believe that they have the ability to finish tasks in the classroom. Praising develops their self-efficacy and motivation to learn.

In this section, an outline of the social learning theory and how it can be applied in inclusive education was presented. The next section will focus on educational psychologists’ role in inclusive education, selection of learners for inclusion, inclusive education practices, research studies on inclusive education and advocating for full inclusion.

2.5 EDUCATIONAL PSYCHOLOGISTS’ ROLE IN INCLUSIVE EDUCATION

Eco-systemic principles such as promoting support, collaboration, partnership and teamwork within an inclusive democratic society now define the basic parameters within which the practise of educational psychologists is developed. Redefining their roles within this theoretical perspective enables educational psychologists to render their services in a variety of contexts, including support in classrooms and the community in order to facilitate change within organizations and to form collaborative partnerships within communities (Hick, Kershner & Farrell, 2009).
Most educators in the schools that are currently required to participate in implementing inclusive education are not trained to deal with children with diverse learning needs. Educational psychologists have a long history of dealing with educators in the schools that were designated for learners with special educational needs. Educational psychologists have also worked directly with the learners in those schools. In the current era, these learners are the ones classified as learners with learning or educational disabilities. Educational psychologists’ experience in working with learners with special needs in education and their communication with the educators involved is of importance in the transformation phase when the system of inclusive education is rolled out in schools. This is confirmed in the findings of Hick, Kershner & Farrell (2009), who found that educational psychologists play an important role in the implementation of inclusive education.

In order to ensure that the system and programmes introduced for inclusive education are planned thoroughly, the use of educational psychologists is beneficial, as has been historically proven. It is therefore necessary that the experience gained in the previous schools that were considered schools for learners with special educational needs be transferred to the modern inclusive education settings.

Educational psychologists’ roles are explained in inclusive education as organizational consultants (Hick, Kershner & Farrell, 2009). Their role is to conduct assessments in schools and assist educators to solve problems they identify as concerns that may affect their work as well as learner outcomes. It is envisaged in this study that behavioral consultation is an efficient means of executing relevant
intervention programmes to learners with behavioral problems (Engelbrecht, Swart & Eloff, 2004).

Engelbrecht, Swart and Eloff (2004) argue that the need for support by mental health professionals in schools is associated with the increased awareness of the importance of health promotion in schools in South Africa. Educational psychologists can work as mental health consultants and then assume key responsibilities in the establishment, implementation and assessment of mental health programmes in schools.

Effective mental health programmes can equip learners with extensive, easy to reach and organized support together with useful resources and help from professionals, families and communities. Redefining the scope of practice for educational psychologists has thus allowed them to expand their professional services to include understanding the classroom, community environments and working together with educators and other professionals in order to develop educational environments that meet the needs of diverse learners in South Africa (Health Professions Council of South Africa, 2010).

2.6 SELECTING LEARNERS FOR INCLUSION

Learners with disabilities are not just randomly selected for inclusion into inclusive education classes. To select them requires knowledge and information about inclusive education and care of the disabled persons. Educators need to be trained in inclusion of learners in inclusive education classes. There are no clear guidelines
as to who qualifies to be a candidate for inclusion (Carroll, 2006). Educators usually state that some of the learners with barriers to learning are not good candidates for inclusive education.

In order for learners to be in the inclusive classroom, it is required that they have the ability to attend school. Learners that are entirely excluded from attending school (for example, because of hospitalization for a long time) are not regarded as candidates for inclusive education.

Furthermore, learners with barriers to learning are considered as poor candidates for inclusive education because of the effect of their conditions on other learners. For example, learners with serious challenging behaviours such as fighting, use of addictive substances and rape are dangerous to others, and they are also considered poor candidates for inclusion because the school is responsible for providing a safe environment for all learners and educators.

Lastly, some learners are not considered as good candidates for inclusion because the normal activities in a general education classroom will prevent them from learning, e.g., a learner with severe attention difficulties or extreme sensory processing disorders might be highly distracted or distressed by the presence of other learners working at their desks (Bowe, 2005). Inclusion needs to be suitable to the diverse needs of the learners.

There are many learners with barriers to learning who do not belong into these extreme categories, as most learners are not violent, they do not present with severe
sensory processing disorders, and so on. The learners that are most considered for inclusive education are those with physical impairments which have little or no effect on their academic work, learners with all types of mild impairments, and learners whose impairments require relatively few specialized services.

Bowe (2005), states that regular inclusion is an acceptable way for most of the learners with special needs in education. He also says that for some learners, more especially those with severe autism spectrum disorders or mental retardation, or those who are deaf or have multiple impairments; regular inclusion may not be suitable for their education. This statement is true because inclusive education must be implemented according to the diverse needs of the learners. The severe cases need specialized care and training. Westling and Fox (2009) state clearly that severe types of disabilities can cause learners to be excluded from others.

2.7 INCLUSIVE EDUCATION PRACTISES

2.7.1 COMMON INCLUSIVE EDUCATION TRADITIONS

In an inclusive classroom, learners are placed according to their chronological age. This does not apply to the learners who are above or below the academic level for their age. The value of friendships is regarded as important in order to encourage a sense of togetherness (UNESCO, 1994).

Educators always encourage a close relationship between learners with special needs in education and the other learners of their age without such needs. This is done in order to demonstrate to learners that a diverse group of learners can work together, and there is no learner who is better than the other, as well as to remove
any barriers to friendship that may occur if a learner is seen as vulnerable. Inclusive education practices reduce discrimination among learners and encourage cooperation among them (UNESCO, 1994).

2.8 RESEARCH STUDIES ON INCLUSIVE EDUCATION

Bennett, Deluca and Bruns (1997) encourage the acceptance of inclusive education practices. Through the advancement of such practices, learners are exposed to a rich set of activities; and each learner does what he or she is capable of doing, or what he or she wishes to do and learns from that experience. The implementation of inclusive education needs educators to make changes in the facilitation of learning, as well as changes in how learners with barriers to learning, as well as those without barriers, interact with and relate to one another. Inclusive education practices constantly use active learning activities such as talking, reflecting and reading. Reasonable accommodation in assessment practices, different types of instructional approaches, and giving priority to diverse learning needs of learners is also undertaken (Bennett, Deluca & Bruns, 1997).

The increasing diversity among learners in classrooms induces educator preparation programmes to be increasingly called upon to train educators that will be able to modify the learning process by responding professionally to the challenges of inclusive classrooms (Munby, Lock, Hutchinson, Whitehead & Martin, 1999). Porter (2001) reported that limited accessibility, and provision for physical support, play a role in the lack of preparedness of educators for the implementation of inclusive education. Beyers and Hay (2007) state the various consequences of emotional and behavioral problems on the inclusive classroom; for example, learners with such
problems manifest inability to concentrate and learn in class because they are unable to maintain good interpersonal relations with other learners and the educators. This is true because learners with emotional and behavioral problems can disrupt the learning process and the educators should observe conditions that cause behavior problems and demonstrate appropriate behaviors to learners. In serious cases, they must refer learners to psychologists. Landsberg and Swart (2011) expressed that educators need to be empowered to deal with challenging behavior.

