

**THE ATTITUDES OF EDUCATORS IN
MAINSTREAM SCHOOL TOWARDS
INCLUSION OF LEARNERS WITH SPECIAL
NEEDS**

BY

SAMANTHA WILLIAMS

2002

**The Attitudes of Educators in Mainstream Schools
Towards Inclusion of Learners with
Special Needs**

by

SAMANTHA WILLIAMS

A dissertation submitted in partial fulfillment of the requirements for the degree of Master of Arts (Clinical Psychology) in the Department of Psychology University of Zululand.

SUPERVISOR: PROF N.V. MAKUNGA

JANUARY, 2002

TABLE OF CONTENTS

	PAGES
CHAPTER 1: Introduction	1
CHAPTER 2: Literature Review	7
CHAPTER 3: Research Design and Procedures	18
CHAPTER 4: Presentation and Analysis of Data	25
CHAPTER 5: Discussion and Conclusion	44
REFERENCES	54

APPENDICES

APPENDIX A - Questionnaire

DECLARATION

I hereby declare that this is my own work and all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

.....
SAMANTHA WILLIAMS

JANUARY 2002

ACKNOWLEDGEMENTS

Grateful acknowledgements are extended to:

First of all to the Almighty for giving me the ability, skills and spiritual guidance to undertake this task.

My sincere thanks to all who assisted to make this investigation possible.

Special thanks to my Dad, Joseph M. Williams and to my husband Trevor Naidoo, for their unfailing encouragement, faith and support.

My best friend Crystal K. Lemmer, for all your love.

To Avril Bishop who, with endless patience, typed the manuscript.

Lastly, my supervisor, Professor N.V. Makunga. Her guidance and supervision throughout the research investigation have been extremely valuable. May God bless her.

DEDICATION

. Dedicated to my Parents. My mother whom I believe is with me in spirit.

My Dad for his unconditional love. I love you always.

ABSTRACT

To provide equal access to education, it is required that children be placed in the least restrictive environment that will promote their academic and social development. Schools are therefore integrating learners with special education needs (LSEN) from segregated special education settings into mainstream schools. Educators play a crucial role in the integration process, thus knowledge of their attitudes is important.

The study focuses on the attitudes of educators towards LSEN and the attitudes of educators towards the integration of LSEN into mainstream schools.

A study of the literature was undertaken and guided by those insights a questionnaire was drawn up. This was distributed to educators and the information was statistically analyzed and presented. The questionnaire consisted of scales that measured attitudes. The relationship of educator attitudes to such educator variables as age, gender and experience in education was examined.

The study revealed that educators hold favourable attitudes to both LSEN and the integration of LSEN into the mainstream. It was also found that male educators hold more favourable attitudes than female educators. Educator variables, age and number of years teaching experience were found to not significantly effect attitudes.

* Results from this study will enable programmes and policy implementation and development concerning the integration process of LSEN into the mainstream environment.

CHAPTER 1

INTRODUCTION

South Africa is in the process of restructuring education according to democratic principles by promoting equality in terms of race, gender, class and culture. The South African School Act, Section 11 of 1996 states:

“where reasonably practicable, education must be provided for learners with special education needs at ordinary public schools” (Pretorius & Lemmer, 1998 p. 48). Donald (1993) alluded to this notion by expressing that on economic, educational and moral grounds it is desirable to conceptualize special education as an integral part of the reconstructed general education system for all South Africans. As suggested by Pretorius and Lemmer (1998) this new policy of inclusion is in accordance with the Bill of Rights, Article 9 (1996) which states that a person may not be unfairly discriminated against, directly or indirectly on, inter alia, the grounds of disability. The new legislation in South Africa assures individuals with disabilities of the right to appropriate education in regular classrooms, wherever possible.

However, this task may not be easily achieved (Vlachou, 1993 in Persadh, 1996) since it involves a considerable challenge to those whose careers, work and social relationships reinforce a segregated system of education. The South African education system has historically followed the medical model, which implied a change in the individual

'motivated for separate school environments. Thus it seems inclusion may be accepted in theory but not in practice.

MOTIVATION FOR THE STUDY

Research conducted by the Education Working Group in KwaZulu-Natal (1994) found that over 80% of learners with special education needs were not catered for (Education Working Group KZN, 1994). Learners with special needs include those with physical, mental and behavioural disabilities. Some of the ways these disabilities are manifested include developmental disabilities, cerebral palsy, epilepsy, mental retardation, neurological disorders, orthopedic disabilities, psychiatric disabilities, speech impairments and spinal cord conditions (Donald, 1993).

Learners with disabilities may encounter a variety of challenges and barriers like for example social stigma. The results of a recent national survey of educators indicated that more than 60% of the respondents cited attitudes as the greatest barrier to mainstreaming (Rose & Smith, 1993). Many writers (Beattie, Anderson & Antonak, 1997; Vlachou, 1993 in Persadh, 1996; Miramontes, Cheng & Trueba, 1984; Baker & Gottlieb, 1980; Alexander & Strain, 1978) have acknowledged the impact of attitudes on the teacher-learning process and the delivery of education in the classroom. Indications are that inclusion can only be effective if educators modify their attitudes and create a learning environment which enables all learners to maximize their potential. Thus, the present study

explores the attitudes of educators in public schools towards inclusion of children with special education needs into the main education stream.

STATEMENT OF THE PROBLEM

Established stereotypes negatively affect individuals with disabilities. Educators are exposed to the same negative stereotypes about learners with special needs as other people in society.

Sociocultural theorists argue that once a label is assigned to a person it is very difficult to remove (Nevid, Rathus & Greene, 2000). The label assigned to a person also affects other people's responses. Labeled people are stigmatized and socially degraded, opportunities may be denied and the denied person may become increasingly alienated.

The incorporation of these stereotypes, if left unexamined can become destructive to the educator-learner relationship. In effect, educators must be willing to confront their own prejudices and work to replace these attitudes with more realistic appraisals of learners with special needs.

OBJECTIVES OF THE STUDY

The main objectives of the present study are:

- to determine the attitudes of educators in public schools toward learners with special needs;
- to determine if there are any significant differences in the attitudes of male and female educators; and
- to ascertain the attitudes of educators toward inclusion of learners with special needs in public schools.

It is thus hypothesized that a negative attitude toward mainstreaming of learners with special needs correlates highly with special education needs. In other words, the stigma attached to learners with disabilities will lead to differential treatment and thus exclusion from the mainstream.

DEFINITION OF TERMS

Attitudes

Fishbein (1967) states that an attitude is a mental and neural state of readiness, organized through experiences, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Educators

The concise Oxford Dictionary (1983) describes an educator as a person who gives intellectual and moral training to others.

Mainstream Schools

According to Archer, Green and Pooler (1992) this is an education system that provides general and equal education for all South African children.

Inclusion

According to Pretorius and Lemmer (1998), inclusion is a policy of keeping learners with special needs in the mainstream education system rather than placing them in separate or special schools. The term inclusion was coined in the United States around the same time the term integration was coined in the United Kingdom. In both, students are treated as a part of the whole. With integration the assumption was that learners with special education needs would be accommodated within a school system that remained unchallenged and unchanged. By comparison, inclusion aims to restructure schools in order to respond to the needs of all children and requires radical transformation of current practices.

Learners With Special Needs (LSEN)

Green, Naiker and Naude (1995) revealed that this concept refers to all learners who require any modifications or adaptations of the curriculum and/or specially adapted teaching learning strategies in order to be educated more effectively. In the present study LSEN refers to learners with intellectual, emotional and/or behavioural difficulties.

Mainstreaming

Strain and Kerr (1997) expressed that mainstreaming is placement of learners with special education needs into regular academic or non-academic classes.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on estimates of children in need of special education and discusses the South African situation prior and post 1994 regarding the education of learners with special needs. Health risk factors likely to create special education needs are presented and an outline on attitudes towards learners with special education needs is also included. The information presented here synthesizes literature and research on learners with special needs.

ESTIMATES OF CHILDREN IN NEED OF SPECIAL EDUCATION

According to Ramarumo (1994) estimates of the prevalence of special education needs are around 10% of the school going population for both the United States and the United Kingdom and it may be assumed that this percentage is considerably higher in a population where health hazards are not routinely attended to and social conditions do not favour readiness for learning.

Weisinger-Ferris (1989) in Donald (1993) estimates prevalence of children in need of special education to be near 20% in third world contexts due to multiple interaction of socio-economic factors in disadvantaged communities. De Lange (1981) in Skuy and Partington (1990) quoted an average of 15% of the school going population in South Africa as being in need of special education. Green, Naiker and Naude (1995) point

out that according to the 1981 Human Science Research Council (HSRC) report, 50% of the school-going age population in South Africa is in need of special education support. The National Education Policy Investigation (NEPI), support service Report 13 (1992) found that 40% of learners are in need of special education support.

These estimates indicate clearly that the number of children who will need special education support services may in fact constitute a significant proportion of the school-going population. Therefore, it is apparent that there will be an ever increasing number of learners with special education needs.

THE SOUTH AFRICAN EDUCATION SYSTEM PRIOR AND POST 1994

South Africa as an apartheid society had categorical segregation applied not only to race but to a large extent to the educational categories (Skuy & Partington, 1996). In support of this notion, Barton and Landman (1993) in Davies (1995) noted that segregated provision in schools has been an essential means of removing unwanted learners and thereby enabling the mainstream system to function more effectively. Historically, the education system in South Africa was based on the medical model which enforced separate school environments on the basis of change in the individual.

Both general and special education in South Africa reflected the political philosophy of the society. The authoritarian nature of the regime resulted in educational goals and methods which stressed conformity and uniformity. As an apartheid society the South African

educational plans were based on differences among individuals and among whole groups of people. Skuy and Partington (1996) agree that the categorical segregation applied to race has also to a large extent been applied to the educational categories. Green et al., (1995) clearly indicated that special education was traditionally for those whose “otherness” in learning excluded and devalued them. However, the irony in South Africa is that children with special education needs were found in the mainstream of education. Nkabinde (1995) agrees that children with mild to moderate disabilities are found in all mainstream schools largely undetected.

