AN EVALUATION OF EDUCATION SUPPORT SERVICES
PROVISION IN THE EASTERN CAPE PROVINCE, SOUTH AFRICA.

BY

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A Thesis submitted in partial fulfillment of the requirements for the degree Doctor of Philosophy in Community Psychology in the department of Psychology at the University of Zululand.

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Date : 
ABSTRACT

The aim of this study was to evaluate the support services provision in schools. The study is based on inclusive education which advocates the importance of collaborative work by all stakeholders for effective implementation. System’s theory was considered since the schools are part of the community.

Both qualitative and quantitative methods, combined with appreciative inquiry were employed. The sample consisted of 100 educators, 5 psychologists and 6 parents. Positive outcomes are visible from the respondents’ responses. The majority indicated an overwhelming support by the stakeholders. These findings indicated that educators are enthusiastic and dedicated to implementing inclusive education, despite some shortfalls. It is noted that the respondents’ biographical characteristics have positive influence on the perceived support services.
DECLARATION

I hereby declare that the work on: “Evaluation of Education Support Services Provision in Eastern Cape Province” is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature

Date 2017
ACKNOWLEDGEMENTS

I am deeply indebted to my supervisor, Prof D.R. Nzima for his time, everlasting patience, motivation, encouragement and for guiding my path along the way to make this study worthwhile.

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List of abbreviations and acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>DBST</td>
<td>District Based Support Team</td>
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<tr>
<td>DoE</td>
<td>Department of Education</td>
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<td>ELRC</td>
<td>Education Labour Relations Council</td>
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<td>HIV</td>
<td>Human Immune Virus</td>
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<tr>
<td>ILST</td>
<td>Institution Level Support Team</td>
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<tr>
<td>NCESS</td>
<td>National Committee on Education Support Services</td>
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<td>NCSNET</td>
<td>National Commission on Special Needs Education and Training</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Research</td>
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<td>WHO</td>
<td>World Health Organization</td>
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CHAPTER 1

1.1 Introduction

In the field of education a paradigm shift has taken place from the medical model of intervention that focused mainly on pathology, to a social model that focuses more on well-being. This shift generated the establishment of the education White Paper 6 by the Department of Education (DoE) South Africa, 2001. This Paper promoted a new approach towards organizing support that focuses on barrier to learning. Most importantly, support was redefined and moved its focus away from supporting individual learners who are assumed to have ‘Special Needs’ towards addressing barriers which prevent the system from responding to their learning and other needs. This led to the advent of Inclusive Education which posed many challenges for educators. Educators have to face a number of professional and psychologically-related challenges. They have to offer a range of services for learners experiencing barriers to learning in their day-to-day classroom practice so as to develop an understanding of the diverse ways in which learners learn and need support. These services include the prevention of learning difficulties; early identification of learning difficulties and early intervention; special support services, including psychological, therapeutic, health, and social services.

White Paper 6 stresses the effective educational provision, which is consistent with a learner-centred approach to learning and teaching, as well as a systemic and developmental approach to understanding problems and actions. For this reason, the establishment of the Institutional Level Support Team (ILST) to support educators and care-givers by providing opportunity for regular, collaborative problem solving around
areas of concern was mandated. The team has to facilitate the provision of support before additional support outside the site of learning is requested. A problem-solving model is utilized to specify exactly the presenting issue and how best to solve it. This involves establishing clarity on the issue as to what is expected of the child, identifying possible reasons that can be attributed to the issue, selecting appropriate interventions to address the problem and following up to see whether the interventions have actually solved the issue.

In support of the aims of the National Department of Education to address these issues, educators need to be empowered with educational and psychological experiences to be able to understand children with a range of diverse and complex needs, including those with physical disabilities, learning difficulties, mental health problems, emotional, behavioural and social difficulties. De Jong (2000) asserts that schools, and especially educators, have the potential to provide support for the range of barriers to learning, development, mental health, and well-being faced by learners. He further concurs that psychologists are well positioned to develop health-promoting schools if they act as organizations, focused on health promotion, engage in building supportive psychosocial learning environments, and employ strategic thinking, staff developers, and mediators.

On the other hand, parents of children experiencing barriers to learning are likely to experience elevated psychological distress, depression, anxiety, and post stress symptoms. The negative emotional responses affect the psychological well-being and capacity of parents to function in day-to-day situations. For this reason the psychosocial support provision is necessary to eliminate, or to reduce, distress and to protect parents from prolonged emotional difficulties.
1.2 Motivation for the study

Engelbrecht and Green (2001) maintain that an inclusive approach to education needs a broader conceptualization of educational support servicing. A systems theory is useful for understanding the complexities of community processes, development, and change in the understanding of the social system. From a systems perspective, the problems of individuals are not viewed in isolation, but attention is given to their relationships with other people. This means that a multidisciplinary support is essential for example, educators need to collaborate with various stakeholders such as parents and health professionals, for early identification of medically related issues; social workers to assist orphans and vulnerable learners; the public works department for the installation of ramps to accommodate wheel-chair users and learners with orthopaedic shoes, and psychologists to address the imbalances of the past, where the marginalized people and disadvantaged communities had no access to psychological services. The minority group with financial resources had to pay for expensive consultation fees in private practices of psychologists. Parents had to move long distances for psychological services and some in rural areas did not even know that there was a professional called a psychologist. This multidisciplinary approach is in line with the definition that support services, are specialized functions that are not typically educational themselves but are aimed at improving teaching and learning in a particular education system. They include all human and other resources (Lazarus, 1997; Mashau, Steyn, Van der Walt & Wolhuter, 2008).

On the basis of the above paragraph, it is essential for the researcher to evaluate whether the support is rendered in the hope of getting a better understanding of educators’ experiences, skills and level of education. The nature and extent of support services need
to be closely monitored and evaluated in order to know the status of the programme. This took the form of formative evaluation which focuses on the implementation process: whether the support services are being provided in the intended way; the extent to which the target service providers are being reached; the attitude of role players’ attendance and experiences of activities and problems encountered (Cummings & Worley, 2001; Terre Blanche, Durrheim & Painter, 2006; Visser, 2009). Many evaluative studies are outcome-based, but the researcher has opted for the implementation evaluative study which also involves monitoring. The researcher’s opinion is that this study needs to be undertaken before judgments are made about the product, since the interventions are systematically oriented.

1.3 Statement of the problem

Mouton (2005) asserts that implementation evaluation aims to answer the questions of whether an intervention has been properly implemented, whether the target group has been adequately covered and whether the intervention was implemented as designed. For that reason the pertinent questions that warrant answers in this study are:

1.3.1 To what extent are education support services provided at schools?

1.3.2 Which valuable support mode provided needs the most improvement?

1.3.3 To what extent are the target service providers utilized?

1.3.4 Are the current resources sufficient to meet the needs of all learners?

1.3.5 What relevant experience, skills and education level do the educators have?
1.4 Aims of the study

The aims of the study are to evaluate the range of activities undertaken by different stakeholders in schools.

1.4.1 To determine the extent to which education support services are rendered at schools.
1.4.2 To identify specific support components associated with great effectiveness.
1.4.3 To determine the extent to which the target service providers are utilized.
1.4.4 To determine whether or not the current resources are sufficient to meet the needs of all learners.
1.4.5 To determine whether the experience, skills and education level of the educator will have influence in rendering support.

1.5 Operational definition of terms

1.5.1 Inclusive education

- Inclusive education is about recognizing and responding to the differences among all learners and building on similarities.

- It presupposes supporting all learners, educators, and the system as a whole so that the full range of learning needs can be met. The focus should be on the development of appropriate teaching strategies that are informed by the diverse learning needs of learners and that will be of benefit to all learners and educators.

- It involves a focus on overcoming barriers to learning in the system. The focus should be on those structures and processes at all levels of the system that prevent learners from achieving success.
1.5.2 Barriers to learning

Barriers to learning refer to general socio-economic factors (for example poverty) and risk factors (for example violence):

- discrimination against people;
- inflexibility with regard to curriculum and educator;
- training, inaccessibility or unsafe school environment;
- lack of parental role in supporting teaching-learning;
- inadequate provision of support services to schools;
- language and communication blocks in the curriculum, medium of instruction and teaching processes, disabilities and learning impairments (Donald & Lazarus, 2002; 30).

1.5.3 Institution Level Support Team

The Institution Level Support Team refers to the school-based support system which is a fundamental step towards addressing the range of barriers to learning and development.

1.5.4 District-Based Support Team (DBST)
The District-Based Support Team refers to a group of professionals whose responsibility is to promote inclusive education through training, curriculum delivery, distribution of resources, the identification and addressing of barriers to learning, leadership, and general, management (DoE, 2008:3).

1.5.5 Appreciative inquiry

For this study, an Appreciative Inquiry can be described as a positive stance towards changing and developing schools. It values and builds upon what already works within the schools.

1.6 Plan of the study

Chapter one consists of an introduction, a motivation for the study to be undertaken is discussed, a statement of the problem is given; there is an outline of the aim of the study, and operational definitions of terms. Chapter two provides the theoretical background to the study. Chapter three considers the review of relevant literature. In chapter four the detailed description of the research design and methodology that are employed in the study are discussed. It provides the sampling, data collection, and data analysis techniques. Chapter five is concerned with the presentation, analysis, interpretation, and discussion of the main findings. Chapter six concludes the thesis by providing the summary, limitations, conclusions, and recommendations of the study.
CHAPTER 2

2.1 Theoretical framework

Barriers to learning can be the result of the interaction among multiple systems. It can also arise out of an interplay between both internal and external factors. Internal factors are within the individual and can be organic in nature. External factors are within the systems that are in the environment, those being the micro-system, meso-system, exo-system, and macro-system.

Learning difficulties, whether associated with intrinsic or extrinsic barriers to learning, should be looked at in their broader setting, thus offering a more complex and holistic understanding of situations and behaviours.