Muthukrishna, Farman and Sader (2000) reported that educators are frustrated. They also experience stress as a result of the expectations that new policies have introduced. They resisted the implementation of inclusive education because of the constraints and barriers they experienced in the attempts to change their practice and establish more effective learning environments. Educators were found to be unprepared, mainly because they lacked training in inclusive education. Other barriers to successful implementation of inclusive education were long distances to schools and lack of wheelchairs for some disabled learners. Educators also lacked skills that are relevant in inclusive education, thus there are calls for the training of educators.

2.9 ADVOCATING FOR FULL INCLUSION

UNESCO (2009) states that some countries like Australia, India, Lesotho, Malaysia, Namibia and Spain, among others, find inclusive education to be useful for national development. It is promoted and supported with resources, and the separation of learners due to diverse needs in education is discouraged. According to UNESCO
(2009), advocates of inclusive education agree that other learners may not benefit by the full inclusion of certain learners with special needs in education; however, they warn that not including other learners would still be discriminatory, and therefore not acceptable.

According to Marston (1996), inclusive education supporters state that there are learners who think that they do not fit in, or feel that they are not candidates for inclusion. Therefore, in a school that fully includes all learners with diverse learning needs in education they see it as welcoming to all. These supporters advised that this does not include cases where learners with diverse needs in education pose danger to others. Marston (1996) asserts that the implementation of inclusive education is beneficial to learners with diverse needs in education, particularly in activities involving reading comprehension. Inclusive education can be helpful to all learners in a class, not just to learners with special needs, because the inclusive classrooms allow learners with barriers and those without them to learn, play, and interact with each other every day. Full inclusion is the ideal, hence it should be the one promoted. The partial offering should serve as a phase towards fully inclusive education. This means that schools that have some resources for some learners with disabilities should sustain these resources while acquiring new ones for additional learners.

2.10 POSITIVE OUTCOMES OF INCLUSIVE EDUCATION

Many positive results of inclusive education are realised where learners with special needs in education benefit together in the classroom with those without such needs (Bennett, Deluca & Bruns, 1997). Positive results are identifiable for children with barriers to learning in areas such as reading, improved communication skills, social
skills, and increased positive interpersonal relations. Many positive educational outcomes were noted, such as the development of positive attitudes towards learners with barriers to learning. The enhancement of social status among non-disabled peers was found to be the most positive outcome.

A study on inclusion by Sale and Carey (1995), made a comparison of integrated and segregated (special education only) preschool learners. The results revealed that learners in the integrated institutions showed progress in the development of social skills, while in the segregated institutions learners deteriorated. Another study, by Banerji and Dailey (1995), showed positive effects from inclusion in Grades 2 to 5. Learners with barriers to learning showed academic improvement; they benefited like the learners without such barriers. The former also showed an improvement in self-esteem, and in some cases their motivation improved.

According to UNESCO (2009), as mentioned in the preceding section, countries like Australia, India, Lesotho, Malaysia, Namibia and Spain have offered inclusive education with success. They were not aware of any negative effects of inclusive education, only of positive ones. They also do not understand the logic of schools that do not offer inclusive education, because teachers in inclusive education are empowered for any other school. Also, the discrimination and stigmatization of learners with barriers to learning are non-existent; there is often full participation of learners in class.
2.11 RESEARCH STUDIES AGAINST INCLUSIVE EDUCATION

Barkley (1998) reported that despite the identifiable benefits of inclusive education, especially for moral reasons, there are still people who do not approve of it. Some of them provide valid reasons for the separation of classrooms for learners with barriers to learning from those without. Both full and partial inclusion methods recognize that most of the learners with special needs in education need individualized education programmes, an accessible environments. The general education classroom educators teach the curriculum, while the special education educators deal with the process of remediation of the learning problems.

Learners with severe inattention problems may be unable to concentrate in a classroom having many (perhaps 30 or more) active learners. Critics of full and partial inclusion are comprised of educators, administrators and parents (Barkley, 1998). Kauffman and Hallahan (2005) argue that full inclusion may be a way for schools to satisfy the parents and the general public, by using the inclusive education term as a way to gain support for misleading efforts to educate learners with special needs in education in the general education school environment.

Espin (1998) examined the lack of the benefit of individual attention and the effect of its absence in mainstream schools that learners receive within Individualized Education Programmes when they are placed in an inclusive rather than a mainstreamed education environment. Several researchers, according to Lieberman (1988), have noted that school districts neglect to prepare general education staff for learners with special needs, therefore hindering the success of inclusive education.
Moreover, schools in the districts always explain inclusive education in political terms, and they do away with the benefits from the service, without considering the learners who have no say about the programme. Inclusive education is understood by others as a practice that is good but not practical. According to Weiner (1969), research studies have not confirmed and supported the proposed advantages of full or partial inclusion. Furthermore, the inadequate implementation of inclusive education does not allow learners with moderate to severe barriers to learning to have individualized attention in a resource room, from which many show substantial achievement in learning and in the way they control and react to their feelings and emotions.

Parents of learners with barriers to learning may be careful about safety when placing their children in an inclusive education programme because of fears that their children will be laughed at by other learners, or be unable to attain personal development and life skills in a general classroom. Some argue that taking children to inclusive schools is not cost-effective as compared to cheaper or more effective interventions, such as special education (van den Bos, Nakken, Nicolay & van Houten, 2007). They argue that specialized education programmes help to accommodate the learners with special needs in education by providing individualized and personalized programmes to meet their diverse needs.

Lack of skills and competence were confirmed in several studies on inclusive education in South Africa (Eloff, Engelbrecht, Forlin & Swart, 2000). These authors specifically point out the lack of competence of educators in inclusive education in South Africa. They also point out that the lack of transport is a barrier to learning.
They mentioned that most learners live far away from the school. Indications are that some learners with physical barriers travel long distances to school in their wheelchairs. Those without wheelchairs cannot go to school. The school’s poor physical facilities often contribute to the lack of preparedness to implement inclusive education programmes.

There is also a lack of funding for more resources in inclusive schools, for example, the modification of buildings to suit learners with special needs. The families of these learners with barriers to learning also do not necessarily have funds. Some families in this situation are destitute. To accommodate diverse learner needs, there must be funds to support accessibility. Buildings must be made accessible for those in wheelchairs.

According to Eloff et al. (2000), educators need to be trained in skills and knowledge in order to provide effective inclusive education for all learners. They also suggest that funding be solicited from various sponsors and other fundraising activities be embarked on, in order to help obtain e.g., wheelchairs for disabled learners.

2.12 RESUMÉ

Attitudes affect people's thoughts, feelings and actions. It could be said that they determine what people think, feel and do. They are useful in helping people to decide how to react to what is happening in their lives or to political questions. From the literature reviewed, it is important to note that education in South Africa has experienced significant changes since 1994. The demand for educating learners with
barriers to learning has continued to grow, and as a result, inclusive education is now in the process of implementation.

The inclusive education process, and the degree to which the schools accept diverse learners, contributes significantly to the success or failure of the process. In line with this declaration, from the literature reviewed it is important to note that certain views about disability and concerns of educators can influence the education received by learners. It can be stated that such attitudes differ extensively, and many educators reported that the implementation of inclusive education is perceived as threatening.

Implementing inclusive education is regarded as an example of an important change in the education system. It means change such as restructuring. It also brings new responsibilities for educators, parents, learners and the government so that the needs of all diverse learners are met. Change is described as a social-political process involving individual, classroom and school factors in interactive ways. Change is understood as one of the variables affecting all aspects of life. It brings uncertainty to people, and it poses a challenge to educators and learners.

