

**ATTITUDES OF DEPARTMENT OF EDUCATION
DISTRICT OFFICIALS TOWARDS INCLUSIVE
EDUCATION**

BY

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DECLARATION

I, Rashid Ahmed Motala, declare that the work on “Attitudes of Department of Education district officials towards inclusive education” is my own work, both in conception and in execution and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference. This dissertation has not been submitted before for any degree or examination in this or any other university.

Rashid Ahmed Motala

Date

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ABSTRACT

This study focuses on a vital component of the transformation process on the South African educational landscape - district based Department of Education officials. This descriptive research project had three aims. Firstly; the study determined the nature of the attitudes of Department of Education officials based at the Pinetown District towards the inclusion of learners with learning difficulties at mainstream primary schools. Secondly, the study examined the impact of nine selected demographic characteristics of district based officials on their attitudes towards inclusion. Lastly, the study determined the degree of concern that district based Department of Education officials experienced towards 10 selected factors (eg. large classes, training of educators, curriculum adaptation, extra pay for teachers, time for teacher planning) in the implementation of inclusive education at mainstream primary schools.

The research instrument employed in the study was a questionnaire, which was administered to all eligible Pinetown District based officials. Ultimately, 62 respondents were recognized as the members of the sample in the study. Quantitative data was analysed using both descriptive and parametric statistics. Qualitative data was content analysed to discern emerging themes.

The results of the study indicated that Pinetown District based Department of Education officials generally hold positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools. In addition the study found that the following five demographic characteristics are significant predictors of Department of Education district officials positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools - training in special/inclusive education, contact with people with disabilities, experience in teaching learners with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and the workstation of the officials. Lastly, the study concluded that district based Department of Education officials were very concerned that the 10 factors (eg. teacher workloads, provision of a support teacher, availability of resources, support of school management teams and the impact of included learner on the performance on the non-disabled learners) collectively could impede the successful implementation of inclusive education at South African schools.

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ACRONYMS USED IN THE STUDY

ABET/ECD- Adult Basic Education and Training/Early Childhood Development

EMGD - Education Management Governance Directorate

EXAMS - Examinations and Assessment Services

SDSS-arts - Service Delivery Support Services -arts

SDSS-co-curricular - Service Delivery Support Services -co-curricular

SDSS-elits - Service Delivery Support Services -education library information
technology services

SDSS- pgses- Service Delivery Support Services-psychological, guidance,
special education services

TLS (GET) - Teaching and Learning Services (General Education and Training)

Chapter1

Overview of the study

1.1 Introduction

This chapter provides an overview of the study. Aspects discussed in this chapter include the following: motivation for the study, statement of the problem, the aims of the study and the formulation of the hypotheses. In addition, key terms employed in the study are defined and the value of the study and the methodology involved are also detailed.

1.2 Motivation for the study

In July 2001, the Department of Education released White Paper 6 *Special Needs Education: Building an Inclusive Education and Training System*. This paper called for the implementation of educational inclusive policy in place of special education. The white paper emphasizes the important role education officials can play in the implementation process.

According to the Department of Education (2002), the shift from special education to inclusive education, will mean that special education as it operates within the special education model will cease to exist in terms of its major

theoretical framework, assumptions, practices and tools. Inclusive education in South Africa will have to align its philosophy, structures and practices with the framework of thinking articulated by White Paper 6 (Department of Education, 2001). The shift to inclusive education will necessitate many changes to the country's education system. A significant agent of change on the South African education landscape is Department of Education district officials. Department of Education district officials play a critical role in ensuring that educational policies (including inclusive education) conceived at both national and provincial level are brought to fruition at school level.

The attitudes of various stakeholders towards inclusive education have been investigated in South African studies. The attitudes of primary school educators towards inclusive education have been investigated by many researchers (Bothma, 1997; Harris, 1998; Naidoo, 2004; Oswald, Ackermann & Englebrecht, 2000; Swart, Engelbrecht, Eloff & Pettipher, 2001; Wessels, 1997). Pottas (2005) investigated the attitudes of teachers and student teachers to the inclusion of learners with a hearing loss. Kubyana's study (2005) focused on the attitudes of special educators towards inclusive education. The concerns of educators towards inclusive education have been addressed by Geldenhuys and Pieterse (2005) and Eloff and Kgwete (2007). However, there does not appear to be any research dedicated exclusively to the attitudes of Department of Education district officials towards inclusive education. This study hopes to bridge the gap in the existing literature.