In the need for recognition and valuing of “otherness” in terms of race, gender, class and culture, the new legislation in South Africa assures all learners even those with disabilities of the right to appropriate education in regular classrooms, where ever possible. As indicated by Pretorius and Lemmer (1998), this new policy of inclusion is in accordance with the Bill of Rights, Article 9 (1996) which states that a person may not be unfairly discriminated against, directly or indirectly on, interalia, the grounds of disability. Archer, Green and Pooler (1992) maintain that if the education system is restructured to provide equally and adequately for all South African children, then special education will have to be an integral part of general education. According to Archer et al., (1992) properly resourced inclusion practices is a democratic solution to the widespread special education needs in South Africa and it offers all children some form of assistance.

However, it seems, in South Africa, inclusion as a solution to problems associated with special education is not without its problems. According to education planners, the cost of

individual provision for special needs is six times that of one "typical" child and funding for individual special education is unlikely (Green et al., 1995).

HEALTH RISKS LIKELY TO CREATE SPECIAL EDUCATION NEEDS

In the South African contexts many of the health risks associated with poverty commonly result in cognitive or sensory impairments that are likely to create special education needs. The damaging cyclical relationship between malnutrition and cognitive development and the relationship between diseases that are particularly common under conditions of poverty (e.g. tuberculosis, measles, pneumonia and gastroenteritis), secondary cerebral infections and resultant disabilities such as mental retardation and cerebral palsy have been documented (Bronfenbreuner, 1967; Hunt, 1969; Griesel, 1973).

ATTITUDES TOWARDS LEARNERS WITH SPECIAL EDUCATION NEEDS (LSEN)

Many parents have difficulty in accepting a child with a disability. In a patriarchal society, the mother is usually blamed for the disability and the father denies responsibility of the child. The isolation and marginalization of the child is exacerbated when the child enters the education system. For learners with disability, fear and lack of awareness about disability among some educators remain a significant barrier to their learning and development. An educator not interested in the welfare of a child with a disability in his/her class responds negatively to the presence of the child and this negative attitude is

picked up by other children who further alienate the learner with special education needs. These negative attitudes manifest themselves in the labelling of the learners with special needs. Research undertaken for the National Commission on Special Needs in Education and Training (NCSNET) and National Committee of Education Support Services (NCESS) showed that negative attitudes toward disability are rife among both parents and educators (NCSNET, NCESS – Department of Education, 1997).

Established stereotypes negatively affect individuals with disabilities. Sociocultural theorists argue that once a label is assigned to a person, it is very difficult to remove (Nevid, Rathus & Greene, 2000). The label assigned to a person affects other people's responses to him/her. Labelled people are stigmatized and socially degraded, opportunities may be denied and the denied person may become increasingly alienated. In view of this, Vlachou (1993) in Persadh (1996) maintains that studies assessing attitudes are important in examining the teacher-learning process and the “delivery” of education in the classroom. Vlachou (1993) in Persadh (1996) further acknowledged that the attitude expressed by people involved with LSEN also influences their behaviour towards LSEN.

Literature (Bradfield, Brown, Kaplan, Rickert & Stannard, 1973; Alexander & Strain, 1978; Palmer, 1979; Gartner & Lipsky, 1987; Strain & Kerr, 1987; Archer et al., 1992; Barnatt & Kabzeems, 1992; Davies, 1995; Persadh, 1996; NCSNET-NCESS Department of Education, 1997), has demonstrated that educators generally express negative attitudes to mainstreaming efforts. However, there are a few studies (Guerin & Szatlocky, 1974; Harasymiw & Home, 1975; Martlew & Hodson, 1990) that found some educators

favourably inclined to inclusion practices. Similarly in South Africa, studies found that a number of educators in mainstream classrooms were positively disposed to inclusion (Gien, 1992; Davies, 1995; Bunning, 1997).

It is clear from literature and studies above that educators like the general public can be exposed to the stereotypes about learners with special needs as other people in society. But it seems attitude is also dependent on the type of disability. Using a Social Distance Scale, Harasymiw, Horne and Lewis (1976) in Hannah (1998) found that educators were least likely to interact with those learners with psychological disabilities (e.g. mental retardation or mental illness) and disabilities associated with social conditions (e.g. drug addict or convict). According to Morris and McCauley (1977) in Hannah (1998), educators placed children with emotional disturbances and learning disabilities in regular education with support, but children with mental retardation were placed in special education classes for most of the day. As explained by Davies (1995) it seems, the degree to which educators are willing to accept LSEN with behavioural management difficulties were least likely to be accepted by educators and that children with emotional disturbances or mental retardation consistently elicited negative affect from others. Apparent from the foregoing discussion is that the way in which disability is perceived determines the way in which people relate to individuals with impairments.

Researchers (Miramontes, Cheng and Trueba, 1984; Davies, 1995) agree that educators attitudes influence the success of LSEN in the mainstream. Thomas (1988) explains that it is widely acknowledged that educators positive attitudes towards inclusion are a

prerequisite for its successful implementation. Baker and Gottlieb (1980) also, point out that educators attitudes are expected to influence the extent to which LSEN become not only physically integrated but integral members of regular classes, benefiting academically, socially and emotionally. Indeed, positive attitudes of educators have frequently been identified as a crucial factor in the success of an inclusion policy. In a national survey (Rose & Smith, 1993), of SEN and integration policy, nearly 60% of the respondents cited attitudes of educators as a barrier to inclusion. It appears that negative prejudicial attitudes or stereotyping on the part of the educator, will serve only to negate the process of inclusion, by undermining the child's abilities and perpetuating such attitudes amongst peers. This leads to "self-fulfilling" prophecies where LSEN achievement and behaviour will gradually conform to the teachers and peers expectations.

ATTITUDES OF EDUCATORS IN TERMS OF GENDER

Literature (Harasymiw, Home & Lewis, (1976) in Hannah (1988) has shown that men and women differ in their attitudes towards LSEN and towards inclusion. This study found that women hold more positive attitudes than men. But contrary to this study, Bunning (1997) found that male educators have a more positive attitude than female educators. Harasymiw and Home (1975), however, found no significant difference between the attitude of male and female educators, although numerous studies reviewed in Hannah (1998) found differences between male and female educators attitudes, most studies reporting females holding more favourable attitudes.

EDUCATORS EXPERIENCE IN SPECIAL EDUCATION

Lack of experience in the area of special education has been found to be a significant factor contributing to many educators fears and prejudices in dealing with LSEN. International research (Mittler, 1995 in Engelbrecht et al., 1999) suggests that educators with little experience of people with disabilities are likely to have negative attitudes to inclusion. Larrivee and Cook (1979) concluded from their research that teacher perception of the degree of success in dealing with the special needs child was an important variable.

Teacher perception in this study consisted of information level, knowledge attainment, skill acquisition, contact and experience with LSEN and attitude.

Studies have found that educators attitudes changed with further training and understanding of LSEN (Harasymiw, 1976 in Alexander & Strain 1978; Schmid, 1977 in Calder, 1989; Johnson, 1987 in Martlew & Hodson, 1990).

In South Africa there are many educators with inadequate qualifications who may lack confidence in their ability to teach LSEN effectively. This is likely to result in resistance to the policy of inclusion in South Africa.

THE PROS AND CONS OF INCLUSION

Inclusion has both advantages and disadvantages. The discussion following illustrates this point.

The advantages are:

- Archer et al., (1992) states that properly resourced mainstreaming is a democratic solution to our widespread SEN. It offers all children some form of assistance yet still allows for cost-incurring special facilities for severely disabled students.
- Special education is education tailored to the specific needs of particular learners. It is a set of attitudes towards children and learning which gives rise to particular approaches, which are appropriate in any educational setting and can be incorporated fruitfully (Archer et al., 1992).
- Inclusion offers LSEN the benefits of socialization and the opportunity to learn to handle real life rather than a protected environment (Archer et al., 1992).
- LSEN are not unnecessarily categorized, labelled and stigmatized (Pretorius & Lemmer, 1998; Green, 1991).
- The environment does not alienate LSEN from their parents, siblings and communities.
- Other learners in the regular classroom are encouraged to accept LSEN (Pretorius & Lemmer, 1998).

- The recognition and valuing of otherness in terms of race, gender, class and culture is encouraged.
- White (1980) cited in Martlew and Hodson (1990) found LSEN self-esteem was enhanced by being in an integrated setting.
- It encourages an atmosphere where every child's special needs are catered for. The boundaries between categories of disability and "typical" mainstream students are often fluid and context dependent. There is no clear-cut boundary between children who have SEN and those who do not (Green, 1991).
- More appropriate and flexible curricula for all children could result (Green, 1991).
- Martlew and Hodson (1990) found that SEN children acquired social skills and age appropriate behaviour by modelling the behaviour of normally developed peers.

The disadvantages are:

- LSEN need protection from the pressures of mainstream education (Martlew & Hodson, 1990).
- Educator preparedness issues i.e. lack of training, resources and support personnel (Rose & Smith, 1993).
- LSEN may suffer social rejection from peers (Martlew & Hodson, 1990).
- LSEN require increased amounts of time and attention from the educator which could deplete resources or be too disruptive.
- Fear of loss of control over LSEN due to the fear that the child would not receive the desired special instruction or intensity of services (Rose & Smith, 1993).

- Planned or intentional inclusion is an issue for developing countries as it assumes established education systems which adequately meets the needs of the majority of learners (Rose & Smith, 1993).

In all, the author of the present study, acknowledges that attitudes are the building blocks of society. Negative and harmful attitudes towards differences in our society remain a critical barrier to learning and development. Discriminatory attitudes resulting from prejudices against disability manifest themselves as barriers to learning where such attitudes are directed towards learners in the education system.

CHAPTER 3

RESEARCH DESIGN AND PROCEDURES

To obtain answers to research questions, it is necessary that a research design, which is, the plan, structure and strategy of investigation be executed. Hence in this chapter, the methodology of the current study will be discussed. This will include describing the composition of the sample, the data collecting procedures, the instrument and procedures used to score and analyze data.

Research in the present study was conducted in two phases namely the pilot study in the first phase and the main or actual study in the second phase.