There is widespread agreement among researchers that implementation of inclusive education is perceived as threatening by educators. Many educators who feel unprepared and afraid to work with learners with barriers to learning in regular classes display frustration and anger towards inclusive education because they think that it could lead to lower academic achievement and standards.
The educators’ attitudes regarding the implementation of inclusive education may be related to feelings of incompetency, ineffectiveness in educating diverse learners, and lack of knowledge and experience (Hegarty, 1994). Hergaty (1994), and Lewis and Doorlag (1991) echo the above findings about educator attitudes in implementing inclusive education.
CHAPTER 3 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the research methodology and research design used for this study. This study used a qualitative research design in order to get an in-depth understanding of the participant’s experiences and understanding of their level of preparedness to implement inclusive education. Qualitative research is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyzes words, and reports detailed views of participants. The research is conducted in a natural setting (Creswell, 2007).

According to Merriam (2009), a qualitative research design focuses on the understanding of people’s interpretation of their experiences, the way they view their worlds and the meaning that is assigned to those experiences. This is achieved by paying attention to ontological and epistemological assumptions, and methodology. Ontology refers to the study about reality that can be known or discovered. Epistemology refers to a way of finding how reality can be known or discovered. Methodology refers to how the researcher plans to conduct the study (Maree, 2011).

The research methodology, measures to ensure trustworthiness and ethical issues will be presented in this section.
3.2 RESEARCH DESIGN

The current study was conducted using a descriptive case study research approach. According to Cresswell (2009), a case study is a strategy used by a researcher to explore an in-depth understanding of a phenomenon. A case study research approach was used for the current study to explore the experiences of educators, in this case, the level of preparedness of educators in the implementation of inclusive education. A case study was used to discover an in-depth understanding of participants’ level of preparedness to implement inclusive education in their natural setting.

3.3 TARGET POPULATION

This study targeted those schools involved in inclusive education. A sampling frame was therefore designed for only those schools that form part of the District Development Programme on inclusive education. Junior secondary schools that have been converted to full service schools under the Department of Education in the Mthatha district were selected for this study.

3.4 SAMPLING TECHNIQUE

A non-probability purposive sampling technique was used for the study. Purposive sampling refers to the purposeful selection of participants according to their ability to understand what is being investigated. In this study the researcher selected participants based on their ability to contribute to the research. These were educators working in Mthatha District in schools that were converted to full-service
schools. The researcher selected participants who have had experienced teaching in inclusive schools.

### 3.5 SAMPLE

The sample consisted of one hundred educators working in the junior secondary schools. Sixteen junior secondary schools were selected for the study. Twenty-three males and seventy-seven females participated in the study. The participants were all qualified educators based in Mthatha District.

### 3.6 THE INSTRUMENT FOR DATA COLLECTION

The instrument that was used to collect data was a questionnaire. According to Babbie (2007), a questionnaire is defined as “a written document with questions and items with a goal of seeking data for analysis”. It comprised open-ended and close-ended questions, and covered the biographical and employment details of the participants, as well as information on Inclusive Education. (see Annexure B).

The first draft of the questionnaire was developed and piloted with ten educators in six primary schools in Mthatha. Piloting is important to ensure the rectification of errors (de Vos, Strydom, Fouché & Delport, 2012). As the study was to be conducted in junior secondary schools, the pilot participants were not possible participants for this study. The piloting phase led to finalization of the questionnaire by correcting the errors pointed out in the pilot responses.
3.7 DATA COLLECTION

Data for this study was collected by means of face-to-face interviews using semi-structured questionnaires as a guide and some follow-up questions such as “Please tell me more” were used. According to de Vos, Strydom, Fouché and Delport (2012), a semi-structured questionnaire refers to “an interview guide with prepared questions that are used during the interview”. This was done to get views and opinions of the participants. The questionnaire was administered to the educators in sixteen different schools situated in the Mthatha district during long break and after school. Individual interviews with participants were conducted for three months. Interviews allowed the researcher to obtain the maximum amount of relevant information. Follow-up questions helped the researcher to get further explanation from the participants and an in-depth understanding of their experiences.

3.8 DATA ANALYSIS

The questionnaires were analysed using the descriptive analysis technique of Tesch as described in Creswell (2009). The participants’ responses were read to get a sense of the whole. Ideas were jotted down in the margin as they came to mind. The responses were read one by one and they were examined to determine what they were about and to establish their underlying meaning.

The ideas were converted into topics. Similar topics were clustered together and they were written in columns. The columns were divided into major topics. The list of topics was compared to the data. New categories and codes emerged. Codes are marked and identified meaningful segments of data that are used to mark data using
symbols (Maree, 2011). Categories refer to organized and combined related codes into themes (Maree, 2011). Descriptive wording for the topics were turned into categories. Topics that related to each other were grouped into categories.

Content analysis was used for the purpose of systematically organizing and evaluating the data. Content analysis is “a systematic approach to qualitative data analysis that identifies and summarizes message content” (Maree, 2007). Content analysis was used to analyse qualitative responses to open-ended questions in interviews. The content analysis approach aimed at establishing how participants evaluated their level of readiness to implement inclusive education by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences.

An experienced independent qualified researcher who runs a research practice was requested to provide advice on this aspect. Preliminary data analysis was done in order to determine the optimal approach to undertake for the main data analysis. Excel (Microsoft Excel, 2007), was used for presenting graphs. For data verification, the final results were confirmed by a team of three coders for a demonstration of consistency. Maree (2011) illuminates the importance of consistency by suggesting the facilitation of quality assurance. Themes that emerged were finally organized into main themes, categories and sub-categories as indicated in Chapter Four.

3.9 MEASURES USED TO ENSURE TRUSTWORTHINESS

Trustworthiness refers to the degree of methodological accuracy inherent in any kind of qualitative research and includes the means by which researchers show integrity and competence (Guba, 1991). The purpose of trustworthiness in qualitative
research is to give support to the argument that the researcher’s findings are good to consider (Lincoln & Guba 1985: 290). Qualitative research may be characterized as trustworthy when it accurately represents the lived experiences of the participants. Trustworthiness in this research was ensured by using a model proposed by Guba (1991) and attention was paid to the strategies explained below:

3.9.1 CREDIBILITY

Credibility is truth value. Ensuring credibility is one of the most important factors for the researcher in establishing trustworthiness. In this research, credibility was established through presentation of accurate descriptions or interpretation of participants’ experiences as they were lived and perceived by them.

3.9.2 TRANSFERABILITY

Transferability refers to whether the findings can be applied to another context. In this research, descriptive data is presented to allow comparison with other research studies. A complete description of the research methodology and findings are presented to assist in determining if results can be compared to other similar populations. A purposive sampling was used. Relevant quotes from the participants were used to enhance thick description of the research findings.

3.9.3 DEPENDABILITY

Guba (1991) proposed that the dependability criterion refers to the reliability of the research findings. In this research, dependability was established through conducting of recoding procedure on the data during the analysis phase of the study.
Thereafter, the results will be compared. Trustworthiness in coding data was established through the use of a team of three skilled, independent multiple coders. Inter-coder reliability was consistent among the three independent coders, and the categories developed from the text, and ‘which’ were compared.