The researcher is confident that the study will make a positive contribution to education. It will be particularly useful to national, provincial departments of education and also tertiary institutions. The results of this study will give a clear indication to the Department of Education, on the nature of the attitudes of approximately 100 Department of Education district officials towards inclusive education. This knowledge will provide the Department of Education with a small scale gauge to judge the success of its advocacy and information dissemination programmes, which have targeted “buy in” of district officials towards the inclusive education philosophy. In addition, the findings of this study can improve the policy and practices on implementing inclusive education at schools.

As part of the KwaZulu-Natal Department of Education’s attempt to implement inclusive education at schools, the researcher, a Department of Education district official, was on numerous occasions invited to attend inclusive education information dissemination sessions and advocacy programmes, workshops and seminars. It was noted that the attendance by departmental district officials, at these programmes, workshops and seminars, was generally very poor. Speculation as to the possible reasons for the departmental officials’ non-attendance has sparked interest in the following issues: Do Department of Education district officials regard inclusive education as unimportant to their job functions or perhaps are they already well empowered on inclusive education? The few departmental district officials who attended the programmes, workshops and seminars debated the merits and demerits of inclusive education at school

level very passionately. This study will allow the researcher to formally document their (and their absent colleagues) views on inclusive education.

1.3 Statement of the problem

The purpose of the study was to investigate the attitudes of Department of Education officials based at the Pinetown District towards the inclusion of learners with learning difficulties at mainstream primary schools.

The study attempted to answer the following questions:

1.3.1 What is the nature of the attitudes of Department of Education district officials towards including learners with learning difficulties at mainstream primary schools?

1.3.2 What is the relationship between the attitude of Department of Education district officials towards the inclusion of learners with learning difficulties in mainstream schools and the following characteristics of the respondents: age, gender, years of experience in education, highest qualifications, training in the field of inclusive/special education, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and the workstation of Department of Education district officials?

1.3.3 What is the degree of concern that Department of Education district officials may experience towards the inclusion of learners with learning difficulties at mainstream primary schools based on the following factors: increased teacher workloads, impact on the performance of the non-disabled learner, availability of resources, the level of preparedness of teachers, support from school management teams, teacher lack of time to implement inclusionary programmes, lack of support services for schools, financial reward for teachers, large class sizes and the difficulty of teachers in adapting the curriculum?

1.4 Aims of the study

The aims of the study are:

1.4.1 To determine the nature of the attitudes of Department of Education district officials towards including learners with learning difficulties at mainstream primary schools.

1.4.2 To examine the relationship between Department of Education district officials' attitude towards the inclusion of learners with learning difficulties at mainstream primary schools and their demographic characteristics such as: age, gender, years of experience in education, highest qualification, training in the field of special/inclusive education, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6

(Department of Education, 2001) and workstation of Department of Education district officials.

1.4.3 To determine the degree of concern that Department of Education district officials may hold towards the inclusion of learners with learning difficulties at mainstream primary schools based on factors such as: increased teacher workloads, impact on the performance of the non-disabled learner, availability of resources, the level of preparedness of teachers, support from school management teams, lack of teacher time to implement inclusionary programmes, lack of support services for schools, financial rewards for teachers, large class sizes and the difficulty of teachers in adapting the curriculum.

1.5 Hypotheses

1.5.1 Department of Education officials will have a negative attitude to the inclusion of learners with learning difficulties at mainstream primary schools.

1.5.2 There will be no significant difference in the attitude of Department of Education district officials towards including learners with learning difficulties in mainstream primary schools based on Department of Education district officials' demographic characteristics such as age, gender, years of experience in education, highest qualifications, training in field of special /inclusive education, experience in teaching learners with disabilities, contact with people with

disabilities, knowledge of White Paper 6 (Department of Education, 2001) and the workstation of Department of Education district officials.

1.5.3 Department of Education officials will be very concerned that factors such as increased teacher workloads, impact on the performance of the non-disabled learner, availability of resources, the level of preparedness of teachers, support from school management teams, lack of teacher time to implement inclusionary programmes, lack of support services for schools, large class sizes, financial reward for teachers and difficulty of teachers in adapting the curriculum, will have a negative effect on the implementation of inclusive education at mainstream primary schools

1.6 Definition of key terms

1.6.1 Attitudes

In this study, attitude shall mean thoughts, feelings, experiences, inclinations, prejudices and ideas of Department of Education district officials towards the inclusion of learners with learning difficulties at mainstream primary schools.