Landsberg, Kruger and Nel (2011) and Visser, (2009) provide an extensive and detailed exposition of Bronfenbrenner’s ecological model which represents the family as a system nested in a number of other societal systems, and the effect of the family-school relationship on the learning and development of children. This system was later revised and turned into a bio-ecological model. An Ecological model is a multidimensional model of human development, suggesting that layers or levels of interacting systems result in change, growth and development. This means that what happens in one system affects, and is affected by, other systems. Landsberg et al., (2011) and Visser (2009) share the view that the major challenge in an education system is to understand the complexity of the influences, interactions, and interrelationships among the individual learner and other systems connected to the learner from the ecological system’s theory or the system’s change perspective. Landsberg et al., (2011), further, see this model as more
relevant in inclusive education as it recognizes the interaction between the development of the individual and systems within the social context. The researcher finds this model the best fit for this study. The understanding of origins, maintenance and solutions to barriers to learning cannot be separated from the broader social context and the systems within it, including the individual. The model is also useful in understanding classrooms, schools, and family by viewing them as a system which is in interaction with the broader social context.

Figure 2.1 An illustration of Bronfenbrenner’s ecological systems theory

Source: Adapted from Landsberg, Kruger and Nel (2011, p 215)
For an understanding of a child’s interacting dimension development, Bronfenbrenner proposed four properties, namely:

- Person factor (for example, behavioural tendencies that either encourage or discourage certain kinds of reactions from others);
- Process factors (for example, the patterns of interaction that occur in the system);
- Contexts (for example, families, schools, classrooms and local communities);
- Time (change over time owing to maturation that is, relative to the individual as well as changes in the environment).

The model explains the direct and indirect influences on a child’s life by referring to many levels of environment that influence the development of a person. These are the micro-system, the meso-system, the exo-system and the macro-system and all interact with the chrono-system, for example, the family, school or peer group.

- Micro-system: this is the immediate environment where proximal processes are played out (Landsberg et al., 2011), a context in which the person in focus has immediate interaction in a direct way (Visser, 2009). For a child, this would be the interaction in the family, and relationship with teachers and learners in school. It includes the interpersonal relationships that the individual experiences within these settings.

- Meso-system: this refers to the set of linkages between micro-systems that the person enters, that is the family, school, and peer group interacting with one another, modifying each of the systems (Engelbrecht & Green, 2001; Visser,
2009). Inclusion is impossible without paying attention to developing relationships among the micro-systems, for example, school and family partnership. A learner from an unsupportive home environment may not receive the emotional support he requires; thus placing that learner at the risk of developing possible barriers to learning; meanwhile, a learner with an attentive and caring educator gains self-esteem and a sense of security. The experience in the micro-system of the school can protect him from the psychological effects of an unsupportive environment at home.

- **Exo-system**: this refers to one or more environments in which the developing learner is not directly involved as an active participant but which may affect the learner’s experience or the functioning of the micro- and meso-systems. For example, a parent’s stressful relationship does not involve the learner directly, but it can influence the quality of the parent’s relationship with the learner and the micro-systems in which the learner has proximal relationships.

- **Macro-system**: this is a wider system of ideology and organization of the social institutions common to a particular social class, ethnic group, or culture to which a person belongs.

- **Chrono-system**: this refers to the development timeframes which cross through the interactions between these systems and their influences on individual development.
The key component of Bronfrenbrenner’s model is the understanding that children are also active participants in their own development and the environment.

In the bio-ecological model, the following types of person characteristics are identified as instrumental in shaping future development:

1. Dispositions or forces which can mobilize proximal processes and sustain their operation, or conversely interfere with, limit, or even prevent their occurrence, for example impulsiveness, distractibility, shyness, etc. and
2. Ecological resources that consist of bio-psychological liabilities and asserts influence on the capacity of the person to engage effectively in proximal processes, for example, genetic defects and brain damage.
Also in this model, the property of time is more comprehensively described and its complexity and eternal presence acknowledged. Micro-time refers to continuity versus discontinuity; meso-time is the periodic nature of the episodes across broader time intervals; and macro-time focuses on the changing expectations and events that occur in the larger society, both within and across generations as they influence and are influenced by processes and outcomes of human development over the life course (Landsberg et al., 2011). The conceptualization of time helps one understand the role and continuity of developmental processes and outcomes. Implementing inclusion in an education system necessitates an understanding of micro-time, meso-time and macro-time in order to understand each origin and further development. The significance of a bio-ecological model for inclusion lies in its potential to explain the nature and dynamics of implementing a large scale change process (Landsberg et al., 2011).
CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

South Africa has an historical division of support services through the segregation of learners. The education system has been demarcated as a relatively fixed entity in terms of who receives services. Post 1994 democratic South Africa, the education system has been structured to be accommodative and responsive to diverse needs of learners and systems.

In 2001, the National Department of Education (White paper 6) outlined the key principles of inclusive education, these being: human rights and social justice as well as equity and redress of past inequalities; access of all learners to the curriculum so they can engage meaningfully within the teaching and learning process; and the optimal participation and social integration of all learners.

Muthukrishna and Schoeman (2000) highlighted the history of education support services that reflected extreme neglect and lack of provision for the large majority of learners. Learners with disabilities, and those experiencing difficulties, have been neglected, separated and marginalized from mainstream education. The nature of support services reflected a strong focus on the medical model of diagnosis and treatment of learner deficiencies. This means that support has focused on the delivery of high cost, highly specialized services to a limited number of individuals in urban areas. Problems within the education itself were left unchallenged.
3.2 Inclusive education

Engelbrecht and Green (2009) view inclusive education as a process of addressing and responding to the diversity of needs through increasing participation in learning, cultures and communities to reduce exclusion within and from education. It is also about consciously putting into actions values, community participation and respect. It is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity.

Learners experience barriers to learning in one way or another. Inclusive education is therefore about reducing these barriers. Barriers to learning are any factors that are obstacles to a learner’s ability to learn (Landsberg et al., 2011). These barriers can be systemic (for example, policies and curriculum, overcrowded classrooms and inaccessible environment); societal (for example, poverty, HIV/AIDS, violence and crime); and pedagogic (for example, inappropriate and learning assessment methods and insufficient support to educators); and intrinsic barriers (neurological, physical, sensory and cognitive barriers) (Engelbrecht & Green, 2001; Landsberg et al, 2011).

Landsberg et al, (2011) argue that these are the factors that contribute to the inability of the system to accommodate diversity, which leads in turn to learning breakdown, or prevent learners from accessing educational provision. Inclusive education does not focus only on barriers experienced by learners but also on the development of the detail of cultures, policies, and education systems. Engelbrecht, Green, Naicker and Engelbrecht (1999) link barriers to learning to a systems approach where the emphasis is not on what is wrong with the learner but on the difficulties experienced by learners and how these
can be addressed. The emphasis has shifted away from applying labels to understanding the variety of ways in which children receive information, process that information, and demonstrate that they have learned and can apply the information. Sriprakash (2010) calls this a child-centred model that moves from visible performance pedagogies to be oriented towards competence pedagogy. This emphasizes the competence that learners possess such that evaluation focuses on presences rather than absences.

Fundamental shifts in the existing cultures in some schools are essential for meaningful transformation to take place. To survive in a highly competitive environment, knowledgeable and empowered school teams are crucial to success. Surveys indicate that many teachers have a positive attitude towards inclusion as they recognize that inclusion enhances social skills, learning skills, and the autonomy of students with disabilities. The 2005 survey of the Education Labour Relations Council (ELRC) indicates that teachers may perform many different roles, including being a counsellor, parent, social worker and, minister, for which they were never trained. Many of them do not have adequate capacity to address the diverse needs of learners as they were themselves exposed to the apartheid education system which was a teacher centred approach. This means that exclusionary practices are deeply ingrained, making it difficult for a paradigm shift to occur within a short space of time (Engelbrecht & Green, 2009). The educators feel threatened by the different practices introduced in the curriculum and by inclusive education initiatives (Landsberg, 2005). The challenge is to equip educators with skills and to strengthen their belief in themselves as lifelong learners within their profession.

Shisana, Peltzer, Zungu, Dirwayi and Low as cited in (Engelbrecht & Green, 2009) identified key issues that create job dissatisfaction as stress associated with a new
If the educators are unable to implement the curriculum effectively, the dream of addressing the needs of all learners will never come true and the low moral expressed by educators will not disappear unless working conditions are improved and appropriate training is provided.

Children with special educational needs can be a source of both joy and emotional distress. As well as accepting their children, some parents might also reject them, or be over protective as they experience feelings of shock, denial, disbelief, anger, depression, guilt and shame at various times. These feelings might be triggered throughout the child’s life, particularly at significant occasions such as birthdays and during transitions associated with schooling. They have extra demands on them, acting as change agents for the education system as a whole. They have to instigate inclusive school practices and manage transitions associated with schooling and ensure that the other people relate to their child in a way that helps their child acquire and maintain adaptive behaviour. They must also access and maintain specialist services for the child. In order to accomplish these duties, they need to be capacitated to learn specialized skills and behaviour management techniques (Mitchell, 2008).

3.3 Support services

Mashau, et al, (2008) mention the persistent lack of support services in previously disadvantaged areas. Owing to the lack of resources, professional services have been minimized or even terminated in urban South African areas, while they never existed in rural areas. This is in line with Whitehead’s explanation (Ruane, 2010) that the underutilization of psychological services by African Americans may be related to the
fact that, historically and based on their practical experience, psychological services and theories were almost exclusively white in orientation (Ruane, 2010).

Support is the cornerstone of successful inclusive education. In inclusive education no one should handle significant challenges alone; hence collaboration is an important strategy of support (Landsberg et al., 2011). Mizrahim and Rosenthal as cited in (Landsberg et al., 2011) suggest that educators need to move towards more collaborative cultures, grouping and converging around one idea, share decision making and pool resources towards achieving their goal. Teachers and support personnel need to break through the walls of isolation to form this collaborative partnership with one another, parents, learners, and community members, to combat stress and to accept ownership of all learners in order to provide quality education for all learners.

This supports Nzima’s (2002) opinion that teamwork is advantageous as it focuses on the needs rather than on segmented aspects of the whole. He further argues that the team effort provides an opportunity for the relatively greater use of the special expertise of team members, thus resulting in more comprehensive and better integrated services.

Inclusive education requires support from a team of professionals such as educators, receiving advice and guidance from the specialist advisor, appropriate therapist and social worker. It also requires active support from parents/care givers. An educator working in an inclusive classroom needs to acquire teamwork skills. These include respect for other people’s contributions, openness to new ways of looking at the teaching of learners, irrespective of disability, and being prepared to explain and justify the ideas (Mitchell, 2008).
Mitchell (2008) further proposes a school-wide-team based systems approach with a school-wide plan. This approach is concerned with fixing problem contexts as well as dealing with problem behaviour. This requires all staff members to work together on a common agenda of goals and approaches to the learner’s behaviour. To achieve this, several factors are very important, and these include: school leadership; administrative support; on-site professional development for staff; and consistency amongst all staff members. It is good to set up a school-wide support system to guide and direct the process.