PILOT STUDY (PHASE I)

Prior to the questionnaire being sent out to the participants in the present study, a pilot study was conducted to:

- determine weak points in the questionnaire
- eliminate ambiguous statements and irrelevant details
- substitute important information omitted

Initially, the questionnaire (see Appendix A) which was created by the researcher for the sole purpose of the study, was examined by five (5) clinical psychologists and clinical

psychology interns. To allow the questionnaire to test the desired subject, suggestions were made on how to improve it. After considering all suggestions and taking into account the relevant changes, the questionnaire was piloted with five educators. In the pilot study, all the details of the major study were undertaken. These included collecting biographical data, administering the questionnaire, tabulating data and noting findings.

The pilot study findings pointed out that the research design and the operations would yield the desired information.

MAIN STUDY (PHASE II)

Aim

To determine the attitudes of educators toward learners with special needs, investigate if there are any significant differences in the attitudes of male and female educators and ascertain the attitudes of educators toward inclusion of learners with special needs in public schools.

Method

Sample

Nine primary and three high schools in the West Rand Johannesburg area were selected for the study. The primary health care clinics from which children were randomly selected and given questionnaires to take to their classroom teachers were also involved in the study. Sixty-three questionnaires were returned of the ninety handed out. This gave a return rate of 70%. However five of the questionnaires received were spoilt, thus the total number of respondents was fifty-eight ($n = 58$), which is a 64% response rate. Teachers participated on a voluntary basis and they consisted of both men and women, with an age range of twenty-five to fifty-five.

Research Design

The survey method was used in this study. According to Neuman (2000) the survey is the most commonly used data gathering technique. For Kerlinger (1973), survey research is a useful tool for educational fact-finding. He mentions also, that survey research seems ideally suited to the study of integration and its impact on communities and their schools. As mentioned by Kerlinger (1973) survey research is probably best adapted to obtaining personal and social facts, beliefs and attitudes. Oppenheim (1966) mentions that the survey method of collecting data is cost-effective, easy to complete and allows for tabulation of results and again a large number of responses can be obtained in a short period of time.

Procedure

Permission to conduct research in the West Rand Region of the Johannesburg region was obtained from the community psychologist responsible for the area. Once permission was granted each Clinic was contacted telephonically, to explain the study. This involved discussing the reasons and method of the study. At this point, complete confidentiality was assured and it was explained that no names would be used in the study.

The questionnaires were distributed to the relevant clinics. The sister-in-charge then distributed them to the relevant educators. When the questionnaires were collected from the clinics a letter of appreciation was sent to relevant sources.

The Measuring Instrument

The data of the present investigation were collected through a questionnaire consisting of three parts namely:

- demographic information such as age, name of school, gender of respondent, number of years of teaching experience etc.,
- questions based on a social distance scale and classroom Integration Inventory developed by Paul, Turnbull and Cruikshank (1977) in Davies (1995), applicable to educators, measuring attitudes to LSEN. This second part of the questionnaire

required that respondents indicate whether LSEN should be placed in school with the choices ranging from ordinary classroom (most intimate), regular classroom with assistance, to not acceptable in regular classroom (least intimate) [Hannah, 1988]

The reliability of the questionnaire was calculated using the Pearson Product Moment Method and yielded a reliability of 0.98 (Davies, 1995).

- The third part of the questionnaire consisted of twenty statements, a Likert-type scale, to which respondents were to respond on a five point scale ranging from strongly agree to strongly disagree with unsure as the central choice. The statements adapted from a scale compiled by a researcher (Bunning, 1997) at the University of Cape Town elicited attitudes of educators toward inclusion.

The scores of all the attitude items were added, and a mean was obtained. A score of four or five indicates a positive attitude toward inclusion, and a score of one or two reflects a negative attitude toward inclusion. A score of three shows a neutral attitude. The resulting scores are the dependent variables.

A questionnaire was chosen as a method of collecting data in the present study because it is an instrument of research extensively used and it continues to be the best available instrument for obtaining information (Behr, 1988; Newman, 2000). At times information is

hidden in the thoughts, reactions and attitudes of persons and to collect this data which is out of reach of the researcher, a questionnaire can be effectively used (Leedy, 1989).

Scoring

Data collected was scored and coded by the researcher. All coding was re-checked by the researcher with the assistance of a statistician at the University of Natal. Information on scored data is reported on Chapter 4.

Data Analysis

Data analysis was conducted using the SPSS statistical programme at the University of Natal. Statistical analysis was conducted to determine if educator variables had any significant effect on the educators attitude toward LSEN, or toward inclusion, and to determine if educators attitudes toward LSEN correlated with educators attitudes toward inclusion.

To make sense out of the data collected, the researcher in the present study tabulated frequencies and percentages of responses for the total sample. Findings were also presented in graphs and tables using the Microsoft Excel programme. In addition to this, the researcher also used the t-test statistical analysis to determine the relationship between attitude toward LSEN and attitude toward inclusion.

Results of findings made here are reported in Chapter 4.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

After collecting raw data the researcher must analyze it and interpret the results of the analysis. In this chapter, therefore, the research results will be reported mostly in the form of tables and graphs which allow the reader to clearly understand the findings of the study. The data presented in tables and graphs will also be interpreted and discussed in this chapter. The goals and aims of the current study will be reviewed based on the findings of the study. Thus, the objectives of the study will be discussed in relation to the data of the current study. Only the results of the main study will be reported here and not those of the pilot study.

RESULTS OF THE MAIN STUDY

Biographical Information of Educators

Questionnaires returned in a complete form were 58, thus participants in the current study were 58 ($n = 58$).

Age

All participants in the present study were over 21 years of age (see Table 1) and they had all been accepted as educators in public schools in the West Rand area of the Johannesburg region.

TABLE 1

Table 1: Age of educators in years

Age of educators	21-30	31-40	41-50	51-60	TOTAL
Number of educators	10	30	15	3	58
Percentage	17	52	26	5	100

According to Table 1, ten educators were between the ages twenty-one and thirty, thirty educators were between ages of thirty-one and forty, fifteen educators were between the ages of forty-one and fifty and three educators were between the ages of fifty-one and sixty. As seen in Table 1, most respondents/educators ($n = 30$, which is 52%) fell between 31-40 interval age group.

Figure 1 shows the age distribution of the educators in a graph form.

FIGURE 1 AGE DISTRIBUTION OF EDUCATORS

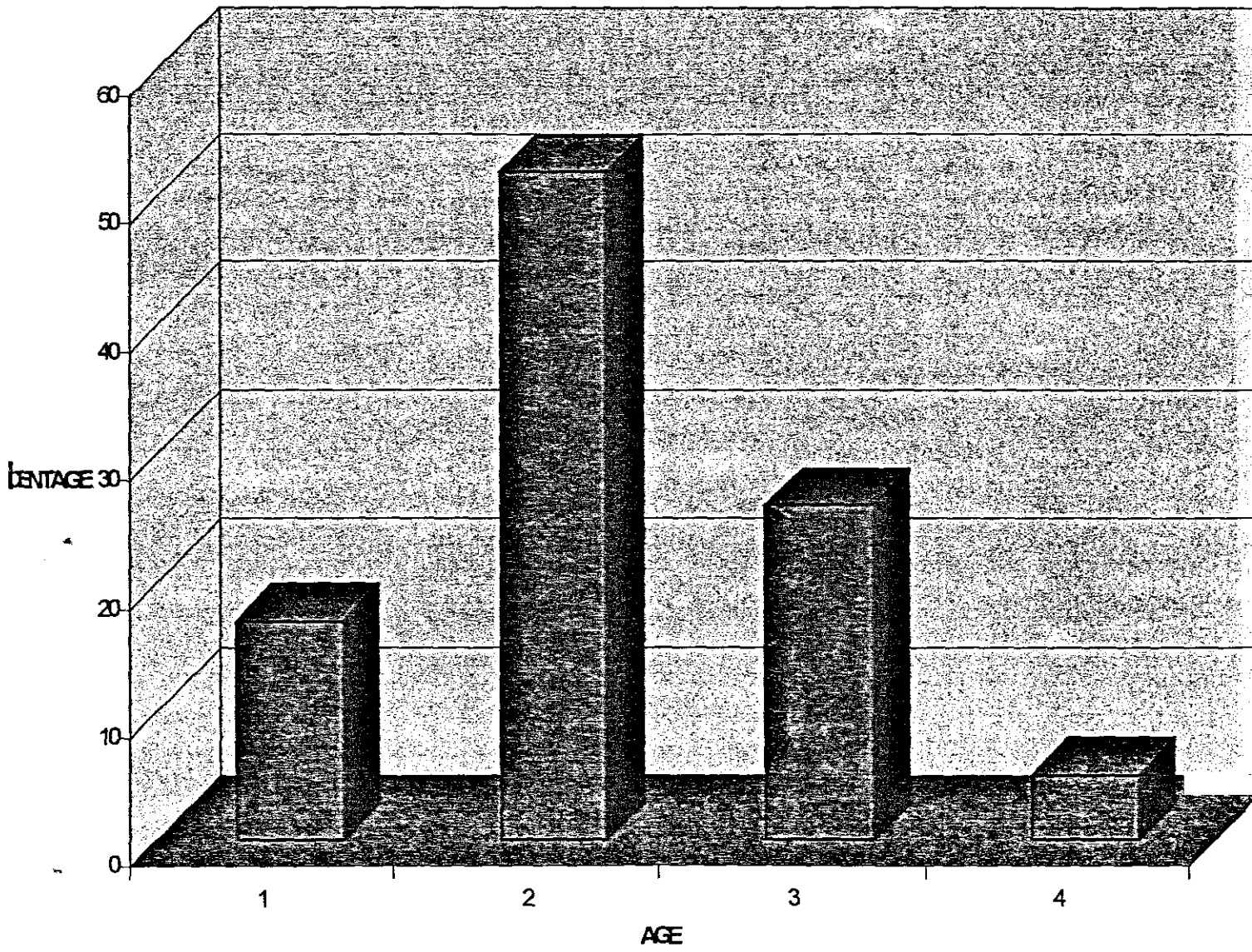


Table 2 shows that the mean age of the sample was thirty-seven years in the interval range of twenty-five to fifty-five with a standard deviation of 3.63.