1.6.2 Inclusive education, including, inclusion

According to Green (2001), the above mentioned three terms mean different things to different people in different contexts. In this study, these terms will be used interchangeably and all three will refer to the responsiveness of the education system to accommodate learners with learning difficulties in the mainstream primary school.

1.6.3 Department of Education district officials

Department of Education district officials in this study refer to officials who are employed at the Pinetown District Office. These district officials are based at the district office and also at four circuit offices.

1.6. 4 Learners with learning difficulties

In this study, learners with learning difficulties shall refer to learners who are under the age of twelve years and who are currently educated in special classes which are attached to mainstream primary schools.

1.6.5 Mainstream primary schools

In this study, a mainstream primary school shall refer to a school which has learners ranging from Grade R to Grade 7. In mainstream schools little to no additional support is provided to learners with learning difficulties.

1.6.6 Mainstream classroom

In this study, a mainstream classroom shall refer to a classroom located in a mainstream primary school.

1.6.7 Department of Education

In this study, the Department of Education shall refer to the national department of education based in Pretoria.

1.7 Value of the study

Both nationally and internationally, much attention has been devoted to the formulation of educational policy, but limited attention has been devoted to how policies are implemented and received by the relevant stakeholders. The aims of this research project clearly address this concern. This research will bridge the gap in the existing literature by focusing on the attitudes of Department of

Education district officials. Department of Education district officials are regarded by White Paper 6 (Department of Education, 2001) as important role players in ensuring that inclusive education is successfully implemented at South African schools. The research will therefore be of particular importance to policy makers at national and provincial departments of education and teacher training institutions. The researcher is also convinced that this study will also complement the various pilot studies, currently commissioned by the Department of Education. It is the researcher's contention that the results of the pilot studies together with the results from this study can inform policy implementation and can result in an improved implementation of the principles of inclusive education as espoused by White Paper 6 (Department of Education, 2001). The researcher is confident that since inclusive education is a transforming process, this research project will promote further investigation.

1.8 Locating a theoretical framework

This research is informed by the inclusive education theoretical framework with specific reference to the principles of non-discrimination, human rights and equality as enshrined in the Constitution and also as outlined in the inclusive education framework in White Paper 6 *Special Needs Education: Building an Inclusive Education and Training System* (Department of Education, 2001). The theoretical framework will be discussed in Chapter 2.

1.9 Methodology

1.9.1 Research design

The present study will be a mixed methods project. This involves a mixing of quantitative and qualitative data. The reason for choosing a mixed methods strategy is to expand an understanding of the attitudes of Department of Education district officials towards inclusive education from one method (quantitative) to the other (qualitative). However, in this study, greater weight will be given to the quantitative approach because it is better suited to achieve the aims of the study. The qualitative approach is embedded or nested within the predominantly quantitative approach and the data is collected concurrently. Creswell (2003, p. 218) describes this as the concurrent nested mixed methods strategy.

Approximately 100 Pinetown District Department of Education officials' attitudes towards the inclusion of learners with learning difficulties in mainstream primary schools will be surveyed. The attitudes of district departmental officials will be surveyed through the use of questionnaires. This study will attempt to determine the nature of the attitudes of Department of Education district officials towards the inclusion of learners with learning difficulties at mainstream primary schools, the relationship between Department of Education district officials' attitudes towards inclusive education and their demographic characteristics such as their

age, gender, years of experience in education, highest qualifications, training in the field of special/inclusive education, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and the workstation of Department of Education district officials. In addition, the study will also focus on Department of Education district officials' concerns on whether factors such as: increased teacher workloads, impact on the performance of the non-disabled learner, availability of resources, the level of preparedness experienced by teachers through training, support from school management teams, lack of teacher time to implement inclusionary programmes, lack of school support services, financial reward for teachers, large class sizes and the difficulty of teachers in adapting the curriculum, will impact negatively on the inclusion of learners with learning difficulties at mainstream primary schools.

1.9.2 Data collection methods

The study will employ questionnaires. Questionnaires will be used because they are relatively economical and the questions on the questionnaire can be used for specific purposes. Questionnaires will be used to provide a numeric description of the attitudes of departmental officials. The questionnaire will be personally administered to manageable groups of department officials by the researcher. This will allow the researcher to have an opportunity to establish rapport with respondents and explain the purpose of the study. It will also allow the

researcher to explain the meaning of items that may not be clear and to motivate respondents to answer items truthfully and honestly. A covering letter will be attached to the questionnaire. The covering letter will spell out who is doing the research, the purpose of the research and what the findings will be used for. It will also guarantee respondent anonymity. It will be pointed out to respondents that participation in the project is entirely voluntary.