Guerin and Male (2006) noted that, at times, a problem that appears to be an isolated case may actually indicate a larger, school-wide problem, for example, problematic classroom behaviour or low literacy skills may reflect school attitudes, procedures, and interventions. Consistent education adaptations have to be applied to improve the behaviour of students or their inability to learn. They, further, argue that parents and educators need to be assisted to improve their understanding of the needs and behaviours of students who encounter barriers to learning. Educators are required to intervene before they formally refer the learner for evaluation to ensure that he/she has had every opportunity to learn or to manage the behaviour. The educators need to consider the steps that they have taken in the classroom to reduce the problems and they must record their attempts to improve the efforts of the student and to review the effectiveness of each strategy.

Professional learning communities cannot be developed without the necessary support. Hargreaves and Fullan (cited in Engelbrecht & Green, 2009) contend that expecting individuals to change without offering institutional support is politically manipulative and
dishonest. The aim of support is to develop learning capacity, collaboration relationships and leadership. Support should be continuous and the nature of the support must fit the needs of the recipient.

Support services are, according to Mashau, et al., (2008), one of the four basic components of any education system. As educators have to accommodate learners experiencing barriers to learning difficulties, they should be motivated to support such learners by acquiring the necessary skills and learning how to support those learners (Landsberg et al., 2011). Steyn and Wolhuter (Mashau, et al., 2008) define support services as non-specialized educational services needed to improve the quality and effectiveness of educational services. They list the following support services:

- Support services to educator: these include non-educational services required to optimize the work of the educator and to help him/her solve problems that could impede his/her effectiveness as educator. Altinyelken (2010) refers to these as non-material support provided in the form of professional development and claims that they are probably one of the ways in which outside agencies bring about change in schools.

- Support services to the learners: these include non-educational services required to assist the learner maximally to gain from the available teaching and learning activities, for example, school psychological services, career counselling services, school transport services, school feeding schemes, medical and accommodation services. These are what Altinyelken (2010) called material support.
Support services to the teaching activities and structures: these are non-educational services required to assist the provision of effective education, for example, education media services and examination services.

It is noted that support challenges at school level include poor strategic planning on the part of the school and district, unavailability of district personnel, and a perceived lack of commitment to a consultative approach (Engelbrecht & Green, 2009). Maree (2010) finds it a cause for concern that the efforts of organized health, psychological, educational and welfare services for South Africans are disappointing. Fallon, Woods and Rooney (2010) believe that all universal, targeted and specialist services would be expected to work together in partnership to help the community in which they worked, with a new expectation that all professionals had to bear some responsibility and support the practice of working together on a day-to-day basis.

3.4 Support structures within inclusive education

3.4.1 Institutional Level Support Teams (ILST)

Before implementation educators need to participate in a training programme which is designed as a cascade system. The ILST is trained and, in turn, expect to train, upgrade, and support teachers in the classroom (Altinyelken, 2010). The ILST is also responsible for the identification of site specific learner, teacher and institutional needs and coordinate efforts to address them within the individual schools. Low, Edwards and Orr (2001) refer to this as a fundamental step towards addressing the range of barriers to learning and development. In other words, the ILST is the engine of inclusive education. The focus of the team is on empowering teachers to develop preventative and
promotional strategies and on building skills to address specific difficulties (Department of Education, 2001). There is a strong emphasis on inclusive education in the prevention of barriers to learning and the promotion of wellbeing as a precondition for success. The development of health-promoting and inclusive schools is central to change at the level of school-based support for a focus on facilitating change at the level of the school, the family and the community (Engelbrecht & Green, 2009).

Parents, when they are in the process, can share their child’s history and school concerns. They are most probably the only people who are involved with their child’s education throughout his/her entire school years and are the most affected by the outcomes of any school decisions. They know their child’s development and the factors that might be responsible for his/her special educational needs. They will help to gain a greater understanding of some aspects of their child’s behaviour and provide accounts of effective home interventions to clarify their child’s past educational history and participate in implementing strategies developed by the team. The teaching staff who is involved with the learner share information about the learner’s strengths, the effects of attempted interventions and their concerns about the learner’s progress. The team develops a collaborative action plan that contains strategies, accommodations, supports, and modifications that are designed to improve the learner’s success. Elements of the action plan can be used in the learner’s home, school, or community (Mitchel, 2008).

The relative effectiveness of these interventions should be documented so that the educators and parents have this information for continuing reference. The success of the team often depends on the training of core team members and the support of the administrator and teaching staff.
The success of the ILST depends on accessing support from the district and from the community; otherwise the system cannot operate if the district lacks the skills (Engelbrecht & Green, 2009, Department of Education, 2001, Landsberg et al., 2011).

3.4.2 The District Based Support Teams.

District Based Support Teams are central to service delivery to build capacity and support educational institutions in recognizing and addressing learning difficulties, thus empowering them to accommodate a range of learning needs. The team is not there to respond to a crisis, but instead to build capacity in schools so that ILST’s develop knowledge, skills and confidence to address a range of concerns, to evaluate programmes, diagnose their effectiveness and suggest modifications. They assist educators in creating greater flexibility in their teaching methods and assessment, as well as the provision of secure care, a high level of support, and assessment of psychosocial needs. Through support teaching, learning and management, they will build the capacity of schools, early childhood education, and adult basic education to recognize and redress severe learning difficulties and to accommodate a range of learning needs (Department of Education, 2001).

The effective functioning of both district and institutional level support teams requires intersectional collaboration between education structures and departments, such as health, social welfare, and justice. District offices are the ideal places for teacher support, and the provision of remedial as well as preventative support. These units could function to coordinate and provide the schools and teachers in the district with workshops, assistance in developing more conducive working environments, and provide access to networks of established support.
3.5 Skills, training and experiences necessary for inclusive education

Engelbrecht, Oswald, Swart & Eloff, (2003) stated that educators should be provided with extensive training in managing emotional and behavioural problems of students in the classroom in an attempt to address barriers to learning within the classroom. One of the greatest barriers to the development of inclusion is that, most educators do not have necessary knowledge, skills and attitude to implement inclusive education (Forlin, 2001). The Department of Education, white paper 6 aims at providing support not only for the students but also for educators and learning institutions hence the DBST has been identified as a major resource to provide training and capacity building. It also emphasized the importance of training in order for inclusive education to become successful.

South African research has stressed the importance for educators to attend training programmes involved in inclusive education practices (Avramidis & Kalyva, 2007), the need for professional development including initial training and continued development (Avramidis, Bayliss, & Burden, 2000), pre-service and in-service as well as community and parental involvement (Arbeit & Hartley, 2002) and ongoing training as some of the resources for supporting and sustaining inclusive education in schools (Swart & Petipher, 2011).

Studies by Burke and Sutherlands (2004) revealed lack of the appropriate knowledge, support and assistance needed for effectively meet all the needs of the students. The support provided to educators by stake holders is often lacking in schools or is just ineffective in helping the educators deal with the pressure of inclusive education. This
view is supported by the study of Mukhopadhyay (2009) in which the lack of skills and knowledge was the dominant theme. In Namibia, the concept of inclusive education is not understood, and educators do not appreciate that all children can learn in the same educational settings, and that needs to change in order to meet the needs of all learners. Some educators take on as the responsibility of specialized teachers in special settings to support learners with barriers. Lack of qualifications and little or no experience in working in an inclusive classroom affects the attitudes of teachers to children with special needs, while those with experience, and who had received training in subject areas were comfortable (Engelbrecht & Green, 2009). Avramidis and Norwich, (2002), found that educators’ prior knowledge of inclusive education from pre-service training as well as in-service training in the policies and skills have more positive influence in inclusion.

Engelbrecht et al., (2001), assert that teachers experience stress due to lack of support and inappropriate training for inclusive education. Similarly, this view is supported by Florian and Rouse (2010) who maintain that most mainstream teachers do not believe that they have skills or knowledge to teach learners with learning barriers because they did not specialize in inclusive education. They need support in order to be able to focus on the positive rather than negative aspects of change (Engelbrecht, 1999).

Chimetra’s studies in Zimbabwe reveal a negative teacher attitude from those without experience or training towards inclusion, while parents of children with disabilities in rural areas showed that support systems that may be required for the successful inclusion of their children were unavailable (Engelbrecht & Green, 2009).
Smith, (2000), maintains that inclusion of learners with disabilities necessitate the retraining of educators through the in-service training programmes. In Lesotho it was found that there is no current system of accountability to ensure the implementation of an inclusive education policy. Many educators, however, trained in inclusive education in Lesotho found inclusive education satisfactory, while others perceived it as being more difficult and were concerned about increased workload. There is, thus, no implementation of inclusive education, even in the schools where educators have been trained (Engelbrecht & Green, 2009). These results agree with Avramidis and Norwich, (2002) conclusions that, although most teachers held positive attitudes toward inclusion, teachers did not feel prepared for teaching learners with exceptional needs, especially in case of severe learning difficulties and behaviour / emotional disorders.

According to Avramidis and Kalyva, (2007), professional development courses on inclusive education have minimized the resistance of educators towards the programme and reduced the educators’ stress level to cope with inclusion. This is in contrast with studies by Forlin and Chambers (2011), that a unit of study in inclusive education increased pre-service teachers’ knowledge and their confidence as teachers, but it also increased their levels of stress in teaching students with disabilities.

Avramidis and Norwich, (2002) suggested direct teaching experiences with students with special needs as the most preferred method of preparation for diverse learners. These suggestions are supported by many studies, Voss and Bufkin, (2011) who found that direct experience with exceptional needs students during training increased pre-service teachers’ preparedness for teaching in inclusive education. Lambe, (2007), examined the changes in pre-service teachers’ attitude after completing a post graduate diploma in
education in conjunction with a field of experience. The results indicated a positive effect on pre-service teachers’ attitude for teaching in inclusive settings and that the positive attitudes significantly increased after the field of experience component. This increase was also observed from both single unit courses and on infused approach where inclusion training was included (Kim, 2011).