3.9.4 CONFIRMABILITY

Guba (1991) stipulated that a researcher can maximize neutrality by using a team of researchers that have experience in qualitative research methods rather than a single researcher. To establish trustworthiness, a team of three experienced researchers in qualitative research was used to confirm findings that emerged from the data. Trustworthiness was also established through conformability audit which used a record of the raw data and data analysis. A code-recode procedure was used with the assistance of three independent coders.

3.10 ETHICAL CONSIDERATIONS

All researchers are obliged to ensure that their research conforms to ethical standards. Permission from the Department of Education was obtained for the research (see Annexure E). Permission to conduct the study in schools was sought from the school managers using the letter from the Department of education. The informed consent of each participant was obtained in writing (see Annexure B).

The participants were asked to read and sign the consent form. The benefits, rights, risks and dangers involved as a consequence of their participation in the study were
explained. The information received during the interviews was treated with confidentiality.

Terre Blanche, Durrheim and Painter (2006) give four moral principles that make up the foundation for ethics in research, which are supported by Wassenaar (2008). The principles are:

The principle of Non-Maleficence: research must not cause harm to the participants in particular and to people in general. In this research there was no anticipated harm that could be caused to the participants.

The principle of Beneficence: research should also make a positive contribution towards peoples' welfare. The results of the research could help the schools of the Mthatha District in the Eastern Cape Province of South Africa, and the community could benefit from the results of the research by becoming aware of the importance of inclusive education. A feedback of the results is expected to be given to the Department of Education and to the schools in the Mthatha District.

The principle of Autonomy: research must respect and protect the rights and dignity of other participants. The participants were consulted and made aware in writing that they had the right not to participate. They were also told that they could withdraw from the research at any time should they feel so inclined.
The principle of Justice: the benefits and risks of research must be fairly distributed. The conducting of the research was planned in such a way that no risk was anticipated.

The purpose of the research was explained in the consent form (see Annexure B). The participants were assured that the data would not be used for any purpose other than research and they were told that their names would be kept confidential.

3.11 RESUMÉ

This chapter presented the research methodology used in this study. The chapter discusses research design, population and sample, the sampling technique used in this study, data collection, data analysis, measures used to enhance trustworthiness, and ethical issues covered in this study. The next chapter presents and discusses the findings of the study.
CHAPTER 4  DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

Data analysis and research findings are presented in this chapter. Description of how data was analysed and interpreted is given. Through data analysis, five main themes emerged, which will also be discussed. Direct quotes from the questionnaires will be given to illustrate key ideas.

4.2 DATA ANALYSIS

According to Maree (2011), qualitative data analysis refers to “a process of extracting some form of explanation, understanding or interpretation from the qualitative data collected from the participants”. Descriptive and content data analysis was conducted using an inductive approach which was interpretive and aimed at establishing the participants' meaning and understanding of their level of preparedness to implement inclusive education. Content data analysis refers to a process of analyzing qualitative responses through identification of keys and making of summaries (Maree, 2011). In descriptive data analysis, the data was organized according to participants’ profiles such as gender, age, marital status, level of education, medium of instruction, job title and home language. Content analysis was used to identify and summarize key ideas that helped in-depth understanding and interpretation of data. Charts and graphs were used for further illustration of the results. Descriptive analysis will be presented first, and then followed with content analysis.
4.2.1 DESCRIPTIVE ANALYSIS

4.2.1.1 Profile of the participants

(a) Gender

Figure 1: Gender of the participants

Figure 1 is a pie chart comparing the percentage distribution of the gender of the participants. Nachmias & Guerrero (2006) explain a pie chart as “a graphical way of summarising variables with categories shown as sectors in a circle. In figure 1, the gender distribution of the participants is indicated in two categories of male and female. Categories of gender are displayed as segments of a circle whose pieces add up to one hundred percent (100%). Percentages are visually and numerically presented for clear understanding of data. As illustrated, the sample consisted of seventy-seven percent (77%) female participants and twenty-three percent (23%) male participants. Findings in figure 1 reveal that there were more female participants compared than male participants. Females outnumber males by more than 2:1.
(b) Age

Figure 2: Age of the participants

Figure 2 is a graphical presentation used to display the distribution of the participants in terms of age. According to Nachmias & Guerrero (2006), a pie chart can be used to display differences in percentages in terms of the variable “age”. An analysis of the above figure shows a display of the distribution of the variable in percentages which are useful for comparison purposes. Categories of age are displayed as segments of a circle whose pieces add up to one hundred percent (100%). Twenty-nine percent (29%) of the participants were aged between 42-47, twenty-seven percent (27%) were aged between 36-41, sixteen-percent (16%) were aged between 54-60, and fifteen percent (15%) were aged between 22-35. The fewest participants, thirteen percent (13%), were aged between 48-53. Figure 2 illustrates that almost sixty percent (60%) of the participants were older than 41.
(c) Marital status

Figure 3: Marital status of the participants

Figure 3 illustrated the display of the distribution of the participants in terms of marital status. The distribution of the marital status is visually and numerically presented in percentages which allow simple interpretation of data in a meaningful way. This is supported by Nachmias & Guerrero (2006). In figure 3 it is indicated that sixty-two percent (62%) of the participants were married, while twenty-six percent (26%) were single. Eight percent (8%) were widowed and four percent (4%) did not indicate their marital status.
(d) Level of education

Figure 4: Level of education of the participants

![LEVEL OF EDUCATION](image)

Figure 4 shows the distribution of the sample by the level of education of the participants. Figure 4 is used for the description of the similarities and differences among categories of the level of education. Categories are displayed visually and numerically as segments of a circle whose pieces add up to one hundred percent (100%), Nachmias & Guerrero (2006), as mentioned in the previous section. It can be noted that the sample included forty-nine percent (49%) of the participants with a four-year degree, and forty-four percent (44%) with a three-year degree. As illustrated in figure 4, participants with three-and four-year degrees were in the majority. Nearly all the educators, ninety-three percent (93%), had either three or four years’ education. This shows that these numbers indicate that at least the majority of the participants were adequately prepared for teaching as a profession and for inclusive education. A total of four percent (4%) had one-to two-year diplomas, while a minimum of three percent (3%) indicated that they had a one-year
diploma. It can be noted that there were few participants who were not adequately prepared for teaching as a profession and inclusive education.