The questionnaire will comprise largely of close - ended questions. According to Nachmias and Nachmias (1987, p. 57), close - ended questions are easy to ask and quick to be answered. They require no significant amount of writing by the respondent and that their analysis is straight forward. The objective in the use of close - ended questions is to lead the respondents to express agreement or disagreement, with an explicit point of view. Towards the end of the questionnaire, three open - ended questions will also be included. The open - ended questions will provide richness to the data collected.

1.9.3 Sample

The sample will consist of Department of Education officials employed by the Pinetown District. Pinetown District is chosen for the study because the researcher is employed by the district as a remedial advisor. Data collection would thus become easier for the researcher. The other reason for choosing

Pinetown District is that it has a mix of advantaged and disadvantaged schools and both rural and urban schools.

The researcher has chosen not to include three groups of Department of Education district officials in the sample. These are officials who belong to the following sections within the Pinetown District: Teaching and Learning Services (Further Education and Training Band - TLS: FET), Physical Planning and senior management. TLS (FET) officials are excluded because they work exclusively with secondary schools. Physical planning officials will be excluded from the study because the inclusion of learners with learning difficulties will not necessitate a change in the physical planning of the learning site. Senior management of the Pinetown District, which comprises of the district director and his deputies, are excluded because these officials do not interact with primary schools on a daily and sustained basis.

With the exception of the three excluded groups, mentioned above, all of the other Department of Education officials based at Pinetown District will form part of the survey. The sample will include Department of Education officials belonging to the following sections within the Pinetown District: Teaching and Learning Services: General Education and Training Band (TLS: GET), Service Delivery Support Services (SDSS), Examinations and Assessment Services, Education Management Governance Directorate (EMGD), Adult Basic Education

and Training / Early Childhood Development (ABET/ECD) and officials belonging to circuits teams.

1.9.4 Instrument

The instrument used in the survey will be a questionnaire (refer to Annexure B). The questionnaire will comprise of three sections: A, B and C. Section A will address the demographic characteristics of Department of Education officials such as their age, gender, number of years of experience in education, training in the field of special/inclusive education, highest qualifications, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and workstation of officials.

Section B will comprise of a Likert type classification consisting of statements relating to the attitudes of Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools. Section B will conclude with two open - ended questions. Sections C will also comprise of a Likert type classification which address the concerns of Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools. Section C concludes with an open - ended question.

1.9.5 Method of scoring

For the attitude section of the questionnaire (Section B), each respondent will categorize the response he or she selects in relation to each statement. The respondent has to indicate by means of a cross whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (SD) with the statement at hand. The items will be scored assigning values of 1, 2, 3, 4, 5 for positively worded items and reversed (5, 4, 3, 2, 1) for negatively worded items. For the concerns part of the questionnaire (Section C), each respondent will categorize the response he or she selects in relation to each statement. The respondent will have to indicate by a cross whether he or she is extremely concerned (assigned a score of 4), very concerned (3), a little concerned (2) and not concerned at all (1).

Quantitative data from the questionnaire will be analyzed utilizing descriptive and parametric statistics. Content analysis will be employed to analyze qualitative data in order to identify patterns of responses or embedded themes.

1.10 Summary

This chapter provided an orientation to the study. Chapter Two provides a theoretical background to the study. This background considers and discusses the review of relevant previous work conducted in this field.

Chapter 2

Review of the literature

2.1 Introduction

This chapter focuses on the educational provision for learners with special education needs, the development of inclusive education both globally and in South Africa and the implications of the shift from special education to inclusive education. In addition this chapter discusses the attitudes of Department of Education officials towards inclusive education, the role that demographic characteristics of Department of Education officials plays in shaping their attitudes towards inclusive education and finally the concerns of Department of Education officials in the implementation of inclusive education.

2.2 Education provision for learners with special educational needs

White Paper 6 (Department of Education, 2001, p. 7) defines learners with special education needs as learners with disabilities and impairments. This is a fairly heterogeneous group and includes learners with physical, sensory (visual and auditory), behavioural and intellectual disabilities (including learners with learning difficulties). According to Ras (2008), three systems of educational provision currently exists for learners with special educational needs, namely

special education system, the integrated system and the inclusive education system. In the following sections, each system will be discussed in detail.