In a study conducted by Avramidis et al., (2000), it was found that age is not significantly related to educators’ attitude towards inclusive education while the results obtained by Parsuram in 2006 revealed a relationship between the age and the attitudes of educators. Parsuram found that educators in the age range of 20-30 years had more positive attitudes, and further reported the relationship between number of years of teaching experience and the educators’ view towards inclusive education. Educators between 5-10 years teaching experience displayed more positive attitude than educators between 10 -12 years of teaching experience. In contrast, Avramidis and Norwich, (2002), found that the more experience educators had with special needs students, the more favourable their attitudes and confidence towards inclusion.

Hay, (2003), identified the following skills necessary for educators and education support

- Excellent skills to work with learners on an individual as well as group basis.
- Outstanding skills to work with on affluence adults involved in learner lives.
- Social pathological knowledge and skills as well as multicultural sensitivity.
- A very good educational background is essential-preferably from inclusive classroom in order to provide workable strategies to the educators.
- Every educator should have knowledge and skills to influence the systems which surround learners.
- Basic knowledge and skills of organizational development, as well as whole school functioning are brought into the equation.
➢ Schooled in ecosystemic, as well as medical model and have flexible outlook regarding diagnosis and problem formulation.
➢ A caring and considerate attitude towards diversity and the knowledge and skills to practice tolerance and respect.

3.6 Resources

According to white paper 6, there should be a provision of resources in inclusive education to ensure successful implementation. Accessing resources and support in the community is an essential activity of inclusive education (Muthukrishna, 2001). Avradimis et al., (2000) reported that educators perceived material resources as vital components in adapting curriculum to students with different barriers to learning. They reported that 65% of their respondents stressed the importance of classroom layout and the physical restructuring of the school to accommodate students with physical disabilities. The concern about the dearth of resources as one of the challenges of successful implementation of inclusive education is also reported by Avradimis et al, (2000), and Mukhopadhyay (2013).

The functional adaptations of the classroom are fundamentals to students’ safety and wellness, thus lack of resources to the mainstream schools can implicate students’ attendance where their barriers to learning may not be optimally addressed.

3.7 Inclusive education and poverty
The apartheid system resulted in poverty, limited resources in communities and poor education systems (Ruane, 2010). Due to multidimensional nature of poverty, millions of children do not have access to education (Maile, 2008). The issue pertaining to the culture of poverty and the provision of education for poor African learners, who constitute the vast majority of the school population in the country, is of great concern. In South Africa, it manifests itself in adverse factors, such as ill health, undernourishment, and deprivation of privileges, backlog in education, and an unsupportive environment (Landsberg et al., 2011). The reduction and elimination of poverty is becoming a key component of education policy. The right to education is highlighted in several important documents; the inaccessibility of education, therefore, owing to poverty is the denial of a fundamental right (Maile, 2008).

Landsberg et al., (2011) view education in the poverty-stricken communities of South Africa as being hampered by a lack of order in the communal structures, a culture of vandalism, as well as powerful and negative peer influence. Poverty can be identified as capability deprivation that is intrinsically significant, because it reduces a person’s ability to give value to their lives. One of the factors that limit access to education for the poor is the availability of schooling. Schools are either not available in areas where the poor are located or, where they are available, they are not responsive to the needs of the community. Some people live in urban slums and shacks where education services are underprovided (Maile, 2008), in a non-stimulating milieu, with insecurity, language deficiencies, poor orientation towards school and clashes between value orientations of the family and the school (Landsberg et al., 2011). This results to a negative self-concept, an accumulated scholastic backlog, and lack of creativity with regard to the school
situation. These facts contribute to failure in school and frequent school leaving. Maile further argues that access to education is the responsibility of the state and it should be held accountable for its implementation.

Education is the key driver for poverty reduction and elimination (Cummings & Davies, 2002) but poverty cannot be reduced solely by it. It requires a national development strategy in which it is addressed at all levels. Children living in poverty are vulnerable and isolated and often the victims of physical, emotional and sexual abuses (Maile, 2008).

Poverty has many different manifestations; the poor can be identified as the children at the traffic lights, men at the side of the road, and homeless people sleeping on cardboard under bridges and on pavements. The poor are the shack dwellers, teenage mothers and old women who go to collect state grants. Poverty becomes integrated into every aspect of life and makes it difficult for people to emerge out of it as it challenges and shapes any development. Learners are more exposed to challenges and risks, such as dyslexia, poor or no education, and violent parenting. Visser (2009) highlighted Pareek’s three psychological impacts of poverty on development:

- malnutrition: under nutrition is the wide-spread type resulting in some retardation of physical growth and development, reduced responsiveness to the environment and apathy;

- cognitive development: impoverished circumstances affect perceptual and cognitive processes, such as concept formation, learning memory, linguistic skills and academic performance of children; and
• personality and motivational dimension: poverty is related to anxiety, lower self-esteem, and mental health difficulties.

The national school feeding scheme is an intervention strategy to support learners and its availability needs to be communicated to learners and the educators. A psychologist who is informed about the realities of poverty is in a better position to intervene in communities to help restore human dignity, a sense of belonging and participation in cultural life of a community. The Department of Social Development can assist schools and families in distress by placing learners in foster care or alternative care, through the execution of adoptions, the application of welfare grants, and arranging counselling sessions for survivors of abuse.

3.8 Violence and crime in education

Children with various barriers are at increased risk of being targets of domestic violence. Parents have great expectations, and the failure to meet them can cause stress which, in turn, can lead to domestic violence. The parents should be given special emotional and educational support. Children who have witnessed domestic violence on a regular basis can develop a wide variety of reactions, school problems in particular. They often believe that they are responsible for the violence. Some think that they should be able to prevent it and, therefore, feel they have failed the family and believe they are bad and unloved (Cummings & Davies, 2002). The impact of this exposure is that, children learn how to express aggression, anger as well as other emotions inappropriately. These difficulties may compromise their availability for learning and their capacity to get along with others at school (Fantuzzo, Boruch, Beriama, Atkins & Marcus, 1997).
Young people who experience domestic violence may develop a self-concept marked by feelings of being stupid, inept, defective or ugly. Some become shy, withdrawn, and become anxious when forced to interact with others. Others are marked by aggression, destructiveness, and nervous behaviour. Others withdraw from social interactions with peers. Their feelings of guilt and shame make it difficult for them to talk to others about the behaviour of their parents. They tend to avoid discussions that might reveal the domestic violence they experience. In some instances, they become aggressive and domineering, have frequent fights, and order other children around (Cummings & Davies, 2002).

Children and adolescents who witness intimate violence are at great risk of experiencing community violence. Children witnessing violence, feel particularly threatened and afraid, thus contributing to physiological arousal. For children in middle childhood, exposure to violence and its sequel poses specific developmental challenges, as it can affect their ability to adapt to increasing academic demands and build natural relationships with peers (Kennedy, Bybee, Sullivan & Greenson, 2010).

Violence at school can have a significant impact on the young people, affecting their mental health, their academic achievement and their overall socialization and adaptation. Bullying is an interaction in which a dominant individual repeatedly exhibits aggressive behaviour intended to cause distress to a less dominant individual. For a child being tormented, the effect can be devastating. Loss of self esteem, school avoidance, emotional and physical harm is some of the results of peer abuse. Victims of bullying may stop talking about school or a particular class activity at school. Bullying leads to feelings of distress, sadness, and loneliness, a negative attitude towards school, low self-
esteem and most likely, rejection by their peers (Kennedy et al., 2010). Bullied children are thus likely to display several problems, such as suicidal thoughts, depression, and anxiety as well as specific cognitive and behavioural deficiencies that affect their attention and classroom behaviour. Communication between parents and the school is essential as parents are often the first to know that their children are being victimized. They should contact the school counsellors and ask for help around bullying and victimization concerns. The school staff should focus on creating a school climate of trust, acceptance, and caring (Maliki, Asagwara & Ibu, 2009).

Youth involved in the juvenile justice system need a comprehensive approach to providing adequate support for a successful transition back into the community. These supports include counselling, appropriate education placement and supports, as well as vocational training and support (Engelbrecht & Green 2009). These difficulties needs the consideration of Bronfenbrenners’ person factor, i.e. behavioural tendencies that either encourage or discourage certain kinds of reactions from others for understanding a child’s interacting dimension development (Landsberg, et al., 2011).

3.9 Conclusion

On the basis of the studies reviewed above, it is clear that the existence of inclusive education entirely depends on a multidimensional support approach to address the barriers and to capacitate the educators and parents to cope with, and effectively support, the needs of learners. The issue of lack of resources, skills, and experience in educators seems to be the most important negative factor affecting the implementation of inclusive education.
The parent of a child with a disability becomes shock, and various emotions emerge, especially feelings of frustration, sadness, and even shame. A parent is proud of the child and then realizes that he / she is different, does not fulfil parental ambitions, yet belongs to her and must be accepted and recognized but she develops feelings of both wanting and yet rejecting the child. Shock may gradually change to chronic grief or a feeling of loss where the parent will continue thinking of what the child could have been. Other parents experience strong guilt feelings and blame themselves or other people for the condition of the child.

Educators are considered to be the primary resource for achieving the goal of inclusive education (Landsberg et al., 2011). This implies that they need to refine their knowledge and skills or develop new ones. They, therefore, require adequate support from all structures in the form of staff development, in-service education, and adequate training.
CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter reviewed the relevant literature and the theoretical framework that serve as the basis of this study. The focus of this study is to evaluate the support services rendered in schools using the appreciative inquiry. This chapter presents the design and methodology, the sampling procedure, interpretation of data, and the data analysis techniques employed. The chapter also deals with the rationale behind each technique. The research was conducted to throw light on the problem of inquiry. In this study the researcher has used descriptive and interpretive methods to provide an accurate profile of a group. A study of this nature describes the present status of events and gives the researcher a picture of what many people think or report doing.

4.2 Research paradigm

The purpose of programme evaluation is to consider issues and questions concerning the development of social programmes and their development (Seedat, Duncan & Lazarus, 2001; Duncan, Bowman, Naidoo, Pillay & Ross, 2007). Terre Blanche, et al., (2009) are of the view that there is no single correct approach to programme evaluation; evaluators typically choose an appropriate methodology to fit the pragmatic requirements of each programme rather than being guided by one particular model or approach. For this reason, this study uses systemic and interpretive approaches using both quantitative and qualitative methods. The systemic approach is a quantitative approach based on positivist assumptions in which programmes are conceptualized as entities producing effects that
can be measured. The systemic evaluation framework is underpinned in different forms of evaluation relating to different phases in the development of a programme and is essential for objective facts.