(e) Medium of instruction

Figure 5: Medium of instruction of the participants

Figure 5 is used for comparing the percentages of the participants by medium of instruction. Percentages showing differences and similarities in the medium of instruction are presented visually and numerically as sectors of a circle for easy comparison (Maree, 2011). As illustrated in figure 5, the sample consisted of eighty-six percent (86%) of the participants who use English as a medium of instruction. Ten percent (10%) were using isiXhosa, while three percent (3%) were using both English and isiXhosa. The findings seem to indicate that English is used in most of the schools as a medium of instruction. It can be noted that only one (1) participant did not indicate the language used as a medium of instruction.
(f) Job Title

Figure 6: Job titles of the participants

Figure 6 is a graphical way of summarising the qualitative variable “job title” by means of different categories using a frequency polygon. Maree (2011) describes a frequency polygon as a graph that is used for frequency distribution. Different categories are presented in a more meaningful way which allows simpler interpretation of data. Figure 6 show differences in percentages that add up to one hundred percent (100%) among categories. In figure 6, the job titles of the participants are illustrated. As in the above graph, it is indicated that the sample consisted of eighty-five percent (85%) of post level one educators. From the figure, it emerges that these were the majority of the respondents. Twelve percent (12%) of the participants were heads of department educators in post level 2. Three percent (3%) of the participants were principals.
(g) Home Language of the Participants

Figure 7: Home Language

![Home Language Graph]

Figure 7 is used for comparing the percentages of the participants by the variable “home language” using a frequency polygon. According to Maree (2011), a frequency polygon presents data clearly to communicate the most important characteristics of the frequency distribution. Percentages showing differences and similarities in the home language are presented visually and numerically as sectors of a circle for easy comparison. Figure 7 shows the differences and similarities in home language of the participants for easy interpretation. An analysis of the above graph indicates the distribution of the participants in terms of the home language. Seventy-four percent (74%) of the participants indicated that their home language was isi Xhosa. Thirteen percent (13%) of the participants indicated that their home language was English, while six percent (6%) of the participants indicated that their home language was Afrikaans. Seven percent (7%) of the participants were in a group that did not specify their home language. The fewest participants, six percent (6%), were speaking Afrikaans as their home language. Figure 7 illustrates that the
almost seventy-four percent (74%) of the participants who indicated that isiXhosa was their home language were the majority.

(h) Percentages of the participants sampled in each school

Figure 8: Percentages of the participants sampled in each school

Figure 8 is used for describing and comparing the percentages of the participants sampled in each school. In figure 8, the percentages of the participants are indicated numerically and visually for easy comparison, as proposed by Nachmias & Guerrero (2006). An analysis of the above graph indicates the distribution of the participants in terms of their schools. Four percent (4%) of the participants consisted of educators from schools A, G and M. Ten percent (10%) of the participants were coming from schools B and H while six percent (6%) of the participants belonged to schools C, D, K and O. Seven percent (7%) of the participants were in a group from
schools E, F and J. Eight percent of the participants was coming from schools I and L. Five percent of the participants came from school N. The fewest participants, two percent (2%), came from school P. Figure 7 illustrates that there were more participants from schools B and H.

(i) Inclusive education practised at school

Figure 9: Inclusive education practised at school

Figure 9 is used to display differences in responses between participants in terms of whether they practice inclusive education or not. In figure 9, the illustration of whether the participants practise inclusive education or not is indicated in percentages which are useful for comparison purposes. Authors such as Nachmias & Guerrero (2006), support that graphs are used for visual comparisons for noting differences and similarities. As illustrated, the sample consisted of sixty-four percent (64%) of the participants who indicated that they practise inclusive education in their
schools, against thirty-four percent (34%) who indicated that they do not practise it. Findings in figure 9 show that the sample had more participants practising it compared to the group of participants who do not practise it.

4.2.2 CONTENT ANALYSIS

4.2.2.1 INTRODUCTION

This section deals with interpretive analysis of the participants’ responses. Findings will be presented on themes that emerged from the data. The interpretation of themes will focus on the meaning attached by the participants to their level of preparedness to implement inclusive education. In the context of this research, competence of the educators to implement inclusive education is linked to their preparedness or ability to implement inclusive education. Direct quotes from the participants will be provided to illustrate key ideas. Figures with numerical illustrations adding substantively to the understanding of the findings will be included. This is supported by authors such as Maree, (2011) and Nachmias & Guerrero (2006) who asserted that graphical illustrations are used in descriptive statistics for organizing and summarizing data meaningfully.
Figure 10 is a graphical illustration of the distribution of the sample according to different kinds of responses of the participants on the level of understanding of inclusive education. In figure 10, percentages are presented visually and numerically for showing the direct link, relationship and clear understanding of the data. Maree (2011) recommends a numerical way of summarising a variable by using a frequency distribution expressed as percentages. As illustrated in figure 10, the sample included sixty-two percent (62%) of the participants who fully understood inclusive education as a value-based integrative education approach that aims to lift barriers to education in order to include all learners in a single learning environment.

The understanding of the concept of inclusive education is evident from statements by the participants, which include:
“In my understanding, inclusive education is the education that caters for every learner despite a learner’s background, race, culture or ability.”

“Learners are taught in the same class and school irrespective of race, gender, physical impairment or challenge or disability.”

“Inclusive education is whereby learners with barriers to learning are included and taught in regular schools.”

“Inclusive education is the education of learners with special needs in education in regular schools.”

“Inclusive education means putting children with disabilities with other children who do not have disabilities for learning purposes.”

Most of the definitions by participants focused on extending the scope of ordinary schools so that they can include a greater diversity of learners. It is evident from the findings that participants perceived inclusive education as a more values-oriented programme of education. Many definitions of the participants showed that most educators acknowledged inclusive education as a right for all learners as stated by Landsberg and Swart (2001).

Twenty-seven percent (27%) of the participants had some idea of inclusive education. This group consisted mostly of those participants who thought that inclusive education has to do with education of learners that have learning barriers, for example, the disabled. They failed to mention the integration of normal learners and those with barriers. This is evident from the definitions given by these participants, which include, “Inclusive education is the education of the learners with
barriers to learning.” This shows a limited understanding of the concept of inclusive education.

Eleven percent (11%) of the participants commented that they had no understanding of the concept of inclusive education. A lack of understanding was also reflected in the answers of these participants. The “do not understand” group either said that they lacked understanding or gave answers not related to the correct ones; for example:

“*Inclusive education is education that includes extracurricular activities.*”

“It is a learning teaching methodology.”

“Inclusive education is the kind of education that involves parent and also the learner.”

“My understanding of inclusive education is not clear.”

“I do not understand anything about inclusive education.”

“Inclusive education are taught equal and treated equal.”

“I comprehend it as an additional programme to what is already done at school.”

“It means teaching different cultures to learners of different cultures.”

From the literature reviewed, the understanding of inclusive education, as expressed by Landsberg and Swart (2011), is that it is based on a value system that invites and celebrates difference and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin, level of educational achievement and disability. It is clear that most of the participants got the definition right according to Landsberg and Swart (2011). This shows that most educators showed a relatively
good knowledge or understanding of inclusive education. It is also evident that few participants who indicated that such lack of knowledge or were not trained. Lack of training was found to be a critical factor and a barrier to educators’ preparedness to implement inclusive education, and to learning and development in learners with special needs in education.

4.2.2.3 COMPETENCE TO PRACTISE INCLUSIVE EDUCATION

(k) Competence to implement inclusive education

Figure 11: Competence to implement inclusive education

Figure 11 shows a distribution of the sample according to the extent to which they were competent to implement inclusive education. The frequency polygon with points that illustrate percentages is shown using a line. Figure 11 is a graphical way of summarizing different and similar responses of the participants as stated by Maree (2011). Figure 11 shows the extent to which educators were competent to implement inclusive education. The questionnaire explored the extent to which educators felt competent to implement inclusive education.
Sixty percent (60%) of the participants indicated that they felt competent to implement inclusive education. Those who understood the concept of inclusive education perceived themselves as competent. Participants who indicated that they were competent to implement inclusive education associated their competence with past and previous knowledge acquisition through training opportunities, professional development and personal development; acquiring skills necessary to identify and address barriers to learning and internalizing values that promote inclusive education. This is also outlined by the National Commission for Special Needs in Education and Training (NCSNET) (1997).