2.2.1 Special education system

Until recently this was the dominant, traditional system of educational provision for learners with special education needs throughout the world including South Africa. Special education is underpinned by the medical model. According to UNESCO (2003, p. 21), the medical model has focused on disabled peoples' impairments and has explained their difficulties they experience in their lives in terms of these impairments. The medical model sees disability as a "personal tragedy" (UNESCO, 2003, p. 21) which limits the capacity of the disabled person to participate in the mainstream of society. It is the responsibility of the disabled people to fit in with the world as they find it - a world built by non-disabled people for meeting the needs of non-disabled people.

At the education level, the medical model views learning problems that disabled learners experience as been caused by problems or defects within the learners. According to Naicker (2005, p. 245) and the Department of Education (2002, p. 17), many of the psychological theories of learning breakdown located within the educational psychology framework shape the belief that problems exist within the individual. The medical model has spawned two parallel systems of

education both in South Africa and abroad - the ordinary and special school systems (Surty, 2004; Naicker, 2005).

Both of the above mentioned systems of education have their understanding of teaching and learning. Learners who were considered “normal” have access to ordinary, mainstream classrooms whilst learners with special educational needs, after a process of assessment and classification were sent to special classes or special schools. The labels that learners received in the assessment and classification process, for example learners with severe mental retardation or learners with learning difficulties, determined their placement in special education. Thus, the special education system maintains that learners with special education needs must be placed in special classes and special schools and be taught by teachers with special education qualifications who employ special methods, techniques and equipment in their classrooms. Further, in the South African context, Department of Education officials located in the Special Needs Directorates at provincial and district levels oversee the implementation of special education.

There are countries both in the developing and developed world which continue to subscribe to the special education system. Brown (2005) points out that many Middle Eastern countries (Qatar, Bahrain and Kuwait) are dominated by the values and beliefs of the traditional special education system. Children and youth with disabilities are educated with few exceptions in special schools or centres

characterised by isolation. Emanuelsson, Haug and Persson (2005) mention that in the Netherlands until recently, special education was extensively practiced. In South Africa, learners who require high levels of support will continue to receive this support in special schools. Thus, elements of the special education system will continue to prevail within an inclusive education framework in South Africa.

2.2.2 Integration system

Ras (2008) point out that integration is the placement of learners with disabilities into mainstream education. It implies that the child has to change in order to be able to participate in the existing education system. The focus is on the learner. White Paper 6 (Department of Education, 2001, p. 17) makes mention that integration is about giving some learners extra support so that they can fit into the “normal” classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions for the learner. Avramidis and Norwich (2002) observe that whilst some researchers tend to strictly distinguish integration from inclusive education other researchers tend to use the two terms interchangeably. White Paper 6 (Department of Education, 2001) emphasises the differences between the two concepts.

2.2.3 Inclusive education system

This system came into existence because of perceived problems associated with the special education system. These problems include the cost ineffectiveness and inequitable provision of the special education system, the fact that the special education system does not promote human rights, justice, social integration and participation of learners with special education needs and also that the special education system separates people with disabilities from mainstream life (KwaZulu-Natal Department of Education, 2002).

2.3 The Development of Inclusive Education

The Salamanca Conference (UNESCO, 1994) held in the city of Salamanca, Spain was a watershed in the development of inclusive education throughout the world. At this conference, a declaration, which came to be known as the Salamanca Statement (UNESCO, 1994, p. iii) reported:

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, from 7 to 10 June 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.

India (2000) observes that the starting point for inclusive education in different countries appears to be very different. Some countries (United Kingdom, Italy, New Zealand, Botswana, Namibia, Lesotho, Nigeria and South Africa) have displayed commitment embodied in policies and legislation to implement inclusive education (Swart, 2004); whilst in other countries such as in Zimbabwe there is no specific legislation for inclusive education, although there is a general commitment to the principles of inclusion (Mutepefa, Mpofu & Chataika, 2007)

Unlike special education, inclusive education does not have a single, acceptable interpretation of the concept. It has different meanings to people in different times and contexts (Swart, 2004, p. 232). Deng and Poon-McBrayer (2004) point out that the debate on the model of inclusive education is divided into two camps - full inclusionists and a more cautious group of selective inclusionists. Garuba (2003, p. 192) describes full inclusionists as those who advocate that all children be educated in their neighbouring schools without any discrimination. Countries that practise full inclusion include France, Germany, Australia, Greece, Iceland, Norway, Spain, Turkey, United Kingdom, the United States and certain provinces of Canada (Labon & Evans, 1997; Maher, 2007). Selective inclusionists believe that a continuum of services should be provided to meet the needs of learners with special education needs. Swart (2004, p. 236) points out that the options could include fulltime placements in a mainstream classroom with consultation from specialists, part time placement in a special education classroom, full time placement in a special classroom which is attached to a mainstream school or

placement in a special school. South Africa is an example of a country that subscribes to this model of inclusion.