Interpretive evaluation models are based on the assumption that social programmes need to be understood before they can be evaluated. It involves taking into account the subjective experiences of people as the essence of what is real for them, making sense of experiences of people by interacting with them and making use of qualitative research techniques to collect and analyse information (Seedat et al., 2001). It does not judge the nature of what is evaluated as good or bad, valuable or unworthy; hence, it is used by the researcher.

4.3 Research design

The study utilized a mixed methodology design (Creswell, Trout & Barbuto, 2004). It is not easy for a single data collection method to capture the richness of human experiences. The mixed method integrates qualitative and quantitative methods rather than incorporating both forms in parallel within the same study (Yu, 2004), and it makes comparisons between qualitative and quantitative data (Jones 2004). This is what Creswell et al., (2004) and Terre Blanche et al., (2009) term methodological triangulation. Creswell et al., (2004) are of the opinion that the mixed method allows for a diversity of voices that is not accessible when using either quantitative or qualitative methods in isolation. Patton (1990) agrees that the mixed method has been successfully used in both qualitative and quantitative studies. This inclusion of mixed methodologies is supported by Nzima (2005), and Terre Blanche et al. (2009) and Bauer and Gaskel (2000) who
maintain that social activities need to be distinguished before any frequency or percentage can be attributed to any distinction.). These authors further assert that there is no statistical analysis without interpretation, which means that the statistical information of quantitative research needs to be interpreted in order to give meaning to the researcher.

According to Creswell et al., (2004), the use of mixed methods has the following benefits:

- It adds to the richness of any research design and enables the researcher to balance the weaknesses and strengths.
- It has a potential to add credibility where a single method may lack legitimacy for that particular incidence; and
- Mixed methodology strategies have the potential to see the phenomena under study from different perspectives and this may contribute to a fuller understanding of the question.

Evaluation is a complex field where the benefits of multiple methods are particularly clear. The mixture of research methods helps to obtain more valid responses and strengthens the analysis of data. Duncan et al., (2007) agree that no single evaluative approach can satisfy all needs, as different evaluation approaches may be required to suit particular requirements. This method was also used by Nel (2005) in her evaluative study, and the researcher sees it as a best fit for this study. The value of the study is largely qualitative to gain an in-depth understanding of the support services and the meaning of them for the people involved.

Appreciative inquiry was also used, influenced by its philosophy that is expressed as follows, “a set of principles that together convey the set of beliefs and values that guide
practice”. According to Cooperrider and Srivastva (1987), appreciative inquiry refers to a search of knowledge and the theory of intentional collective actions both of which are designed to help evolve the normative vision and will of a group, organization, or society as a whole. This study is a formative evaluation study. The researcher sees fit to use appreciative inquiry since her intentions are not to judge. It values and builds upon what already works within an organization, acknowledges it, and reflects upon its performance. It seeks out the very best of what is to help ignite the imagination of what might be, and it reflects upon multiple realities and possibilities.
4.4 Location of the study.

This study was conducted in South Africa, in the Eastern Cape Province. Figure 4.1 below illustrates the 9 provinces of South Africa.

Fig 4.1 Map of South Africa
However, the study was not conducted in the whole Eastern Cape Province; it took place at Amathole district Municipality, Mbhashe local municipality in particular, which is situated in the south-eastern parts of Eastern Cape Province, along the Indian Ocean. Mbhashe Municipality earned its name from the beautiful river called Mbhashe which flows from Dutywa, Willowvale and Elliotdale. The combination of these three towns forms the Department of Education, Dutywa district office. Fig 4.2 below shows the Eastern Cape district and local municipalities.
Fig 4.2 Map of the Eastern Cape Province illustrating district and local municipalities

4.5 Method of sampling and sample size

In this study the researcher used stratified random sampling to choose the educators and incidental or accidental sampling in choosing the psychologists within the Department of Education. Stratified random sampling was employed to select the schools from a
population of all schools in one district. This was done to establish a greater degree of representativeness and to ensure that the sample represents the relative strata. The schools were, at first, arranged according to circuits so that each circuit would be represented. The sample of one hundred Institution Level Support Team Coordinators (ILST’s) was drawn from all the circuits. Both high schools and primary schools were represented as well as both genders disproportionately. There were 15 high schools selected, 1 from each circuit and 85 primary schools. A sample of psychologists was incidental/accidental because there were only five within the region, and the researcher took 5. A team of parents was chosen from the files of those who had accessed the support services. They were chosen according to various supports received, two for counselling purposes, two for poor academic achievement and the other two referred by Department of Social Development for disability grant application purposes, making a total of six parents.

4.6 The research instrument

In this study, the researcher chose a questionnaire as an appropriate tool for quantitative data gathering. The use of a questionnaire has some definite advantages over other methods of collecting data. For example, a questionnaire is more efficient as it requires less time than other methods, is less expensive, and permits the collection of data from a much larger sample, there being no geographical limitations. It creates a non-threatening and relaxed atmosphere, and the issue of anonymity is also secured by using a questionnaire. The challenge is that it might not provide careful feedback, and wording can create bias in the responses of clients.
The questionnaire in this study consists of three sections, A, B and C. The purpose of section A was to gather biographical data about each respondent. This information is essential to gain a picture of the profile of the respondents. The purpose of Section B was to seek answers for the aims of the study with section C being an appreciative inquiry to capture the views and opinions of the respondents about inclusive education.

4.7 Entry negotiation

White, (2005) suggests that ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. The researcher requested the permission to conduct the study from the Department of Education district office. Permission was secured to conduct the study in randomly selected schools. The full closure of the purpose of the study, data collection and participation was secured.

4.8 Validity and reliability

A pre-test was conducted to a group of ten ILST coordinators who were not the part of the sample to test the reliability and validity of the questionnaire together with an internal consistency, which is a method that has to do with correlation among items, to check the reliability and validity of the questionnaire. The link and relation of items to one another proved that there is consistency among them as a result there was no need to change the questionnaire.

Reliability refers to the dependability of a measurement instrument, that is, the extent to which the instrument yields the same results on repeated trials (Terre Blanche et al., 2009). Validity refers to the degree to which the research conclusions are sound. This study employed triangulation which entails collecting material in different ways and from
different sources in order to ensure and increase validity and reliability. Data triangulation helped the researcher to understand the phenomenon of education support provision from different angles (Babbie & Mouton, 2011).

4.9 Trustworthiness

Lincoln and Guba (1994) take the view that Validity of the findings in qualitative research is judged by its worthiness. Trustworthiness is a method of ensuring rigour in qualitative research without sacrificing relevance. Babbie (2007) defines trustworthiness as the extent to which findings provide true value of data collected. Trustworthiness of data addresses the issues of dependability, credibility, confirmability and transferability. (Lincoln & Guba, 1994; White, 2005) and were used to trustworthiness of research.

**Dependability:** This refers to whether the findings would be consistent if the study were to be replicated with similar participants and context (White, 2005). The researcher used interviews and document analysis to understand the views of ILSTs’ about education support provision.

**Credibility:** Qualitative study is credible when it presents such accurate description or interpretation of human experience that people who also share the same experience would immediately recognize the descriptions (White, 2005). The researcher of this study tried to be accurate in describing and interpreting the participants’ experience.

**Confirmability:** This refers to the extent to which the findings are free from bias. This study tried to capture and displayed the reality.
**Transferability:** This refers to the extent to which the findings can be applied to other settings and contexts. The researcher of this study made the description of research situation and context so that people who read this study can be sure of its validity and the extent to which it can be useful in their own context (White, 2005; Lincoln & Guba, 1994).

**4.10 Procedures for administration of questionnaires**

In section A, respondents were asked to furnish personal details such as age, gender, years of formal training, field of specialization, and teaching experience. For section B a closed-ended 15 items Likert scale was developed by the researcher where the participants were asked to provide responses by rating the relevant statement of their choice from 1 to 5, while in questions 16 to 20 the respondents were asked to rate the availability of service providers from 1 to 5. The rating scale helps to measure how an individual feels or thinks about something. It also helps in the conceptualisation of the operational process and to show the fit between a set of indicators.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
</tr>
<tr>
<td>A little</td>
<td>2</td>
</tr>
</tbody>
</table>
Section C utilizes an appreciative inquiry with three open-ended questions. The benefit of open-ended questions is that the respondent is not limited by the nature of the response in any way. The questions allow the respondents to communicate their experiences and opinions in their own words with a wide range of possible answers thereby allowing the researcher to capture the richness of the experiences of the participants. For the parents, semi-structured interviews were conducted. Participants were expected to respond to a schedule of open-ended questions.

4.11 Data collection

Data triangulation was employed to collect, from multiple sources, the Institution Level Support Team, the psychologists, and the parents who have accessed the services, both at school and district level. Triangulation entails collecting material in as many different ways, and from as many diverse sources, as possible, and it helps to give a better understanding of a phenomenon by approaching it from several different angles (Terre Blanche et al., 2009).

The questionnaire with both open-ended questions and a rating scale was used by education personnel. This method has been chosen because of the geographical size of the district, the difficulties in arranging interviews, and based on the argument of Frankfort-Nachmias and Nachmias (1992) that a questionnaire creates a non-threatening
and relaxed atmosphere. An individual interview took place with the parents to capture their opinions.

4.12 Method of scoring and data analysis

Creswell et al., (2004) noted that the point of integration where quantitative and qualitative methodologies are mixed can occur at data analysis. Data was analysed quantitatively using descriptive statistics. For section B the highest possible score is $20 \times 5 = 100$ and the lowest possible score is $20 \times 1 = 20$. The scores are the same for all the items. The respondents were given five options to rate the statements from 1 to 5. The ordinal ranking represented ‘not at all’, ‘a little’, ‘sometimes’, ‘quite a lot’ and ‘very much’. During the analysis the categories of ‘not at all’ and ‘a little’ will be combined to form one category, ‘not at all’; the ‘quite a lot’ and the ‘very much’ to form a ‘very much’ category while the ‘sometimes’ category remained unchanged. The ‘not at all’ category indicated no support rendered, the ‘sometimes’ indicated support rendered but not sufficient, and the ‘very much’ indicated sufficient support.

The next step involved counting the number of respondents who fall into each category, as the researcher is interested in the frequency of responses in these various categories. Frequency tables were used to present data descriptively and to compute percentages.