TABLE 2

Table 2: Mean and standard deviation (SD) of the sample

	RANGE	MEAN	SD
AGE	25-55	37.28	3.63

Gender

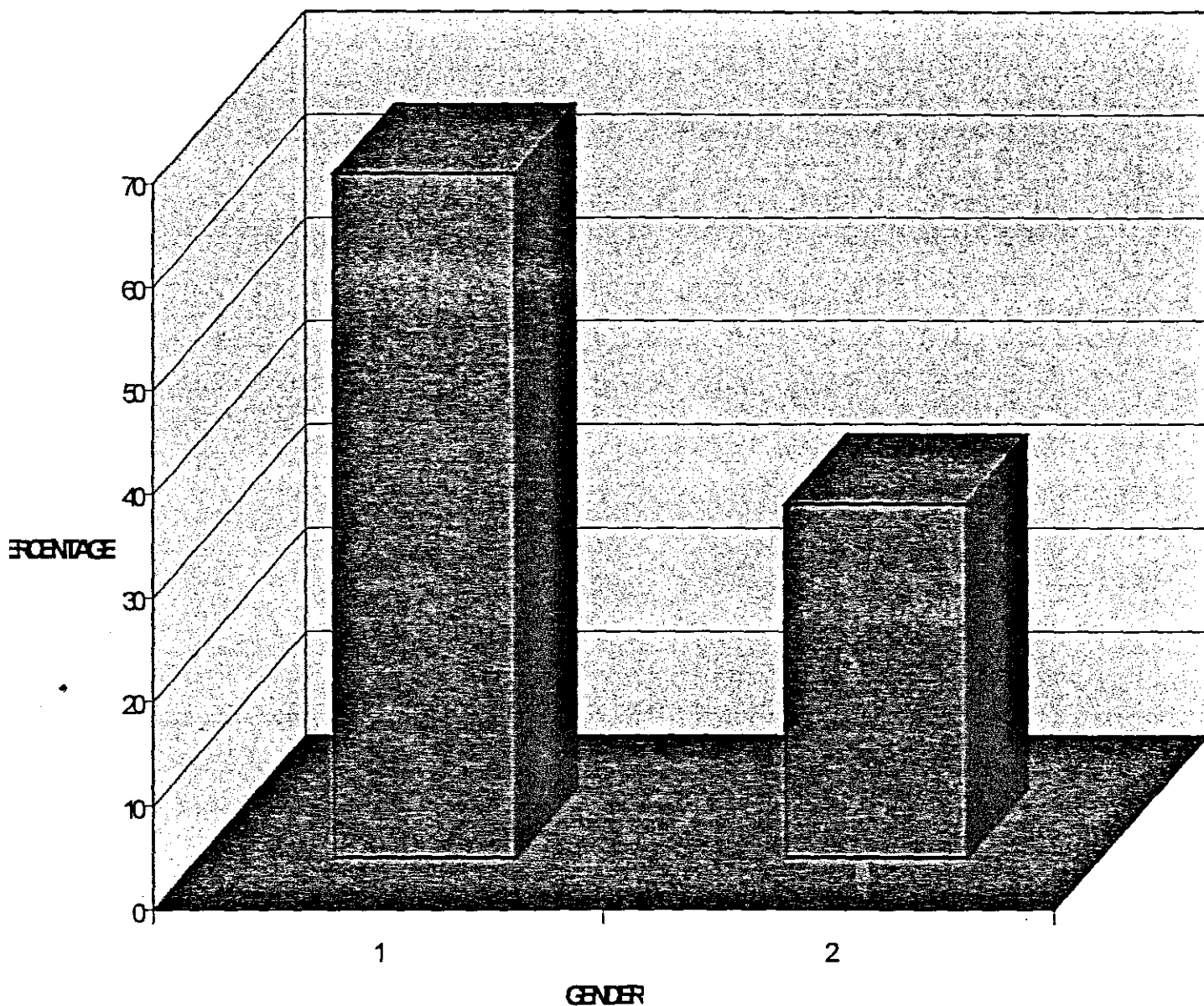
According to Table 3 the following results emerged. There were more females (n = 38, 66%) than males (n = 20, 34%) in the sample.

TABLE 3

Table 3: Distribution of Educators by Gender

	FEMALES	MALES
FREQUENCY	38	20
PERCENTAGE	66	34

FIGURE 2 GENDER DISTRIBUTION



The graphic distribution of educators according to gender is given in Fig. 2.

The graphic presentation of educators according to gender is given in Fig. 2.

Experience

Table 4 shows the level of experience attained by educators in their teaching profession.

TABLE 4

Table 4 : Distribution of Educators by Experience

	0-5	6-10	11-15	16-20	21-25	26-30
FREQUENCY	17	19	15	3	3	1
PERCENTAGE	29	33	26	5	5	2

According to Table 4, seventeen educators had no experience to five years experience, nineteen educators had between six years and ten years experience, fifteen educators had between eleven and fifteen years of experience, three educators had between sixteen and twenty years of experience, three had between twenty-one and twenty-five years of experience and one had between twenty-six and thirty years of experience.

ATTITUDE ANALYSIS

Attitude to LSEN

Table 5 shows the frequency distributions and percentages of educators in terms of their level of tolerance in teaching learners with a variety of special education needs.

TABLE 5

Table 5 : Educators Levels of Tolerance

TYPES OF DISORDERS TO TOLERATE

	Conduct Disorders	Neurological Difficulties	Mental Retardation	ADHD	Social Difficulties	Mathematics Learning/ Disorders	Totals
Teach Without Assistance	8 13.8%	0	12 20.7%	21 36.2%	6 10.3%	1 1.72%	83%
Teach With Assistance	2 3.5%	1 17%	5 8.6%	2 3.5%	0	0	17%
Not Acceptable To Teach	0	0	0	0	0	0	0%

From Table 5, it can be seen that most of the respondents/educators, that is 83% indicated that it is acceptable to them to teach LSEN without assistance. Then 17% of the respondents indicated that they would teach LSEN if they are given assistance from a consultant. None of the respondents reported that it would be unacceptable for them to teach LSEN.

Attitude to Inclusion

Statements in the questionnaire relating to inclusion were concerning knowledge of LSEN in general and in the mainstream, referring to intelligence of LSEN, classroom management of LSEN, classroom management of LSEN and training for educators to educate LSEN.

The responses of educators concerning the intelligence of LSEN are shown on Table 6.

TABLE 6

Table 6: Educators Responses Concerning Intelligence of LSEN

STATEMENT	SA	A	U	D	SD
Having this child in the class reduces the educational standard	0 0	6 10%	0 0	46 79%	6 10%
This child holds back the other children in the class	1 2%	9 16%	0 0	46 79%	2 3%
He/she can not be expected to cope in a mainstream class	3 5%	7 12%	0 0	48 83%	0 0
He/she is academically too far behind his/her peers to be in the same classroom	1 2%	8 14%	0 0	41 71%	6 14%
MEAN: RAW SCORE	1.25	7.5	0	45	4
PERCENTAGE	2%	13%	0	78%	7%

As seen in Table 6 the responses concerning the intellectual performance of LSEN were 7% strongly disagreed, 78% disagreed, 2% strongly agreed, 13% agreed, and none were unsure. According to Table 6, educators did not perceive learners with special education needs who are in normal classes as reducing the educational standards, holding back other children in class, unable to cope in a mainstream class or being academically far behind their peers in the classroom. Educators responded positively and felt LSEN have equal intelligence to that of regular classroom learners.

The responses of educators concerning classroom management of LSEN are given on Table 7.

TABLE 7

Table 7: Classroom Management of LSEN

STATEMENT	SA	A	U	D	SD
It is unfair on other children in the class to spend extra time helping this child	0	7	3	42	6
	0	12%	5%	72%	10%
This child should receive special attention in a normal classroom	2	10	0	44	2
	3%	17%	0	76%	3%
The management of this child in the classroom should be equal to that of his/her peers	30	26	0	2	0
	52	45%	0	3%	0
This child should be given the same opportunities in school as other children	34	24	0	0	0
	59%	41%	0	0	0

He/she can achieve optimally in a mainstream classroom as long as there is a good support system	0	0	0	25	33
	0	0	0	43%	57%
MEAN: RAW SCORE	20	20	0.6	22.6	8.2
PERCENTAGE	23%	23%	1%	39%	14%

TABLE 8

Table 8: Special Training for Teaching LSEN

STATEMENT	SA	A	U	D	SD
Special training is required to teach a child like this	0	0	0	21	37
	0	0	0	36%	64%

According to Table 8, 64% of educators strongly disagreed and 37% disagreed that special training is required to educate LSEN in the mainstream.

TABLE 9**Table 9: LSEN'S Distraction in the Classroom**

STATEMENT	SA	A	U	D	SD
This child has problems which will distract the class	1	14	0	41	2
	2%	24%	0	71%	3%

From table 9, it can be seen that 3% strongly disagreed, 71% disagreed, 24% agreed, 2% strongly agreed, and 0% of the respondents were unsure regarding LSEN being a distraction in the classroom.

TABLE 10**Table 10: Placement**

STATEMENT	SA	A	U	D	SD
This child should not be placed in an ordinary classroom	1	6	4	37	10
	2%	10%	7%	64%	17%

Table 10 shows that most respondents, with 17% strongly disagree and 64% disagree, did not favour LSEN being excluded from ordinary classes.

TABLE 11**Table 11: Acceptance by Peers**

STATEMENT	SA	A	U	D	SD
This child is not accepted by his/her peers	1 2%	2 3%	0 0	45 78%	10 17%

According to Table 11 most educators perceived LSEN as being accepted by their peers since 17% strongly disagreed and 78% disagreed that this child is not accepted by peers.

TABLE 12**Table 12: Equality**

STATEMENT	SA	A	U	D	SD
All children, irrespective of needs, have a right to education	57 98%	1 2%	0 0	0 0	0 0

As seen in Table 12 most educators felt that in spite of their disability LSEN need to be educated, since 98% strongly agreed and 2% agreed.