2.3.1 The social model of inclusion

Special education as discussed earlier is underpinned by the medical model. Inclusive education in sharp contrast is underpinned by the social model. The literature is replete in reference to this model (Department of Education, 2002; Naicker, 2005; Sisonke, 2006; Surty, 2004; UNESCO, 2003). UNESCO (2003, p. 21) points out that this model at a general level focuses on the way in which the social environment in which the disabled live serves to exclude them. At an educational level, the social model maintains that the educational difficulties learners experience may be identified by examining the impediments that exists in the social system that prevents them accessing learning. These impediments include factors such as poverty, ideology, physical access, inflexible curriculum, inappropriate language of instruction, poorly trained educators, large classes and unqualified teachers.

2.4 Development of Inclusive Education in South Africa

South Africa's response to the Salamanca Conference (mentioned earlier) was the setting up of two commissions appointed by President Nelson Mandela in 1996. The commissions were the National Commission on Special Needs in

Education and Training and the National Committee on Education Support Services. A joint report from the two commissions (Department of Education, 1997) was significant in that it marked the shift away from viewing learners needs from the individual medical model to a perspective that is informed by the social model of inclusion (discussed earlier). The joint report on the findings of these two bodies in turn informed the writing of White Paper 6 (Department of Education, 2001).

White Paper 6 (Department of Education, 2001, p. 16) defines inclusive education as:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Accepting and respecting the fact that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class and disability or HIV status.
- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures.

- Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.
- Empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning.

White Paper 6 (Department of Education, 2001, p. 7) echoes some of the sentiments expressed in the commissions' joint report. It also uses the term "learners who experience barriers to learning" to refer to learners who require support. It distinguishes between barriers to learning which arise from a range of factors including physical, mental, sensory, neurological and developmental impairments and differences in intellectual differences (intrinsic barriers, based on the medical model) and barriers which arise from psycho - social disturbances, particular life experiences or socio - economic deprivation (extrinsic barriers, based on the social model).

White Paper 6 (Department of Education, 2001, p. 15) emphasises that learners who require low levels of support (learners with learning difficulties are included here) will receive this in ordinary schools, those requiring moderate levels of support will receive this in a newly established type of school called full service schools and learners who require high – intensive educational support will

continue to receive such support in special schools. Thus, the model of inclusion proposed by White Paper 6 (Department of Education, 2001) is a selective model of inclusion (discussed earlier).

2.5 Implications of the shift from special education to inclusive education in South Africa

Special education in South Africa has been the dominant model of provision for learners with special education needs for many decades. It has developed its own theoretical framework, assumptions, beliefs, practices and tools. It has also created entrenched attitudes in various stakeholders (educators, parents and Department of Education officials) towards people with special education needs based largely on the medical model. Inclusive education and its social model takes an almost revolutionary perspective on the education of learners with special education needs. Inclusive education will require that the various stakeholders make the paradigm shift from special education to inclusive education, if inclusive education is to succeed in South Africa. However, according to Naicker (2005, p. 256), this transformation is a tedious, difficult and complex activity requiring a clear commitment by stakeholders to the principles of inclusive education as espoused by White Paper 6 (Department of Education, 2001)

For Department of Education officials, their role in the implementation of inclusive is critical. Department of Education officials will now have to realise that the management of the education of learners with special educational needs is not the sole responsibility of officials located in Special Needs Directorates but of all officials irrespective of the section, directorate, component that they belong to within the Department of Education. Moodley and Perumal (2006, p. 2), provide a comprehensive description of the roles and responsibilities of Department of Education officials per section, component, directorate that they belong to; within an inclusive setting (refer to annexure A).