Some of the participants said that they had training in special needs education. Jenkinson (1999), echo the above findings about educators’ training in inclusive education. This was reflected in the following:

“I have been trained in inclusive education.”

“I have experience in dealing with learners with disabilities and I have a qualification in special needs education.”

“I have studied a degree in the implementation of inclusive education.”

“We undergo trainings.”

“I studied it in university.”

“I am able to accommodate diverse learners with diverse learning needs.”

“My school works very closely with certain educational and clinical psychologists as well as organizations like FAMSA to ensure that the best education is available to each student and we have a bridging class.”
Forty percent (40%) of the participants indicated that they felt incompetent to implement inclusive education. Factors hindering educator competence also emerged. Participants who felt incompetent said that they had been inadequately trained and received little or no support. This finding is in line with the Marston’s (1996) findings. Those who did not understand the concept of inclusive education perceived themselves as not competent. This is confirmed in the findings of Agbenyega (2008), who found that those who were inadequately trained perceived themselves as not competent to implement inclusive education.

As shown in figure 11, forty percent (40%) of the participants who indicated that they were not competent to implement inclusive education, associated their incompetence with inadequate professional development, personal barriers such as fear of working with learners with barriers to learning, and not buying into the model of inclusive education, inadequate resources, time constraints, lack of financial support, inadequate facilities and infrastructure, and inadequate support from government. This is evidenced by the findings of Marston (1996) who point out that on-going educator training and development can determine the success of inclusive education. It is also evidenced by following verbatim quotes from the participants:

“There is no support from the government to assist teachers on problems encountered with learners that need special attention.”

“Teachers are not fully equipped in terms of skills and expertise to deal with children with disabilities and special needs.”

“Understanding and dealing with the wide extent of barriers that present themselves within our times seems to be an impossible task.”

“No, it has many challenges.”
“Our schools have no facilities to accommodate those learners.”

“We are not trained for these special cases.”

“We need training to do this successfully as well as a support system.”

“Infrastructure makes me doubt the possibility of including physically challenged learners.”

“There are no facilities and resources for the implementation of inclusive education.”

“I have fear of dealing with learners with disabilities.”

This study revealed that these educators need adequate training, resources, skills and support.
4.2.2.4 CONCERNS OF THE EDUCATORS

I) Concerns about the implementation of inclusive education

Figure 12: Concerns about the implementation of inclusive education

Figure 12 is a graphical illustration of the distribution of the participants’ responses on concerns about the implementation of inclusive education. A histogram is used as a graphical display with categories displayed as contiguous bars (Maree, 2011). Different kinds of responses of the participants on the concerns about the implementation of inclusive education are in percentages that are presented visually and numerically for showing the direct link, relationship and clear understanding of the data. It is clear that although it is illustrated in figure 11 that most of the participants felt competent to implement inclusive education, figure 12 shows that they still needed support; for example, ninety-five percent (95%) of the participants
reported that more support is needed. This was evidenced by the following comments:

“There is no support from the government to assist teachers on problems encountered with learners that need special attention.”

“There is lack of parental support.”

“We need support.”

Eighty-two percent (82%) of the participants reported that when implementing inclusive education, many challenges need to be faced. This was reflected in responses like, “There are many challenges.”

“Teachers are faced with challenges.”

These participants mentioned lack of interest, inadequate time, and lack of resources, additional demands, lack of support from the government as well as lack of parental support, lack of funds and lack of infrastructure.

Seventy-five percent (75%) of the participants stated that the implementation of inclusive education involves additional duties, yet educators are not relieved of many duties to implement it. This is evidenced by the following verbatim quotes:

“We are not relieved of any duties.”

“There is no relief from other duties.”

Many of the participants lacked depth of knowledge about inclusive education and its benefits. This is suggested by the fact that only thirty-three percent (33%) of the participants could name limited gains from inclusive education.
The general message is that the importance of inclusive education is not matched by its support.

Factors that were found hindering educator competence include inadequate professional development and lack of exposure. These contribute to lack of skills and expertise to implement inclusive education. Participants in this study indicated that inadequate resources, inadequate facilities and infrastructure, personal barriers such as fear of working with children having barriers to learning, not buying into the model of inclusive education, and inadequate support from government. This is confirmed in the findings of Engelbrecht and Green (2007), who found that lack of educator training and development affect successful implementation of inclusive education. All of these deficiencies served to discourage educators from attempting to practise inclusive education.

According to the majority of the participants, their concerns seem to indicate that there is a need for professional development of educators as well as provision of support from government and parents. Provision of additional personnel seems to be a critical factor for the success of inclusive education. This finding is also supported by the Employment Equity Act (Act no. 55 of 1998) where it is stated that the employer should ensure that training should be conducted for professional development of the employees.

**4.2.2.5 CHALLENGES**

A wide variety of challenges hindering quality with regard to the implementation of inclusive education were identified. Eighty-two percent (82%) of the participants of
this study appeared to be concerned about the challenges they face in the implementation of inclusive education. It is clear from the research results that educators, being the key executors of inclusive education, were faced with additional demands related to catering for the diverse needs of learners with barriers to learning. Seventy-five percent (75%) of the participants indicated that inclusive education poses additional demands without relief from normal educational duties. Remarks related to additional duties that are required because of inclusive education were:

“We need to write letters to psychologists and other specialists for further assessment and intervention strategies.”

“I work extra time for running a remedial programme.”

“I consult with parents and medical professionals such as doctors, nurses, social workers and psychologists.”

“I sometimes prepare work especially in the afternoon for different learners and some remedial work.”

“I design an Individualized Education Programme for learners with barriers to learning.”

“We take care of learners who experience challenges including those who are sick.”

Because of these additional duties, most participants confirmed that inclusive education poses additional demands. Responding to the unique nature of inclusive education was perceived as time consuming. It changed the role of the educator to that of a counsellor, caregiver, inclusive education planner and transport provider. Consultations with parents and medical professionals such as doctors, nurses, social workers and psychologists were the additional responsibilities. Extra-curricular
activities, including remedial education also took up a lot of educators' time. This concurs with Engelbrecht (2006) who expressed that educators need more time for the implementation of inclusive education.

There were few educators (21%) who reported that they were relieved from administrative and other duties, such as teaching life orientation, being a class teacher and being a choir conductor, because of inclusive education. The participants expressed concern at the lack of funds and resources in schools to meet the specific needs of learners with barriers to learning. Most of the participants mentioned that the implementation of inclusive education requires funding, and there are financial problems at the schools. The majority of participants believed that adequate resources were a prerequisite for effective implementation of inclusive education and this is also stated by Landsberg and Swart (2011), who confirmed that lack of resources and funding affects the implementation of inclusive education.

The majority of participants shared the perception that they were unable to implement inclusive education effectively and provide support owing to time limitations. Lack of time was perceived as one of the major factors impeding the provision of effective support in the class. The common complaint was of having too much administrative work to do, e. g.,

“The implementation of inclusive education is time consuming.”