TABLE 13**Table 13: Responses to Knowledge Statements**

STATEMENT	SA	A	U	D	SD
This child should be seated in front of the classroom	12 21%	16 28%	0 0	30 52%	0 0
A support system should be provided for educators to assist such children in the mainstream	36 62%	22 38%	0 0	0 0	0 0
Other children in the class should be educated about the needs of this child	15 26%	22 38%	1 2%	20 35%	0 0
The educator and psychologist should consult regularly regarding this child's progress/needs	20 35%	14 24%	6 10%	18 31%	0 0
MEAN: RAW SCORE	20.75	18.5	1.75	17	0
PERCENTAGE	36%	32%	3%	29%	0

According to Table 13, the knowledge statements had mixed responses from the educators.

Relationship Between Attitude toward LSEN and Attitude toward Inclusion

According to Figure 3, a relationship exists between attitude toward LSEN and educator attitude toward inclusion. As can be seen from the graphical percentage, the responses of acceptable to teach LSEN without assistance, have a higher attitude to inclusion score than those responses to acceptable to teach LSEN with assistance. No responses were reported for not acceptable to teach LSEN.

Statistical analysis using a t-test revealed: $t = 1.08$ where t (critical value) = 2.00; $df = 57$; $p < 0.05$.

The Pearson correlation co-efficient was 0.67.

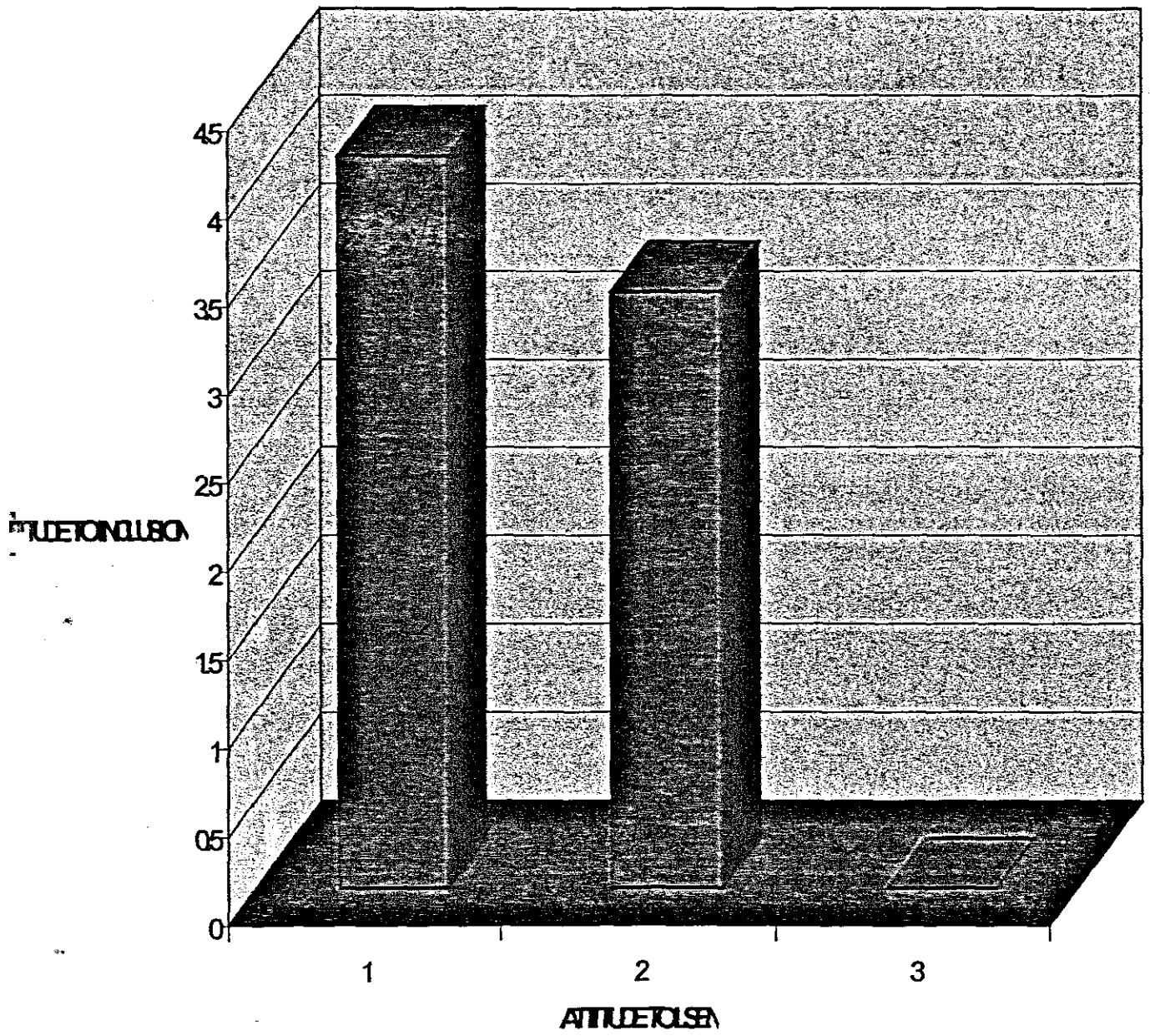
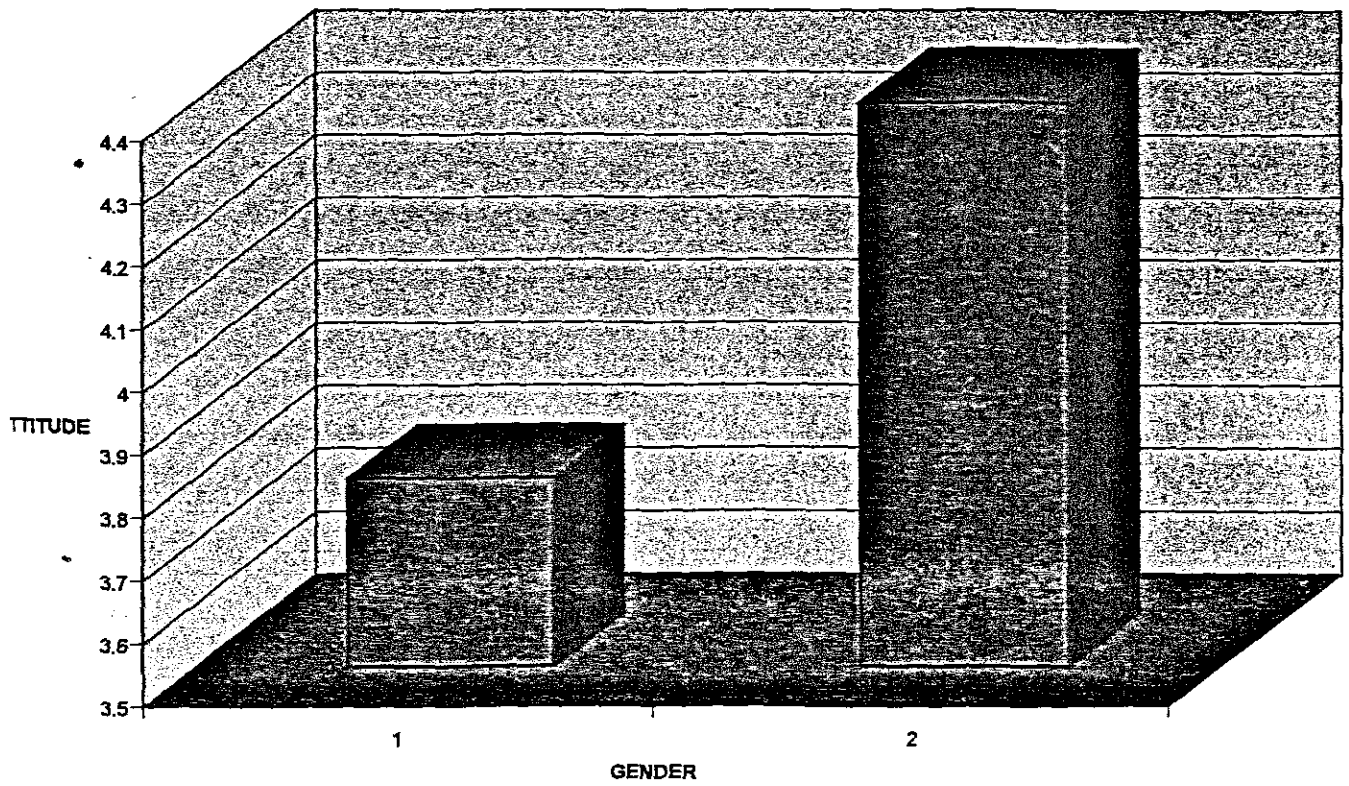


FIGURE 3 GRAPH REPRESENTATION OF ATTUEKOLSA AND ATTUEKONLUBA

Attitude to Inclusion and Gender

Figure 4 shows the relationship between gender and attitude toward inclusion. It can clearly be seen on the graph that male respondents scored higher on the attitude scale than female respondents.



URE 4 ATTITUDE AND GENDER DISTRIBUTION

Attitude to Inclusion and Age

Figure 5 is a scatterplot showing the relationship between the respondents age and attitude scores toward inclusion. No significant relationship could be found between attitude to inclusion and age.