According to the Department of Education (2002), all stakeholders will have to be exposed to inclusive advocacy and information dissemination programmes. For Wildeman and Nomdo (2007, p. 19) advocacy and information is arguably the most important facet of the inclusive education and training policy in a bid to transform the entire education system. The Department of Education envisages that all district based Department of Education officials will be oriented to the inclusive model by provincial and national department of education officials (Surty, 2004). Crucially, district based officials are in turn expected to train educators from all schools within their respective districts on inclusive education. They are regarded as the agents of change on the educational landscape. Thus, it becomes imperative that district based officials display a positive attitude towards inclusive education for its successful implementation in South African schools.

2.6 Theoretical framework for the study

This study is informed by the inclusive education theoretical framework with specific reference to the principles of non-discrimination, human rights and equality which are contained in both the Constitution and White Paper 6 (Department of Education, 2001). In the following section, the shift towards these principles in education is sketched. In addition, the implications of these principles on the present study are detailed.

With the advent of democracy in 1994, the South African government embarked on a policy of addressing the inequalities which were created by apartheid. The Constitution was clear on this transformative agenda in Article 9 (3) which states:

“The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.”

In response to this prescription by the Constitution virtually every ministry within the South African government proceeded to develop policies which captured the ethos of the abovementioned sentiments. The Ministry of Education was no exception in this regard. Naicker (2005, p. 230) points out that this ministry developed several new policy documents. These included white papers on higher education, adult basic education and training, early childhood education, further

education and training and inclusive education. White Paper 6 *Special Needs Education: Building an Inclusive Education and Training System* (Department of Education, 2001, p. 5) builds on the sentiments of Article 9(3) of the Constitution by emphasising the principles of human rights, equal access to a single inclusive education system, equity and redress.

The principles of non-discrimination, human rights and equality when applied to this study would mean that learners with learning difficulties (these learners are considered learners who require mild levels of support, refer to 2.4) ought to be educated in ordinary classrooms and not in special classes as was the case in the special education system (discussed earlier). This becomes policy. Therefore the attitudes of district based Department of Education officials as employees of the state towards the inclusion of learners with learning difficulties at mainstream primary schools should reflect this reality. It would be expected that the intensive advocacy and information dissemination programmes directed at all Department of Education officials (especially after the release of White Paper 6 and which continues on an on-going basis) would have enabled all Department of Education officials make the paradigm shift from special education to inclusive education. The results of this study will give a clear indication whether Department of Education officials based at the Pinetown District have bought into the inclusive education philosophy.

2.7 Attitudes of Department of Education officials towards inclusive education

Different countries use different terms to refer to Department of Education officials - superintendents of education, school advisors, school managers and school inspectors. Purely for convenience, they will collectively be referred to as Department of Education officials. The attitudes of Department of Education officials towards inclusive education have not being as comprehensively researched as other stakeholders namely principals, educators, learners and parents.

2.7.1 General attitudes of Department of Education officials towards inclusive education

This review of the literature reveals the contradictory nature of the attitudes of Department of Education officials towards inclusive education. Positive attitudes from Department of Education officials augurs favourably for the successful implementation of inclusive education (Wildeman & Nomdo, 2007). However, of concern is the negative attitudes that some of these agents of change hold. It has the potential of derailing efforts to bring the policy of inclusion to fruition at schools.

Positive attitudes towards inclusive practices were obtained in various studies.

Weerak in UNICEF Sri Lanka (2003, p. 17) studied the attitudes of various teacher advisors towards inclusive education and the majority (67%) were of the opinion that the service provided to children with special education needs by regular classrooms is better than that which is provided in special schools. Avramidis and Norwich (2002, p. 132) cite studies by Garvar-Pinhas and Schmelkin, Norwich which indicate that school district staff such as administrators and advisors, who are distant from students express more positive attitude to integration than those closer to the classroom context, namely teachers.

A South African and an American study discovered that Department of Education officials who were supervisors of special education displayed positive attitudes towards inclusive education. Mathopa (2007, p. 61) in an investigation of the management of inclusion in Free State, South Africa primary schools found that two Department of Education officials (100% of sample of Department of Education officials) were very positive about inclusion. They perceived it to be the most appropriate system of bringing learners with different abilities together in the same learning environment. Galis and Tanner (1995) in a study to determine the perceptions and beliefs of regular and special school administrators and teachers regarding the provision of services to students, including at risk learners and students with disabilities in Georgia, United States of America, discovered that special education directors most strongly agree with the inclusive education concept. These authors reason that because the directors are closest to policy

formulation and advocacy and therefore are more attuned to the legal and policy ramifications of inclusive education, they therefore support the theoretical concept of inclusive education.