Section C was analyzed qualitatively; the researcher read through all the responses a number of times individually. A thematic analysis of the scripts of the interviews follow and the raw data was broken into sentences and words to identify common themes and patterns. The data coded systematically to construct categories and key themes that indicate
some pattern of the identified occurrence. It was then summarised and explicited in the description of the experiences of the participants.

### 4.13 Ethical considerations

White (2005), states that a respondent may be considered anonymous where the researcher cannot identify a given response with a given respondent. Confidentiality and anonymity were maintained throughout the study. Participants’ names were not asked to safeguard the confidential information obtained during the course of research study. However, it was difficult to maintain it with the parents and the researcher had to make sure that no probing sentence questions employed and no unauthorized person would have access to the data (Terre Blanche et al., 2009)

Potential participants were informed of the voluntary nature of their participation. It was done according to White (2005) suggestions that it should be without any victimization, no one to be coerced, threatened or intimidated to give information. The participants were informed about their rights to withdraw at any stage.

### 4.14 Conclusion

In order to obtain the view of people about a particular phenomenon, one may design or plan how he or she would respond to. The present chapter dealt with methodology and design. The researcher has indicated the techniques which have been employed in sample selection, data collection and the technique employed in data analysis. A rationale or the choice of methods was given. It was helpful to the researcher to analyse and interpret the
data after it had been collected in order to give it meaning. The next chapter presents the data, which was analysed, interpreted, and followed by a discussion of the main findings and results.
CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented the research design and methodology employed. The current chapter presents the research results and a comprehensive discussion of the findings. The chapter begins with a description of the actual sample and its characteristics. Raw data were collected and organized into frequency tables. Item frequencies were combined and converted into composite scores for different scales. Sixty nine percent (69%) of the respondents support the teamwork for effective implementation and the addressing of the barriers for learners.

The Statistical Package for Social Sciences (SPSS) IBM SPSS version 19 software was used to analyze the data. Four item scales were combined to form three categories. The ‘not at all’ and ‘a little’ formed a ‘not at all’ category, meaning that there is no support rendered, the ‘sometimes’ category remained the same, meaning that the support is rendered but inadequate, and ‘quite a lot’ and ‘very much’ formed a ‘very much’ category. The higher the total score on the ‘very much’ category showed the respondents were positively inclined towards the support services. Two types of analysis were performed, these being descriptive and inferential analysis.

5.2 Characteristics of the sample

The sample consisted of 100 educator participants with 74% females, 25% males and 1% missing, six parents and five psychologists. It is not surprising to have a high female to
male ratio because, in all schools, women always outnumbered men. Secondly, at homes, females are the ones who stay with children for a long time; hence they have the ability to identify their children’s challenges. Being involved in this programme gives them the opportunity to understand better these challenges for the benefit of their own children, learners in general, and the community at large. The distribution of analysis is only for the educators, represented by the tables below.

**Table 5.2.1 Gender of respondents**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Female</td>
<td>74</td>
<td>74.0</td>
<td>74.7</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>25</td>
<td>25.0</td>
<td>25.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>99</td>
<td>99.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

With regard to age of respondents, the sample was categorized into five groups. The fact that the largest number, 41, is between the age group 30-39 years implies that schools are cautious when choosing the Institution Level Support Team coordinators, taking into consideration the critical issues they have to deal with. They have to make sure that the children experiencing barriers to learning are integrated into the broader community. These are services that need people who are not young or approaching retirement. This information is presented by the table below.

**Table 5.2.2 Age of respondents**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>Frequency</td>
<td>Percent</td>
<td>Valid Percent</td>
<td>Cumulative Percent</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>20-29 Years</td>
<td>16</td>
<td>16.0</td>
<td>16.2</td>
<td>16.2</td>
</tr>
<tr>
<td>30-39 Years</td>
<td>41</td>
<td>41.0</td>
<td>41.4</td>
<td>57.6</td>
</tr>
<tr>
<td>40-49 Years</td>
<td>29</td>
<td>29.0</td>
<td>29.3</td>
<td>86.9</td>
</tr>
<tr>
<td>50-59 Years</td>
<td>12</td>
<td>12.0</td>
<td>12.1</td>
<td>99.0</td>
</tr>
<tr>
<td>60 Years and above</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>99.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5.2.3 below represents five groups of participants according to formal years of training. The researcher saw that it was necessary to include this analysis in order to evaluate the ideas of participants separately relative to the support they get from the stakeholders. It is noted that the highest percentage (59.6 %) of participants in the sample have more than three years of formal training. This demonstrates that they are specialists in the different categories.
Table 5.2.3 Number of years of formal training

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Years</td>
<td>40</td>
<td>40.0</td>
<td>40.4</td>
<td>40.4</td>
</tr>
<tr>
<td>4 Years</td>
<td>38</td>
<td>38.0</td>
<td>38.4</td>
<td>78.8</td>
</tr>
<tr>
<td>5 Years</td>
<td>15</td>
<td>15.0</td>
<td>15.2</td>
<td>93.9</td>
</tr>
<tr>
<td>6 Years</td>
<td>4</td>
<td>4.0</td>
<td>4.0</td>
<td>98.0</td>
</tr>
<tr>
<td>7 Years and above</td>
<td>2</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>99.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.2.4 presents the four groups of teaching experiences of the respondents. Seventy two percent (72%) of the participants have teaching experience of 10-30 years and above, which means that they have experienced the challenges of teaching learners who have experienced barriers to learning, but had not given a chance to be involved in interventions, since only a medical model used to apply.
Table 5.2.4 Teaching experience of respondents

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9 Years</td>
<td>27</td>
<td>27.0</td>
<td>27.3</td>
<td>27.3</td>
</tr>
<tr>
<td>10-19 Years</td>
<td>50</td>
<td>50.0</td>
<td>50.5</td>
<td>77.8</td>
</tr>
<tr>
<td>20-29 Years</td>
<td>14</td>
<td>14.0</td>
<td>14.1</td>
<td>91.9</td>
</tr>
<tr>
<td>30 Years and above</td>
<td>8</td>
<td>8.0</td>
<td>8.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>99.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Missing System | 1 | 1.0 |
Total Total    | 100 | 100.0 |

Four field groups related to inclusive education and one representing non-related or no specialization were analysed. Seventy two percent (72.7%) of respondents had specialized experience in related fields as shown in Table 5.2.5 below. Only 27% were without specialization related to support learners experiencing barriers to learning beneficially.
Table 5.2.5 Field of specialization of respondents

<table>
<thead>
<tr>
<th>Field</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Learning support</td>
<td>30</td>
<td>30.0</td>
<td>30.3</td>
<td>30.3</td>
</tr>
<tr>
<td>Life orientation</td>
<td>17</td>
<td>17.0</td>
<td>17.2</td>
<td>47.5</td>
</tr>
<tr>
<td>Special education needs</td>
<td>20</td>
<td>20.0</td>
<td>20.2</td>
<td>67.7</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>5.0</td>
<td>5.1</td>
<td>72.7</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>27.0</td>
<td>27.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>99.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.3 The combined support services.

Four support scale items were combined for cross tabulation with biographical characteristics to determine whether they have any influence on support. The combined support scale items are: “How often do you seek support services from the DBST?” “Are district officials from the department of education available to provide support to schools;” and “How successful you are in eliciting information from all stakeholders?” Support services provide valuable information for communicating with parents about the barrier experienced by their children. The results that indicate the influence of biographical characteristics are summarized and presented in Table 5.3.1 below.
### Table 5.3.1 Combined support services

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 0</td>
<td>1</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>“Not at all” or “A little” Sometimes</td>
<td>18</td>
<td>4.5</td>
<td>4.8</td>
</tr>
<tr>
<td>“Quite a lot” or too much”</td>
<td>72</td>
<td>18.0</td>
<td>23.0</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>76.3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>396</td>
<td>99.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>400</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### 5.3.1 Number of years of formal training combined support services

Table 5.4.1 in Appendix vi presents the information according to the number of formal years of training. The results are as follows: the 3 year group, 22 (55%) positively rated the support as available ‘quite a lot’, 14 (35%) as available ‘sometimes’, while 3 (7.5%) ‘not at all’; the 4 year group, 28 (73.7%) ‘quite a lot’, 8 (21.1%) ‘sometimes’ while 2 (5.3%) ‘not at all’; the 5 years group, 12 (80%) ‘quite a lot’ and 3 (20%) ‘not at all’; the 6 year group, 3 (75%) ‘quite a lot’, and 1 (25%) ‘sometimes’. The results for the last group
with 7 years and above are 1 (50%) ‘quite a lot’ and 1 (50%) ‘sometimes’. This shows that the number of formal years of training has a great influence on the perceived support.

5.3.2 Teaching experience of respondents’ combined support services

With regard to teaching experience, the categories responded as follows: 0-9 year group, 18 (66.7%) ‘quite a lot’, 6 (22.2%) ‘sometimes’, and 3 (11.1%) ‘not at all’; 10-19 year group, 35 (70%) ‘quite a lot’, 10 (20%) ‘sometimes’ whereas 4 (8%) ‘not at all’; 20-29 year group, 7 (50%) ‘quite a lot’ while the other 7 (50%) ‘sometimes’. The results for the last category with 30 years and above are 6 (75%) ‘quite a lot’, 1 (12.5%) ‘sometimes’, and 1 (12.5%) ‘not at all’. This information is in Table 5.4.2 in Appendix vi.

5.3.3 Field of specialization combined support services

For this category, the responses are as follows: learning support group, 21 (70%) ‘quite a lot’, 8 (26.7%) ‘sometimes’ and 1 (3.3%) ‘not at all’. The life orientation group results are 11 (64.7%) ‘quite a lot’, 3 (17.6%) ‘sometimes’ and 3 (17.6%) ‘not at all’. The results for the remaining group are: 14 (51.9%) ‘quite a lot’, 9 (33.3%) ‘sometimes’ and 3 (11.1%) ‘not at all. The results for the psychology group are 5 (100%) ‘quite a lot’. This is presented in Table 5.4.3 in Appendix vi.

5.4 Discussion of findings

The aims of this study are to find answers to questions on the support rendered in schools and the relationship between support provisioning and sample characteristics.