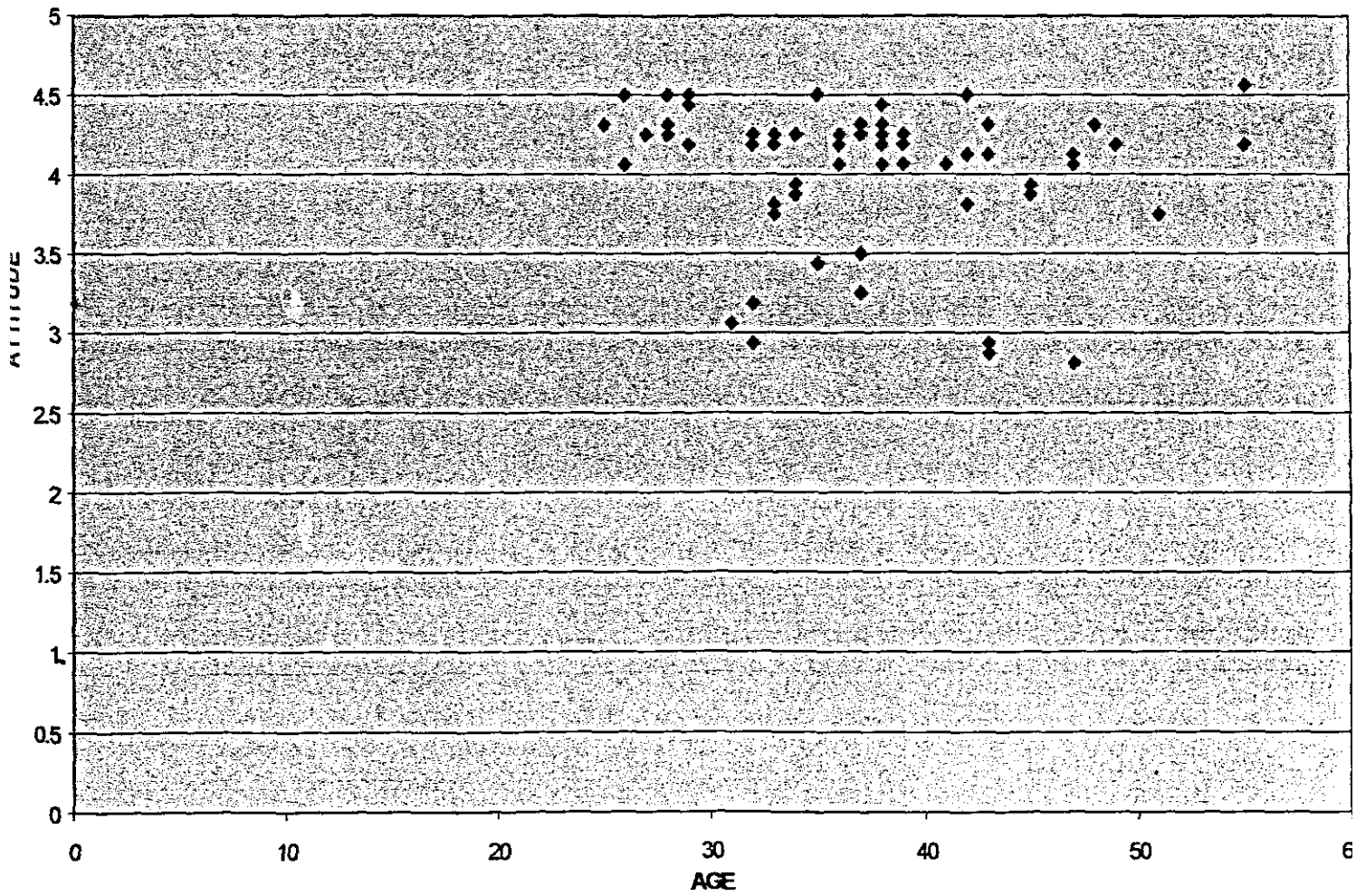


FIGURE 5 SCATTERPLOT SHOWING MEAN ATTITUDES SCORES AND AGE DISTRIBUTION

Attitude to Inclusion and Educator Experience

Figure 6 shows the relationship between the respondents attitude to inclusion score and educator experience in years. The number of years the educator taught revealed no significant findings.

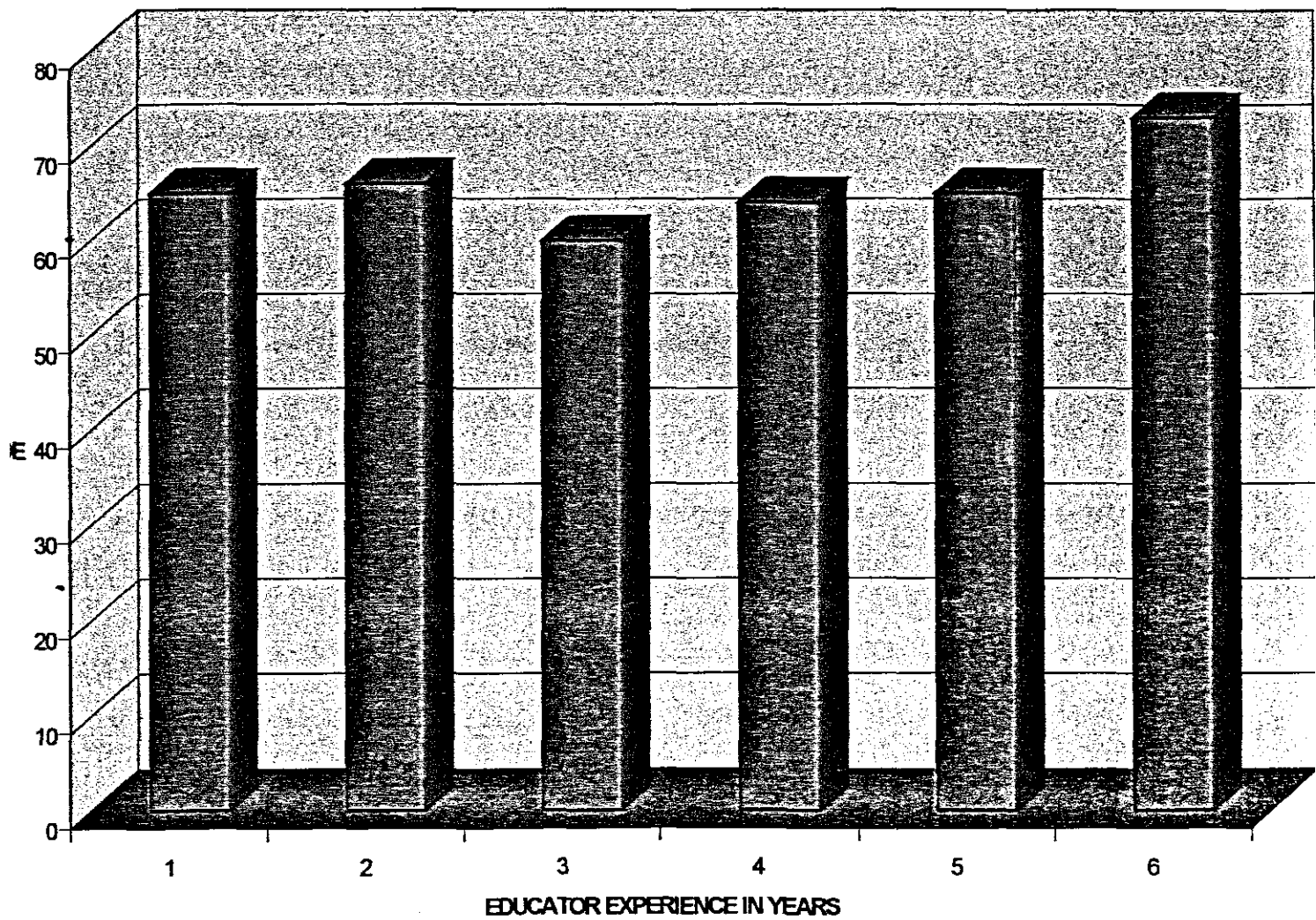


FIGURE 6 DISTRIBUTION OF ATTITUDE AND EDUCATOR EXPERIENCE IN YEARS

CHAPTER 5

DISCUSSION AND CONCLUSION

In this study the researcher examined the attitudes of educators in mainstream schools toward inclusion of learners with special needs.

The present study was a response to a realization that the education of children with special needs in the mainstream classrooms in South African schools may be an issue of concern, since its educational plans had been based on differences which led to the categorization and marginalization of learners with special needs. Therefore, research that is looking at educators perceptions towards LSEN and their inclusion in mainstream schools is very useful.

ATTITUDE TOWARD LSEN

Overall, educators displayed a positive attitude toward LSEN. This is contrary to the findings in literature (Hannah, 1988). The results, however, did show that attitude towards disability differs depending on the type of disability. This has been found in other studies (Hannah 1998; Davies, 1995). LSEN with mental retardation were shown more negative attitudes by the educators in this study. Symptoms, such as “slow in learning,” “needs things explained repeatedly and takes longer,” “soiling of clothes,” “fidgety, difficulty sitting still” etc., were likely to elicit more negative attitudes. Hannah (1988) also found that LSEN with mental retardation consistently elicited negative affect.

ATTITUDE TOWARDS INCLUSION

With regards to the statements in the questionnaire concerning the intelligence of LSEN, the majority of educators responded positively. Seventy-eight percent of the educators felt that LSEN have equal intelligence to that of regular classroom learners.

With regard to the management of LSEN in the regular classroom positive responses were obtained. The statement "this child should be given the same opportunities in school as other children" resulted in strongly positive outcomes. Support was also recognized as important.

The large majority of the educators felt that special training is not required for the teaching of LSEN. This shows that educators accept that LSEN are not different and that special needs considerations are not necessary for the education of LSEN in the mainstream.

Regarding LSEN being a distraction in the classroom, seventy-one percent disagreed and twenty-four percent agreed with the statement. Although the results were positive, for almost a quarter of the respondents LSEN is considered a distraction in the mainstream classroom.

"This child should not be placed in a regular classroom," a statement which embodies inclusion, was met with a positive response from most educators. Eighty-one percent were positive, twelve percent were negative and seven percent were unsure.

Most respondents felt positively, that LSEN would be accepted by their peers. The statement was reversed thus a positive attitude was recorded by disagreeing with the statement. Two percent strongly agreed, three percent agreed, none were unsure, seventy-eight percent disagreed and seventeen percent strongly disagreed.

The right to education, a fundamental humanitarian statement, gave an overwhelming positive response with 100% agreeing with this statement.

From the above results it can be seen that the majority of educators have a positive attitude regarding the inclusion of LSEN in the mainstream. This finding is similar to some findings of South African studies found in literature, (Gien, 1992; Davies, 1995; Bunning, 1997) and international studies by Guerin and Szatlocky (1974) and Harasymiw and Horne (1975).

RESPONSES TO THE KNOWLEDGE STATEMENT

Knowledge of LSEN and inclusion of LSEN plays an integral role in the attitudes of educators. Literature reviewed showed that knowledge significantly influenced educators' attitudes (Hannah 1998).