“There is no time; we have too much administrative work to do.”
4.2.2.6 LACK OF SUPPORT

Lack of support was cited by most participants as an important challenge in the implementation of inclusive education. This point is demonstrated by Killen (2011), who proposed teaching strategies for quality teaching and learning. This also concurs with Engelbrecht, Swart and Eloff (2004), who expressed a need for educator support. The participants felt frustrated because of this. Ninety-five percent (95%) of the participants indicated the need for support with particular focus on the educator’s needs and classroom strategies in order to ensure that the classroom environment is responsive to the diverse learning needs. It is clear that the lack of support affects the level of preparedness of educators to implement inclusive education of the requisite quality. The participants’ quest for holistic support was articulated in the following way:

“I need thorough training and some additions in the infrastructure of the school.”

“We do not get support from the Department of education and also parents do not give us support.”

“We need support from all stakeholders and also from the Department of Education.”

“We need training and special facilities.”

Participants expressed their concern at the lack of parental support and involvement in the learning process of their children. Porter (2001) further expresses the importance of parental support for successful learning. Their concern was highlighted in the following way:

“There is no appreciation and involvement from parents.”
This can be achieved through collaboration, which is an important strategy of support for inclusive education.

In general, educators indicated that they need professional development support, parental and learner support, sufficient resources, financial support, assistive devices, learning materials, more time, accommodating infrastructure, availability of human resources and services, as well as support from the Department of Education. This study revealed that educators need adequate training, resources, skills, time and support.

**4.2.2.7 PERCEPTIONS OF LIMITED OR NO GAINS**

Thirty-three percent (33%) of the participants expressed their concern at the limited gains that the implementation of inclusive education brings to them. Perceived limited or no gains were reflected in the answers of some of the participants.

“I have not been trained and it does not have any gains.”

“Inclusive education has limited benefits and challenges.”

Participants also remarked that educators’ discriminatory attitudes against learners on the basis of disability manifest themselves as barriers to the implementation of inclusive education. Some of the participants stated, “Some educators discriminate against those learners with disabilities.”

Perceived lack of interest in the implementation of inclusive education from the participants is evident from their statements which include the following:

“Some teachers do not show interest in this.”
The findings of this study indicate that the participants’ perceptions of limited or no gains in the implementation of inclusive education were associated with lack of preparation to implement inclusive education, as well as their negative attitudes. This is confirmed in the findings of Hobbs and Westling (1998), who found that the success of inclusive education can be attributed to many factors such as educator preparation as well as their attitudes.

4.2.3 RESUMÉ

This chapter presented and discussed the findings of this research. The views and needs uncovered by the research were identified and described. All this information will now be used to make the recommendations that are set out in Chapter 5. The analysis of participants’ perceptions, understanding, knowledge and experience of inclusive education indicated that most of them had a sound understanding of the meaning of inclusive education. Most participants indicated that they were competent to provide inclusive education against a backdrop of hindering factors, amongst which were, pre-eminently, the additional demands created by inclusive education, and a context that lacks adequate support. The perceived limited gains of inclusive education were asserted, while a dominant discourse of challenges was rife.

It can be concluded that educators’ preparedness has been considerably retarded by the demands created by inclusive education, a context providing limited support, and a personal perceived lack of adequate training and support, lack of funds and other resources, time constraints, and educators’ lack of knowledge as well as skills.
CHAPTER 5 DISCUSSION OF FINDINGS, LIMITATIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of the study was to investigate how well the educators in Mthatha were prepared for the implementation of inclusive education. This chapter presents the discussion of findings, limitations, conclusions and recommendations. The research findings will be integrated with the reviewed literature and the theoretical framework. In the last part of this chapter the possibilities for future research will be explained.

5.2 DISCUSSION OF FINDINGS

This study was focused on the level of preparedness of the educators in Mthatha District to implement inclusive education. When a new programme of action is introduced, it is expected that service providers will be adequately prepared in order for it to be a success. The findings of this research suggest that the majority of the educators understand the concept of inclusive education. They feel competent and prepared to implement it, however, they expressed concerns and unhappiness about some factors that hinder their level of preparedness; as contrary to the UNESCO findings (2009), where it is stated that in Australia, India, Lesotho, Malaysia, Namibia and Spain the educators were competent and they were supported with training and resources.

The educators who felt prepared revealed that they had received training to implement inclusive education. However, it is important to note that there were some educators who indicated that they were not prepared for inclusive education, and therefore expressed a need for training. A number of educators complained of lack of
support for successful implementation of inclusive education. It is apparent from this study that the lack of resources and ongoing staff development hamper progress and success in the implementation of inclusive education. This confirms the assertion by Burstain, Sears, Wilcoxen, Cabello and Spagna (2004) that the success of inclusive education requires resources, ongoing staff development and support.

Findings of the study show that the participants expressed concerns and frustration over the amount of time involved in the implementation of inclusive education. Some educators felt overloaded by the emergence of new tasks that were required in fulfilling the inclusive education requirements, whilst not relieved from their routine duties in order to enable them to have time for inclusive education. Many educators needed to have support from the relevant government departments in order to cater for the learners’ disabilities in the schools. Much of the needed support was never forthcoming. The above general concerns expressed by the participants concur with Engelbrecht, Swart and Eloff’s (2004) and Landsberg and Swart’s educator’s identified need for support.

Educators who participated in inclusive education without training benefited by just helping out, observing and trying out what they believed to be inclusive education. Even though they still needed training, their involvement assisted them in gaining some knowledge about inclusive education. These findings were also outlined by the National Commission for Special Needs in Education and Training (NCSNET) (1997). This finding is also similar to the findings of Muthukrishna (2001) who expressed that access to resources and support is important in inclusive schools.
It is envisaged that this study will contribute substantially to the professional development of educators for the implementation of inclusive education. The findings and recommendations that have been made will serve as a basis for improving the quality of service delivery in the implementation of inclusive education.

5.3 LIMITATIONS OF THE STUDY

It is not possible to guarantee the generalisation of the findings of qualitative research because each research is unique to the population studied, and the populations are different. According to Terre Blanche, Durrheim and Painter (2011), generalization of research findings refers to “the extent to which it is possible to generalize them to a large population”. This limitation is, of course, also applicable to this study. The participants for the current study came from Mthatha district in the Eastern Cape Province. The extent to which the district compares with other districts was not examined; therefore the findings have limited generalization.

5.4 RECOMMENDATIONS

Based on the findings of the current study, it is recommended that:

- there should be ongoing educator training and support programmes for the success of inclusive education; This can equip educators with adequate skills so that they can meet the diverse needs of learners.

The study used only junior secondary schools.

- possibilities of exploring the educators in other school levels, and also comparing the different school levels could be more enlightening if pursued in
the future; A study that compares more districts and provinces has potential to shed more light on the national picture.

• also, a global comparison could also provide more information which could expand the existing theory of inclusive education;

• further research on the level of preparedness of educators in the implementation of inclusive education in other districts and provinces in South Africa should be conducted so that findings can be compared.