5.4.1 Findings with regard to aim number one
The focus of the study is to evaluate the support rendered in schools. With regard to this aim, respondents showed an amazingly positive response. Seventy seven percent (77%) perceived that support rendered in schools is adequate. The findings of this study are in contrast with the results of many researchers. According to Hay, Smit, and Paulsen (2001); Eloff and Kgwete, (2007); Bruneau-Baldenama, (1997) and Beyers and Hay, (2011), educators felt unprepared and unequipped for working in inclusive classrooms. According to Hellevel, Flisher, Onya, Mkoma and Klepp (2009), Rooth (2005), educators did not have any formal training, and lacked skills and competence in addressing the needs of learners in inclusive classrooms. It is clear that a single approach regarding roles is not adequate to support learners; a holistic response is needed (Reed & Baxen, 2010).

The contrasting results of this study can be attributed to many reasons. Educators are developing themselves with careers related to inclusive education and stakeholders might be interested to render services collaboratively as opposed to previous instances. During the apartheid era educators were not given opportunities to be involved in the process of helping a child with challenges from screening up to support, so they might appreciate the trust in them showed by the government and so build their confidence.

5.4.2 Findings with regard to aim number two

Aim number two seeks to find specific support components associated with great effectiveness. As already indicated in previous chapters, inclusive education is a multidimensional programme, and many stakeholders are responsible for specific support services. Eighty nine percent (89%) of responses of participants indicated that school nutrition is the best support provider, followed by 75.8% of the inclusive section and 59.6% of social development, while the school nurse and scholar transport are matters of
concern. It is not surprising to find school nutrition as the best because it is one of the pillars of psychosocial support. Visser (2009) stated that impoverished circumstances affect perceptual and cognitive processes. It is also not surprising to find scholar transport as the worst as it depends on tenders for which the objectives of the suppliers are a source of income, rather than an opportunity to address barriers to learners.

5.4.3 Findings with regard to aim number three

This aim determines the extent to which target service providers are utilized. Only twenty six percent (26%) of respondents indicated ‘not at all’ to ‘a little’ frequency of seeking services from the district- based support team. This indicates that the target service providers are utilized. This correlates with the individual responses for the item that seeks to know how successful the educators are in eliciting information from stakeholders, only twenty four percent (24%) of respondents indicated ‘not at all’ to ‘a little’. For the item asking “how often the respondents seek information from the district-based support team”; 26 % indicated ‘not at all’ to ‘a little’. For the few who responded negatively, it may be that among those who specialized and might, therefore have no serious challenges in their schools that warrant outside support.

It is not surprising to find that educators view the support as adequate when looking at responses on the utilization of service providers as it is agreed by Allensworth and Symons (1989) that using multiple intervention strategies as effective support is essential. However, this is in contrast with the lamentation by Botswana educators about the inadequate availability of paraprofessionals (Mukhopadhyay, 2013).

5.4.4 Findings with regard to aim number four
The fourth aim concerns the sufficiency of current resources to meet the needs of all learners. These are measured in terms of the number of educators, support staff, and material resources. Fifty six percent (56%) of respondents view the current resources as insufficient. It is not surprising to have this response as there is an alarming shortage of human resources from district to school level, a shortage of furniture suitable for all needs of learners, and tools for individual programmes, as well as infrastructure, with buildings not being user-friendly. This view finds support in the work of Avramidis, et al., (2000) and Mukhopadhyay (2013), who believed that the capacity of schools to support educational innovation is taken for granted and physical resources are inadequately considered or ignored.

5.4.5 Findings with regard to aim number five

Aim number five seeks to find out whether the characteristics of educators have an influence on the support rendered.

On the question of formal years of training, it was found that the five year group with 80% positive support view was the highest, while the 7 years and above group was the lowest with 50%. The discrepancy of the lower and upper categories from other categories may be owing to the fact that the three years formal training includes no specialization; members of that group, therefore, view whatever support given as less than adequate. The seven year and above group may have great expectations based on their previous knowledge and some of them may be more qualified than their facilitators. This group, furthermore, constituted only 2% of the sample. Looking at their responses on ‘not at all’ or ‘a little’ category, the highest group indicated 20% while there is no
indication on the lowest group. In summary, the formal years of training has an influence on support.

The teaching experience of the respondents has an influence on the provisioning of support. All the groups responded positively. It was found that the group with the highest percentage of positive support response was that of the 30 years and above teaching experience with 75%, while 20-29 year group was the lowest with 50%. It is, however, important to note that the age group with highest responses constituted only 8% of the respondents. The lowest group constituted 14% of respondents. Since inclusive education is still in a pilot phase, it may happen that their schools are newly introduced to the programme. However, this is in contrast with what Parsuram found in his 2006 study that educators between 5-10 years teaching experience displayed more positive attitude than educators between 10-12 years teaching experience.

The results of this study show an association of field of specialization with support provisioning. 100% of respondents with psychology view support as adequate, 75% with special educational needs, 70% with learning support, 65% with life orientation, and 52% other. This supports the view that educators are developing themselves with careers addressing the social, emotional, physical, and cognitive challenges of learners. This supports Avramidis and Norwich 2002, and Avramidis and Kalyva 2007 studies that the more experienced the educators had with special needs students, the more favourable their attitudes,

5.5 Qualitative findings

5.5.1 Skills and areas of knowledge acquired
82% of respondents indicated that they had acquired many skills including the identification skill, which is the first part to support. They are capable of identifying and classifying the barriers to learning and able to intervene as early as possible. Other skills are discussed below.

5.5.1.1 Accommodation

77% of educators indicated that they have gained skills and competence with accommodating diversity in an inclusive classroom. Respondents indicated that they have acquired the accommodating skill both in different learning styles and rates of learning to ensure quality education. According to Landsberg, et al., (2013), this can be done through appropriate curricular, organizational arrangements, teaching strategies, resource use and partnerships with communities.

5.5.1.2 Networking, consultation and communication

89% of participants felt that working together with stakeholders strengthens their skills and provides access to valuable information. They gain consultation skills which they view as a strategy to address concerns or issues. They consult with parents, staff, and others involved in supporting school staff to develop their ideas for managing a problem or generating new solutions to school-based issues. Consultation gives the coordinators the opportunities to work with adults who have direct influence over factors that can affect a child’s learning and behaviour. They are capable of communicating on various levels, to explore and develop ideas that will lead to positive change relating to the concern or issue. This supports the notion of Engelbrecht and Green’s (2009) that the
institution level support team depends on accessing support from the district and from the community.

5.5.1.3 Empowerment

participants felt that empowerment is one of the best features of inclusive education. It is not the learners only who learn but also the educators who learn from variety of challenges presented by learners. They are empowered with skills and knowledge to address the diversity of barriers to learning. They acquire the application of an inclusive approach and discover, how to deal with learners, even with chronic diseases, knowing that they have the right and ability to benefit from learning experiences provided in the school.

Duncan et al (2007) defines empowerment as the underlying value and strategy where people are supported in their efforts to gain greater access to and control over personal and societal resources. It is a dynamic interplay between gaining internal skills (personal transformation/ psychological empowerment) and overcoming external structural barriers to accessing resources (community or institutional transformation) World Health Organization (WHO) 2006. According to empowerment of educators is necessary as an empowered person believes that he/she has the ability to do a certain task and this belief is accompanied by competent behaviour; influences peoples’ ability to act through collective participation by strengthening institutional capacities (Visser, 2009).
5.5.2 Usefulness of Inclusive Education.

Inclusive education is based on the principles of acceptance of equal rights for all learners and social justice. Inclusive education plans to transform education system to effectively respond to and support learner, parents, and communities by promoting the removal of barrier to learning and participation that exists in the education system in an incremental manner (DoE, 2001).

The respondents evaluated the programme as excellent because it is based on these human rights and helps the educator to recognize the value and uniqueness of each learner. It offers knowledge of various support services and makes it possible to elicit support easily. It changes the attitudes of educators who once used to expel learners with challenges or place them by default in special schools. It makes the teaching experience easier since it is not only the class teacher’s burden to overcome the challenges faced by learners. This has caused a remarkable change in all stakeholders involved.

5.5.3 Suggestions for improvement

5.5.3.1 Training:

From an individual analysis of the statements, a high percentage of respondents indicated that the length of the training period in inclusive education adequately addresses the training needs of educators; a repeated theme is suggestion of improvement training. This is in line with studies indicating that educators view training as one of major concerns that need to be addressed before inclusive education can be successfully implemented so
that learners experiencing barriers in their classrooms can be taught effectively (Engelbrecht, Oswald, Swart & Eloff, 2003; Beyers & Hay, 2011). In a study conducted in Uganda, educators believed that the training was severely inadequate in terms of duration (Muthhukrishna & Schoeman, 2000). The participants in this study expressed the need for the training of all departmental officials as well as communities. This supports the suggestion of Arbeiter and Hartley (2002) that the support educators needs include appropriate training as well as community and parental involvement.

5.5.3.2 Resources

Resources are the main starting point for support in inclusive education. Effective learning is fundamentally influenced by availability of resources to meet the needs of learners. Educators indicated insufficient resources as one of the major challenges they face. They mentioned that the small number of teachers and support staff in schools interferes with the provision of quality education in inclusive classrooms. The participants pointed to a need to employ more support personnel both in schools and in the district office. Some suggested the employment of psychologists in each circuit and the equal distribution of resources, irrespective of geographical area. Almost all of them suggested the opening of a service centre to support learners and educators. According to Ross and Deverell (2007) service centres assist educators to become better human resource through education, training, experimental implementation and evaluation. Bennel (2004), concur that a teacher may be highly committed to the attainment of the school’s learning goals but may lack the necessary competencies to teach effectively which ultimately demoralising and demotivating. Ross and Deverell (2007) further
emphasize the resources outside the departments which is in line with the multidisciplinary team.

The participants lamented the lack of material resources and also infrastructures that are not user-friendly for inclusive education. The challenge of transport, mentioned by almost all respondents, is evidenced by their responses to the statement, “learners arrive late to school owing to the long distances they walk to school.” Access to basic services creates a major problem especially to learners with disabilities as they are unable to reach learning centres due to lack of transport. Eloff and Kgwele in their 2007 study found that educators complained about the lack of material resources such as teaching aids, learner transport and physical structure to support inclusion.

5.5.3.3 Motivation

Educators need to be afforded with planned opportunity to develop knowledge and skills that foster positive attitude for meeting demands of a changing landscape. The participants suggested that educators involved in inclusive education could be motivated by the department by its recognizing their specializations. This will encourage them to do better. Ross and Deverell (2007), maintain that incentives are meaningful to each individual affected by change to increase professional pride and sense of worth.