The knowledge statements were received with mixed responses from the educators. Regarding the physical placement of the child in the classroom in terms of seating, fifty-

two percent disagreed that the LSEN should be seated in front of the classroom, and forty-eight percent agreed with the statement. Thus, majority of the educators responded incorrectly to this statement.

The statement concerning the need for educator support showed that a large majority (100%) of the educators felt that a support system was needed. This is a positive response as it shows that educators would work in conjunction with a consultant and acknowledge that LSEN require modifications to the normal educational approach. This is confirmed by the fifty-nine percent response in agreement to the statement concerning regular consultation with a psychologist. These are positive responses.

Educating other children in the classroom about the needs of LSEN, also was responded to in a positive manner.

From the above results it can be seen that educators need more knowledge on educating LSEN in the mainstream. Although the results were mostly positive, some educators displayed a lack of knowledge. Educators, however, realize that educating LSEN in the mainstream is challenging and are aware their limitations as educators in their acceptance of support. These results are supported by Bunning (1997) where varied results were found in the study but overall yielding positive findings.

ATTITUDE TOWARD LSEN AND ATTITUDE TOWARD INCLUSION

The statistical analysis revealed that attitude toward LSEN influences attitude toward inclusion. According to the t-test scores, the obtained value of 1.08 is less than the critical value of 2.00. Therefore, we must accept the null hypothesis. Thus, a negative attitude towards LSEN significantly effects attitude toward inclusion negatively.

The correlation of 0.67 is interpreted as a high positive correlation. An increase in attitude toward LSEN correlated with an increase in attitude toward inclusion. Thus, a positive attitude toward LSEN correlated with a positive attitude toward inclusion. These findings are contrary to those of Beattie, Anderson and Antonak (1997) who found no significant influence of attitude toward LSEN on attitude toward inclusion.

GENDER

A significant finding in terms of gender educator and attitude toward inclusion was found. Male respondents scored higher on the attitude scale than female respondents. Thus, male educators have a more positive attitude toward inclusion than female educators. This is similar in finding to the studies by Bunning (1997) and Harasymiw and Horne (1975).

It could be postulated that sex differences could be a response to societal pressures, or possibly attributed to the personality and value structures of males and females found in the sample.

AGE

According to the scatterplot, no significant relationship could be shown between attitude to inclusion and age. Hannah (1998) concluded that age as a variable independently does not significantly effect attitude toward inclusion.

EDUCATOR EXPERIENCE

Educator experience with regards to the number of years the educator has taught for, revealed no significant findings. Although it is a significant factor in educators attitude toward inclusion (Larrivee & Cook, 1979), it is however not significant as a variable on its own.

CONCLUSION

Educator attitudes were investigated in the study. Attitudes toward LSEN and attitudes toward inclusion, and the relationship of educator characteristics such as sex, age and experience to these attitudes were investigated.

The educators investigated in this study were found to hold positive attitudes toward LSEN and toward the inclusion of LSEN in the mainstream. LSEN in this study refer to children with behavioural, emotional or intellectual problems. The implications of this overwhelming positive result is that educators have shown on the ground support for the

practice of inclusion. The positive results may be due to the fact that many LSEN are existing in the mainstream in South African schools. Inclusion by default. The children used in the study are LSEN in the mainstream but were not recognized by the educators in the sample as such. The study gives an excellent overview of what is happening in practice.

It is however imperative that the limitations in the sample of the study does not enable generalization to the wider South African community. The study also addresses only LSEN with emotional, behavioural and psychological problem and not the SEN of the more profoundly physically or intellectually handicapped.

These findings could be attributed to educator attitudes toward inclusion varying based on the social, physical, academic, or behavioural accommodations that LSEN need in order to participate in activities in the mainstream classroom, regardless of classification of disability or need. (Wilczenski, 1995).

From these results it appears that further research into the interrelationships of sex, age, educational experience and attitudes is required. Female educators can not be assumed to be more accepting nor can older educators be categorized as more accepting, based on their familiarity with or experience in education. The conclusions considered above should however be viewed in the light of the limitations of the study.

Meeting children's special education needs in the context of the mainstream classroom is one of the most important challenges facing educators today (Stakes & Hornby, 1997). The success or failure of inclusion practices is dependent on educators attitudes and perceptions. Academic success or failure of students is dependent on the attitudes and perception of educators. Educator attitudes effects LSEN self perception and self esteem (Jacklin & Lacey, 1993), self expectations and self-image (Alexander & Strain, 1978), acceptance of LSEN by peers (Martlew & Hodson, 1990) as educators are seen as role models of prosocial behaviour (Giangreco, Baumgart & Doyle, 1995).

Studies have found marked decline in behavioural problems and improvement in interpersonal behaviour of LSEN (Bradfield, Brown, Kaplan, Ricket & Stannard, 1973; Guerin and Szatlocky, 1974; Bradfield, 1975) and increase in self esteem and perception of ability of LSEN (Battle & Blowers, 1982) after inclusion took place. Psychopathology and mental health are associated with self esteem. Programmes to promote the development of the mental health of LSEN. Of particular note, further research into self-esteem, to more clearly delineate the role that perceptions of self-worth play in achievement and to develop specific instructional strategies to enable LSEN to experience greater degrees of academic progress.

According to Dybwad (1980) inclusion calls for flexibility and personalization. Educators need to be effective on two levels, a support structures in the environment and relationship patterns. A framework of personal relationships that is positive rewarding and supportive must be built to support and maintain the LSEN (Jacklin & Lacey, 1993). This can be

achieved by removing and avoiding labelling (MacMillan, Jones & Meyers, 1976; Green, 1991), using reinforcers that enhance self concept (Bickel & Bickel, 1986) and awareness of fears and prejudices.

Green, Naiker & Naude (1995) concluded that educators need to have attitude and skills in education which makes possible consideration of the learners perspective. According to Bicklen (2000), educators should conceptualize and practice inclusive education in light of critical narratives. Resisting a static understanding of disability by rejecting any tendency to stereotype or simplify what disability means, by creating and finding contexts for experiencing competence, how social contexts affect LSEN, and the perspective of the LSEN as a resource to showing educators their actions. The role of educators then is not to define who people are and aren't or what they can or can't be or expected to be, but to be supportive in seeking strategies of supporting the person and building confidence.

One of the concerns that arose in the optional question was that of educator burnout. Educators need the time and psychological space to re-examine their general understanding of teaching and learning (Engelbrecht, Green, Naiker & Engelbrecht, 1999). Retraining programmes, in-service experiences and workshop approaches (Harasymiw & Home, 1975).

It is essential that schools be seen as social institutions implying that the school fulfils the psychosocial functions in the development of individuals in society (Sibaya, 1997). Educators need to help promote more positive attitudes to SEN and other disabilities so

that children are genuinely accepted by society and valued for their own strengths. A society in transition needs the school system to be sufficiently flexible to produce students who will be able to adapt to the needs of a changing world (Pieterse, 1993). Teacher education and conditions of service have to be re-thought to take cognizance of the real situation in the country (Pease, 1993).

Implications for policy that arose from the study is for the state to recapture the aims of equity within the context of its own policy, practice and draft legislation requiring target funding to schools in poorer areas (Gilmour, 2001).

The shift in thinking from “special education needs” to “barriers to learning and development” has broadened the concern from a small group of learners who are vulnerable to exclusion from education to all learners who are subject to exclusionary pressures within school and community. (Muthukrishna & Schoeman, 2000). The most significant finding of this study is that there is not clear-cut dividing line between children who have special needs and children who do not have special needs, rather an encouragement of an atmosphere in which every child’s special needs are respected should be fostered.

REFERENCES

- Alexander, C. & Strain, P. (1978). A review of educators attitudes. *Psychology in Schools*, 15, 390-396.
- Archer, M. (1991). Role of special education in a unitary system of education and challenges. *South African Journal of Child and Adolescent Psychiatry*, 3, (2), 75-76.
- Archer, M.; Green, L. & Pooler, H. (1992). Conceptualizations of special education in the South African situation. *The Preschool Years*, 22, 7-9.
- Baker, J. & Gottlieb, J. (1980). Attitude of teachers towards mainstream retarded children. In Gottlieb, J. (Ed.) *Educating mentally retarded persons in the mainstream*. Baltimore: University Park Press.
- Battle, J. & Blowers, T. (1982). A longitudinal comparative study of the self-esteem of students in regular and special education classes. *Journal of Learning Disabilities*, 15, (2), 100-102.
- Barnatt, S.N. & Kabzeems, V. (1992). Zimbabwean teachers attitudes toward the integration of pupils with disabilities into regular classroom. *International Journal of Disability, Development and Education*, 39, (1), 135-146.

Beattie, J.R.; Anderson, R.J. & Antonak, R.F. (1997). Modifying attitudes of prospective educators toward students with disabilities into regular classrooms. *The Journal of Psychology*, 131, (3) 245-259.

Behr, A.L. (1988). *Empirical research methods for the human sciences*. (2nd Edition). Durban: Butterworths Publishers.

Bickel, W.E. & Bickel, D.D. (1986). Effective schools, classrooms and instruction: implications for special education. *Exceptional Children*, 52, (6), 489-500.

Bicklen, D. (2000). Constructing inclusion: lessons from critical disability narratives. School inclusion expanded to reflect disability voices. *International Journal of Inclusive Education*, 4, (4), 337-353.

Bradfield, H.R. (1975). *Is there a desk with my name on it?* The politics of integration. London: The Farmer Press.

Bradfield, H.R.; Brown, M.; Kaplan, P. Rickert, E. & Stannard, R. (1973). The special child in the regular classroom. *Exceptional Children*, 39, 384-390.

Bronfenbreuner, W. (1967). The psychological costs of quality and equality in education. *Child Development*, 38, 909-923.