5.5 CONCLUSION
The aim of the study was to investigate and explore how well the educators in Mthatha District were prepared for the implementation of inclusive education. The findings of the study appear to indicate that some progress has been made with regard to the implementation of inclusive education however, there is still more effort required from the part of the government to sustain this progress. The participants’ need for training and professional development should be acknowledged and addressed. This is necessary for addressing barriers to learning and for the creation of a supportive environment. Critical to the success of inclusive education is also adequate preparation of educators to facilitate a diverse group of learners with diverse needs in education. The success of inclusive education depends on preparing educators in facilitating learning to diverse learners with diverse needs in education. The participants’ expressed need for resources is critical.
In this study, the importance of careful planning and preparation by the government prior to implementation of any reforms in the educational system is clearly evident. Thirty three percent of the participants in this study felt that inclusive education has no gains. This is a cause for concern. Sixty percent of the participants that felt competent to implement inclusive education expressed frustrations in their efforts, because they lacked adequate resources and manpower to attend to the administrative duties that go hand in hand with working with learners of diverse needs and limited capacities. This is a clear indication that in order for inclusive education to succeed in schools, a multidisciplinary team approach should be introduced in schools. Besides inclusive education, the socio-political environment in the country indicates a high demand for this approach. The ideal is that each school should be allocated a psychologist or a registered counsellor, a social worker, a school nurse and protective services. Remedial teachers, in collaboration with school principals, as well as Education Support Service Departments can play an important role towards achieving this in schools.
REFERENCES


APPENDIX 1

INTERVIEW INSTRUMENT

A semi-structured interview schedule was to be used in the study for collecting data. This semi-structured interview schedule consisted of open-ended and closed-ended questions. It sought to explore the level of preparedness of educators in the Mthatha district on the implementation of inclusive education. It determined the competence of teachers to implement inclusive education and their effective teaching strategies. It covered the following themes:

Biographical details of the subjects such as:
Names of the participants;
Gender of the participants;
Age of the participants;
Marital status of the participants;
Home language of the participants.

It also covered the employment details of the participants such as:
Name of school;
Grade the participant is teaching;
Job title of the participant;
Highest academic qualification;
Medium of instruction in their school;
Teaching experience.
The semi–structured interview schedule also incorporated the following questions:

1. Tell me what you understand inclusive education to be.
2. Is inclusive education practiced in your school?
3. Do you feel competent to implement inclusive education? State reasons for your answer.
4. What additional duties are required of you at school because of inclusive education?
5. What duties are you relieved of at school because of inclusive education?
6. What kinds of support do you get in your school in order to promote inclusive education?
7. What kind of support do you need in order to practice inclusive education effectively?
8. Describe the gains or benefits you have experienced through inclusive education.
9. What challenges have you experienced when practicing inclusive education at your school?
APPENDIX 2

CONSENT FORM

I am Punyuzwa Titi, a PhD in Community Psychology student. You are being asked to participate in my research that investigates the level of preparedness of educators in Mthatha district to implement inclusive education.

This research is a requirement for my PhD program.

If you agree to participate in this study, please take note of the following before giving your consent by signing this form.

- I understand that my participation in this study is voluntary and that I may withdraw at any stage should I feel uncomfortable.
- I understand that this study will contribute to scientific knowledge that will be used to help others.
- I understand that all information collected will be confidential.

I have read the above and give my consent to participate in this study and also agree that I will fill in the questionnaire and hand it over to the researcher.

___________________

Signature of the participant
### APPENDIX 3

**Section A: Biographical Data**

1. **NAME OF THE RESPONDENT** (optional) _________________________

2. **GENDER**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

3. **AGE**

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<tr>
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<th>42-47</th>
<th>48-53</th>
<th>54-60</th>
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</tr>
</tbody>
</table>

4. **MARITAL STATUS**

<table>
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<tr>
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<th>Married</th>
<th>Widow / Widower</th>
<th>Other</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>
5. **HOME LANGUAGE**

<table>
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<th>LANGUAGE</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Afrikaans</td>
<td></td>
</tr>
<tr>
<td>Xhosa</td>
<td></td>
</tr>
<tr>
<td>Zulu</td>
<td></td>
</tr>
<tr>
<td>Sesotho</td>
<td></td>
</tr>
<tr>
<td>Setswana</td>
<td></td>
</tr>
<tr>
<td>Swati</td>
<td></td>
</tr>
<tr>
<td>Tsonga</td>
<td></td>
</tr>
<tr>
<td>Venda</td>
<td></td>
</tr>
<tr>
<td>Ndebele</td>
<td></td>
</tr>
<tr>
<td>Sepedi</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

6. **LEVEL OF EDUCATION (CHOOSE THE HIGHEST)**

<table>
<thead>
<tr>
<th>1 Year Diploma</th>
<th>1-2 Year Diploma</th>
<th>3 Year Degree / Diploma</th>
<th>Post Graduate Degree / Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B: Employment Details

A. NAME OF SCHOOL ____________________________________________

B. JOB TITLE _________________________________________________

C. WHAT LEARNING AREA / SUBJECT ARE YOU TEACHING _________

D. WHAT GRADE ARE YOU TEACHING _____________________________

E. MEDIUM OF INSTRUCTION AT SCHOOL ___________________________
Section C: Inclusive education

Answers to the following questions should be based on your personal experience as an educator, on inclusive education, not just hearsay.

Your honesty will be appreciated.

1. Tell me what you understand inclusive education to be.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Is inclusive education practiced in your school?
   Yes   No

3. Do you feel competent to implement inclusive education?
   YES   NO

Please state reasons for your answer.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
4. What additional duties are required of you at school because of inclusive education?
________________________________________________________________________
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5. What duties are you relieved of at school because of inclusive education?
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6. What kinds of support do you get in your school in order to promote inclusive education?
________________________________________________________________________
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________________________________________________________________________
7. What kind of support do you need in order to practice inclusive education effectively?

8. Describe the gains or benefits you have experienced through inclusive education.
9. What challenges have you experienced when practicing inclusive education at your school?

____________________________________________________________________
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____________________________________________________________________

Thank you for your participation.
APPENDIX 4

LETTER OF APPLICATION TO CONDUCT RESEARCH

P. O. BOX 1467
MTHATHA
5099

27 September 2010

THE HEAD OF DEPARTMENT
DEPARTMENT OF EDUCATION
EASTERN CAPE

APPLICATION FOR CONDUCTING RESEARCH ON THE LEVEL OF PREPAREDNESS OF THE EDUCATORS IN MTHATHA DISTRICT TO IMPLEMENT INCLUSIVE EDUCATION

I hereby apply for permission to conduct research on the level of preparedness of the educators in the Mthatha District to implement inclusive education. Furthermore, I request your permission to conduct interviews with educators. Currently, I am a student at the University of Zululand working towards a PhD in Community Psychology. The research is carried out under the supervision of Doctor Msomi-Mbele at the University of Zululand.

This research will not only be beneficial to me as a student but will also help in the Department of Education and it will provide recommendations that will be useful for the implementation of inclusive education. Confidentiality will be maintained and the anonymity will be assured.

Cooperation in this matter will be highly appreciated.

Yours sincerely

Punyuzwa Titi
APPENDIX 5

LETTER OF PERMISSION FROM THE DEPARTMENT OF EDUCATION

EASTERN CAPE
DEPARTMENT OF EDUCATION

Mthatha District office * Botha Sigcau building* Private Bag X 5003 * Mthatha* 5099 * REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)47 5024279/ 082 579 9069 Fax: 047 531 4353 * 16 October 2010

TO WHOM IT MAY CONCERN

This is to confirm that Miss Punyuzwa Titi has been granted permission to conduct research in Mthatha District.

Yours faithfully

[Signature]

X.P. NODADA
DATE : 16 October 2010