Five participants mentioned the motivation of people with disabilities to consider taking education careers so as to act as role models to the learners with challenges. Specialization in respect of all types of challenges is suggested so that educators can as work confidently. Regular on-site support from the district-based support team is emphasized, especially in rural areas.
On the parental side, the parents interviewed were all of the opinion that the support they received from different stakeholders was excellent. The collaboration of sister departments makes it easy for them to access the services. One parent was excited that her child was placed at a special school after he dropped out of school two years ago because he had repeated grade one four times. He was referred to the social development for a care dependence grant and is already receiving it. Another parent indicated that her child had been sexually abused; but, with the support from the department of health, social development, the South African police services, and education, her child is now coping normally at school.

The psychologists lamented their workload owing to the shortage of personnel in districts. One psychologist has to be responsible for more than four hundred schools in one district and to assist in other districts that have no psychologists. On top of that, they have to do all other work done in inclusive education, such as learning support facilitation, the mobilization of out-of-school disabled children, advocacy campaigns, and curriculum adaptation.

5.6 Conclusion

This chapter has explored the results obtained from both the questionnaire and the semi-structured interviews. It is evident that inclusive education is implemented in this district and educators who participate in it are of the opinion that the support rendered at schools is adequate.
CHAPTER 6

SUMMARY, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

6.1 Introduction

The previous chapter presented and discussed the findings of the study. The current chapter presents a brief summary of the study; drawing certain conclusions from the findings, showing the limitations of the study, and recommending avenues for further research.

6.2 Summary

In this study, concern is expressed about the support rendered in schools. The main concern of the researcher is the formative evaluation of support as a form of monitoring the implementation of inclusive education. It also focuses on finding out whether the biographical characteristics of participants have influenced the perceived support rendered.

Chapter one detailed the motivation for undertaking the present study. Chapter two consisted of the theoretical framework employed in the study. Chapter three provided the literature review. It is clear from the literature that research on support services receives little attention in South Africa. Chapter four consists of a detailed methodology. The measuring instrument is comprised of Likert-type scale items and open-ended questions. Chapter five contained a detailed discussion of the results and the analysis of data. The results of this study have shown positive responses and answered all the questions the
researcher posed about the support rendered and the implementation of inclusive education. In response to aim number one the participants showed an overwhelming support. The schools successfully utilize the target service providers and are successfully eliciting the information from stakeholders. The shortage of resources (educators, support staff and material resources) was the only concern.

It was found that all the biographical characteristics (years of formal training, teaching experience and field of specialization) have a positive influence on the perceived support services.

Attention was given to both quantitative and qualitative findings with necessary statistics. It was clearly noted that the majority of respondents view the support rendered as adequate. The detailed responses and frequencies with which various aspects were rated are also provided in this chapter. The main themes were identified and discussed. Chapter six provides the summary, limitations, recommendations, and conclusion.

6.3 Limitations of the study

- the findings of the study cannot be generalized without caution. Only one district in the Eastern Cape was included in the study sample, thereby constituting a case study. The sample consisted of one hundred schools which do not constitute even half of the population of the district.
- the sample for the parents was too small; a larger sample needs to be considered.
- some biographical characteristics, such as geographical area of respondents and the phases the respondents teach, were not included in the questionnaire.
- the study did not focus on years of formal training in inclusive education, but on years of formal training in general. In future the specification will be important.
6.4 Recommendations

Based on the information gathered from the respondents, the following are suggested:

6.4.1 Training

In-service training, at least quarterly, could result in major successful implementation of inclusive education. The focus should be not only on ILST but on all educators since they all encounter these challenges. As part of pre-service training, a compulsory module on inclusive education is recommended so as to acquaint each newly-appointed educator with the needs of inclusive education. Regular on-site school support by the departmental officials is recommended so that the educators are encouraged not to feel that teaching learners experiencing barriers to learning is a burden. There is a need for advocacy campaigns in the communities to involve all parents, not only the school governing bodies, as it is not certain whether they cascade the information to the public for consideration.

It is necessary to involve the parents, as they need to know that most of their children’s academic challenges are extrinsic barriers. Parents need to be encouraged to participate in all school programmes. Mitchel (2008) noted that parents have to instigate inclusive school practices and manage transitions associated with schooling to relate positively in a way that helps the child acquire and maintain adaptive behaviour. This is impossible without full involvement in school programmes and trainings as Mitchel (2008) further pointed out that parents might also have to learn specialized skills such as systematic learning and behaviour management techniques.
6.4.2 Resources

The shortage of personnel should be given the attention it deserves both within the district office and the schools. Educators are of the opinion that the shortage of staff at schools is one of the greatest challenges and recommend the employment of more educators and support staff for inclusive education to be effective. Owing to this shortage of staff, classrooms are overcrowded, and this may hamper the commitment of an educator to an individual education programme. A question of scholar transport is a matter of concern. The department needs to have all relevant professionals within the district and ensure that they are remunerated on a par with their colleagues in other departments, so as to retain them in the system.

6.4.3 Motivation

Educators with inclusive education, especially the ILST coordinators, should be considered specialists and be remunerated so as to motivate them, as this is an additional workload on top of their learning areas.

6.5 Conclusion

The present study has produced important findings a consideration of which is necessary for the successful implementation of inclusive education. The findings of this study have shown that educators are enthusiastic and dedicated to implementing inclusive education despite some shortfalls. Provided with adequate support in terms of resources, inclusive education will make important positive changes in the lives of learners who experience a variety of barriers to learning and development.
In general, the majority of respondents indicated an overwhelming support by the stakeholders and showed their dedication to the principle of the implementation of inclusive education. It can be concluded that the aim of the researcher to evaluate the support services provisioning has had positive results.
REFERENCES


Reach and Teach Every Student. 2nd ed. California: Cowin Press; Sage Publication


Appendix I

Letter to the district office

Box 1974
Dutywa
5000
2011/08/20

The District Manager
Department of Education
Dutywa

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH

I am currently studying towards a doctoral degree in Community Psychology at the University of Zululand and hereby request permission to administer questionnaires to one hundred schools in the district. My research topic is “Evaluation of support services provision in schools”

Thank you for your assistance

Yours faithfully

Ms A.B.Ntsholo
Appendix II

Letter from district office
Appendix III

Questionnaire

This questionnaire consists of three sections. Section A deals with your biographical data, sections B and C deal with your views on Inclusive Education and the support provisioning at school. Please complete this questionnaire by making a cross (X) in one box next to each statement

Explanation of ratings – Section B

Not at all 1
A little 2
Sometimes 3
Quite a lot 4
Very much 5
**Section A: Biographical details**

Please put a cross (X) in the appropriate box to indicate your details or fill in the spaces provided.

**Gender**

| Female | Male |

**Age**

| 20 - 29 | 30 - 39 | 40 - 49 | 50 - 59 | 60 and above |

**Years of formal training**

| 3 years | 4 years | 5 years | 6 years | 7 and above |

**Teaching experience**

| 0 - 9 | 10 - 19 | 20 - 29 | 30 and above |

**Field of specialization**

Learning support  Life orientation  Special educational needs  Psychology  Other
Section B

For each statement/question, please make a cross (X) in the block or box of your choice on the five point scale according to your feelings about the response.

1. How often do you seek support services from the District Based Team (DBST)?
   
   Not at all    A little    Sometimes    Quite a lot    Very much

2. Curriculum adaptation is the best method to address learning barriers.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

3. The intersectional collaboration between the department of education and sister departments (health, social development, sassa, justice) enhance your skills.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

4. District officials from the department of education are available to provide support to schools.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

5. The current resources are adequate to meet the needs of all learners.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

6. Inclusive education addresses a variety of barriers to learning.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

7. The period or length of training in inclusive education adequately addresses the training needs of educators.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

8. Learners arrive late due to long distances they walk to school.
   
   Not at all    A little    Sometimes    Quite a lot    Very much

9. Teamwork in addressing the barriers experienced by learners is a priority.
   
   Not at all    A little    Sometimes    Quite a lot    Very much
10. The understanding of various support providers makes it easy to get the services.
Not at all    A little        Sometimes     Quite a lot     Very much

11. The support given by stakeholders motivates educators to learn more about barriers to learning.
Not at all    A little        Sometimes     Quite a lot     Very much

12. How successful you are in eliciting information from all stakeholders?
Not at all    A little        Sometimes     Quite a lot     Very much

13. Inclusive education helps all learners from lower ability to gifted and talented.
Not at all    A little        Sometimes     Quite a lot     Very much

14. Support services provide valuable information for communicating with parents about their child’s barrier.
Not at all    A little        Sometimes     Quite a lot     Very much

15. The intersectional collaboration between the department of education and sister departments boosts various psychological traits such as self-esteem, confidence and feelings of success when supporting other educators and learners.
Not at all    A little        Sometimes     Quite a lot     Very much
16. Below is a list of service providers. Rate the availability of each from 1 to 5

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<td>School nurses</td>
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<td>Scholar transport</td>
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</tbody>
</table>
Section C: Open ended questions

1. Describe the most important skills and areas of knowledge that you feel you have acquired by being involved in Inclusive Education.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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2. What is most useful about Inclusive Education and how did it impact on your teaching?

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___________________________________________________________________________
3 How can the Inclusive Education be improved?
Appendix iv

Consent letter

Dear Participant

Consent to participate in research

This is to request your participation in a research study. I am a registered student for PhD (Community Psychology) at the University of Zululand. The aims of the study are to evaluate the range of activities undertaken by different stakeholders in schools. Data will be collected by means of questionnaires. The principle of confidentiality will be adhered to.

Thanking you in advance.

A.B.Ntsholo (Miss)

Contact no 0737524457
Appendix v

Consent form

I, the ILST coordinator in this participating school, am willing to participate in the research topic “An evaluation of education support provision in schools,” provided that the information will be kept confidential, and that the information emanating from the questionnaires will be used for research purposes by the researcher.

I am fully aware of what the researcher entails and that the risks and benefits were explained to me.

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Participant              Researcher

-------------------------  -------------------------
Date                     Date
### Table 5.4.1 Number of years of formal training combined support services

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<th>Quite a lot or Too much</th>
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Table 5.4.2 Teaching experience of respondents’ combined support services

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