- Bunning, C. (1997). *The attitude and knowledge of primary school teachers toward the hearing impaired child in Athlone*. Cape Town, UCT: Unpublished thesis.
- Calder, J. (1989). *The provision of education for the specific learning disabled child in the Transvaal*. University of Pretoria: Unpublished thesis.
- Davies, J.M. (1995). *Classroom teacher's attitudes toward the mainstreaming of children with special needs: a small scale survey*. University of Cape Town: Unpublished thesis.
- Donald, D. (1993). Reconceptualizing the nature and extent of special education in South Africa. *Perspectives in Education*, 14, (2), 139-156.
- Dybwad, G. (1980). Avoiding misconceptions of mainstreaming the least restrictive environment and normalization. *Exceptional Children Year. Council for Exceptional Children*, 47, (2), 85-88.
- Education Working Group – KZN. (1994). *A unitary department of education and training: discussion document for KZN*. KwaZulu-Natal: Unpublished Report.

Engelbrecht, P.; Green, L.; Naicker, S. & Englebrecht, L. (1999). *Inclusive education in action in South Africa*. Pretoria: J.L. van Schaik Publishers.

Fishbein, (1967). *Research Methodology*. US: MacMillan.

Giangreco, M. ; Baumgart, D.M.J. & Doyle, M.B. (1995). How inclusion can facilitate teaching and learning. *Intervention in School and Clinic*, May, 30, (5), 273-278.

Gien, M. (1992). Attitude of teachers at coloured primary schools to stuttering.

Unpublished thesis.

Gilmour, J.D. (2001). Intention or in tension? Recent education reforms in South Africa.

International Journal of Educational Development, 21, 5-19.

Green, L. (1991). Mainstream. The challenge for teachers in South Africa. *Support*

for Learning, 6, (2), 84-89.

Green, L.; Naiker, S. & Naude, L. (1995). Specialized education and generalized

education: a team approach to promote learning. *South African Journal of Education*, 15, (1), 1-5.

Griesel, R.D. (1973). The galvanic skin response and malnutrition *South African*

Journal of Psychology, 3, 15-21.

- Guerin, G.R. & Szatlocky, K. (1974). Integration programme for the mildly retarded. *Exceptional Children*, 41, 173-179.
- Hannah, M.E. (1988). Teacher attitudes toward children with disabilities. An ecological analysis in Yuke, H.E. (1988). *Attitudes toward people with disability*. p. 155-171.
- Harasymiw, S.J. & Horne, M.D. (1975). Integration of handicapped children: its effects on teacher attitudes. *Education Project Innovation*, 96, 153-158.
- Hunt, J.M. (1969). *The challenge of incompetence and poverty*. Urbana: University of Illinois Press.
- Jacklin, A. & Lacey, J. (1993). The integration process: a developmental model. *Support for Learning*, 8 (2), 51-57.
- Jenkins, J.C. (1997). *Mainstream or special? Educating students with disabilities*. London: Routledge.
- Kerlinger, F.N. (1973). *Foundations of behavioural research*. New York: Holt-Saunders Ltd.

- Larrivee, B. (1982). Factors underlying regular classroom teacher's attitudes toward mainstreaming. *Psychology in the Schools*, 19, 374-9.
- Larrivee, B. & Cook, L. (1979). Mainstreaming: a study of variables affecting teacher attitude. *Journal of Special Education*, 13, 315-324.
- Leedy, P.D. (1989). *Practical research: planning and design*. New York: MacMillan Publishing Company.
- MacMillan, D.L.; Jones, R.L. & Meyers, C.E. (1976). Mainstreaming the mildly retarded: some questions cautions and guidelines. *Mental Retardation: American Association on Mental Deficiency*, 14, 3-10.
- Martlew, M. & Hodson, J. (1990). Children with mild learning difficulties in an integrated and in a special school: comparisons of behaviour, teasing and teachers' attitudes. *British Journal of Educational Psychology*, 61, 355-372.
- Meijer, C.J.W.; Pijl, S.P. & Hegarty, S. (1994). *New perspectives in special education. A six country study of integration*. New York: Routledge.
- Miramontes, D.; Cheng, L. & Trueba, H. (1984). Teachers perceptions and observed outcomes: an ethnographic study of classroom interactions. *Learning Disability Quarterly*, 7, 349-357.

Muthukrishna, N. & Schoeman, M.(2000). From special needs to quality education for all: a participatory problem centred approach to policy development in South Africa. *International Journal of Inclusive Education*, 4, (4), 315-335.

National Education Policy Investigation (NEPI). (1992). *Support services report*. Cape Town: Oxford University Press.

NCSNET & NCESS (1997). *Quality education for all. Overcoming barriers to learning and development*. Report of the NCSNET and NCESS. Pretoria: Department of Education.

Neuman, W.L. (2000). *Social research methods: qualitative and quantitative approaches*. (4th Edition). New Jersey: Prentice-Hall.

Nevid, J.S.; Rathus, S.A. & Green, B. (2000). *Abnormal psychology in a changing world*. (4th Edition). New Jersey: Prentice-Hall.

Nkabinde, Z. (1995). The role of special education in a changing South Africa. *Journal of Special Education*, 27, (1), 107-114.

Oppenheim, A.M. (1966). *Questionnaire design and attitude measurement*. London: Educational Book.

Oxford Dictionary, (1983). *The Concise Oxford Dictionary*. United Kingdom: Oxford University Press.

Pease, J. (1993). Recapturing the marginalized children. *Matlhasedi*, 12, (2), 19-22.

Persadh, N.S. (1996). *Challenges facing an integration project at a Durban secondary school*. Durban, University of Natal: Unpublished thesis.

Pieterse, J.R. (1993). Special educators for special pupils. *Education and Culture*, 16, 20-22.

Pretorius, F. & Lemmer, E.M. (Ed.) (1998). *South African education and training transition in the democratic era*. Johannesburg: Hodder and Stoughton, p. 48-49.

Ramarumo, M.M. (1994). Mainstreaming: upgrading the handicap. *Career Success Year*. Nov/Dec, 7, 30-31.

Rose, B.F. & Smith, B.J. (1993). Preschool mainstreaming: attitude barriers and strategies for addressing them. *National Association for the Education of Young Children*, May, p.59-62.

Sarantakos, S. (1993). *Social research*. Australia: MacMillan Education.

- Sibaya, P. (1997). Educational psychology in context. South African Association for the Advancement of Education. *South African Journal of Education*, Nov. 17, (4), 209-216.
- Stakes, R. & Hornby, G. (1997). *Change in special education. What brings it about?* London: Cassel.
- Strain, P. & Kerr, M. (1987). Mainstreaming of children in schools: research and programmatic issues. New York: Academic Press.
- Skuy, M. & Partington, H. (1996). Special education in South Africa. *International Journal of Disability, Development and Education*, 37, (2), 149-157.
- Thomas, D. (1988). A model of the determinants of teachers attitudes to integrating the intellectually handicapped. *Australasian Journal of Special Education*, 12 (2), p. 12-18.
- Wilczenski, F.L. (1995). Development of a scale to measure attitude toward inclusive education. *Educational and Psychological Measurement*, April, 55, (2), p. 291-299.

APPENDIX A

To the Teacher

I am presently a final year clinical psychology Masters student and am required to conduct research as part of the programme. I have chosen to examine the impact of children with special education needs on the mainstream classroom. Special education needs refers to any behavioural, emotional or psychological problems.

It would be greatly appreciated if you could complete the questionnaire, place it in the sealed envelope provided and return it to the child. The questionnaire does not require names and information will be treated confidentially. However, there is an informed consent required for which your signature is needed. Participation is voluntary, and you can choose at any time to withdraw your participation.

SIGNATURE OF INFORMED CONSENT: _____

Thank you for your time and co-operation. Feedback will be given as to the outcome of the research.

BIOGRAPHICAL DETAILS:

➤ Name of School _____

➤ Age: _____

➤ Gender: _____

➤ Qualifications: _____

➤ Number of years of teaching experience:

➤ Number of children with special education needs in classroom:

Below you will find descriptions of behaviours. Please tick the behaviour most appropriate to this child.

- Defiant (disobedient/argues with teacher)
- Slow in learning, needs things explained repeatedly and takes longer to learn
- Epilepsy (seizures/fits)
- Easily distracted
- Fidgety/difficulty sitting still
- Poor school attendance/gaps in learning
- Parents negative attitude to school
- Can not read and spell but is good in mathematics
- Soiling of clothes/wetting of pants
- Sulks or noisy when loses attention of teacher
- Does not speak age appropriately
- Does not make eye contact with anyone
- Withdrawn
- Bored easily
- Can not follow simple instructions
- Completes work early and misbehaves
- Teased by other children
- Comes from a broken home
- Provokes fights
- Occasionally appears disorientated (blanks out)

Please indicate how you would handle the situation if the decision were entirely up to you.

- It is acceptable for me to teach this student full time in my ordinary classroom without any extra help.
- It is acceptable for me to teach this student part-time in my ordinary classroom with advice from a consultant (psychologist).
- It is not acceptable for me to teach this student in my ordinary classroom under any of the above conditions.
- Other: please specify:

Optional: Please motivate your above answers.

Please fill in the table below as honestly as possible by ticking in the most appropriate statements on the right.

	STRONGLY	AGREE	UNSURE	DISAGREE	STRONGLY
It is unfair on other children in the class to spend extra time helping this child					
Special training is required for teachers to teach a child like this					
This child has problems which will distract the class					
This child should receive special attention in a normal classroom					
Having this child in the class reduces the educational standard					
This child holds back the other children in the class					
Parents who place this child in an ordinary classroom deny their child has a problem					
All children, irrespective of needs, have a right to education					
This child should not be placed in an ordinary classroom					
The management of this child in the classroom should be equal to that of his/her peers					
Placing this child in a mainstream classroom places too much pressure on this child					

He/she can not be expected to cope in a mainstream class					
This child should be given the same opportunities in school as other children					
He/she can achieve optimally in the mainstream as long as there is a good support system He/she can achieve optimally in the mainstream as long as there is a good support system					
This child is not accepted by his/her peers					
He/she is academically too far behind his/her peers to be in the same classroom					
The child should be seated in the front of the classroom					
A support system should be provided for the teachers to assist such children in the mainstream					
Other children in the class should be educated about the needs of this child					
The teacher and psychologist should consult regularly regarding this child's progress/needs					