However, other studies contend that Department of Education officials have a negative attitude towards inclusive education. Some South African researchers portray Department of Education officials negatively on their attitudes towards inclusive education. Muthukrishna (2000) was involved in collaborative inclusive action research project in the Estcourt District of KwaZulu-Natal involving primary, high, special schools and early childhood centres found that there was a lack of sustainability of the project because of a lack of support (suggesting a negative attitude to the project) from the Department of Education. However cognizance must be made of the fact that this study was conducted prior to the release of White Paper 6 in 2001. Similarly, Naicker (2005, p. 246) observes that in general South African educationists (including Department of Education officials) within mainstream education are perplexed by the notion of inclusive education simply because of a lack of exposure to inclusive practices and the dominance of special education theory and practice. Sukhraj (2006) maintains that South African teachers do not have faith in the inclusion process because they do not receive support promised by departmental officials. Welton (2001, p. 175) found that in South Africa, many personnel at circuits, districts, regional and provincial level report that they lack role models for the new paradigm of

management and learning and are left feeling ill equipped for their role as agents of change.

In KwaZulu-Natal, the provincial Department of Education employed Media in Education Trust (MIET), a non-governmental organization to train District Task Team members in each of the province's 12 districts. The District Task Team consists of district based officials from a cross section of components, directorates and sections of the district. The aim of the training was to empower district based officials so that they in turn could train educators at designated full service schools in the province. Ramdas (2009), a senior manager at MIET in a report entitled "Challenges in the exit plan for full service schools in KwaZulu-Natal" raised the following concerns regarding district based officials at the district task team training sessions - the attendance at district task team training sessions have been dwindling. Buy in from all sections is still very low. The only exception was Service Delivery Support Services (SDSS), where Psychological Services form a major component. District based officials have many things to do and cannot make time for inclusive education. In addition other challenges noted by Ramdas (2009) include little or no support from district management. District task team members do not seem to be confident in training full service schools and lastly that there is an increase in apathy towards inclusive education displayed by district based Department of Education officials.

Maier (2007, p. 192) conducted a study entitled “Inclusive Education, a decade after democratisation” in Pietermaritzburg, KwaZulu-Natal with participants that included special and regular education teachers, parents and learners with disabilities. Participants in the study felt that members of Psychological Services (pgses, Pietermaritzburg), were making decisions premised on the medical model. Instead of providing leadership in the inclusion undertaking and seeking to promote inclusion of disabled students in regular classrooms, Psychological Services undermined the school and parents desire for students to be included by enforcing childrens’ attendance at special schools. Englebrecht (2004, p. 21) echoes Maier’s sentiments by concluding that members of Psychological Services who should be playing a leading role in meeting learners’ needs, reducing their exclusion from school curricula and communities did not have the skill or the commitment to embrace the new vision of inclusive education.

Studies from abroad also obtained negative attitudes towards inclusive education from Department of Education officials. In a study conducted in the rural areas of Bangalore and Kolar District of Karnataka, India by Banerjee (2002, p. 117), a lack of positive attitude on the path of policymakers towards the education of the disabled was noted. Sight Savers International (2006) reports on a project in which the Ghana Educational Services introduced integrated education as a pilot project at basic school level for visually impaired children. The project was located in the Akuapim North District of the Eastern Region of Ghana. Department of Education officials from the district education office were not

involved in the project, because they lacked technical know how – creating a negative perception of the officials in the inclusive process.

Mapsea (2006) in a study conducted with 77 teachers from six primary schools in Enga Province of Papua New Guinea mentions that the respondents expressed concern that school inspectors did not know enough about inclusive education concepts. Teachers in the study believed that primary school inspectors had also failed to emphasise the importance of inclusive education when inspecting schools. 25% of respondents said that inspectors had never raised the issue of inclusive education at schools. This according to respondents indicates that school inspectors lack knowledge and skills in inclusive education and therefore could not provide constructive guidelines to principals and boards of management to develop school policies.

2.7.2 Attitudes towards inclusive education based on nature and severity of learners' disability

The literature highlights three studies that contend that Department of Education officials' attitudes towards inclusion are dependent on the nature and severity of the included learner. Klinmahorn in Mitchell and Chen (1996) found that in Thailand, most officials within the ministry of education believe that only mildly disabled children can be integrated into mainstream education and that others with more severe disabilities should attend should attend special schools.

larskaia-Smirnova (2008, p. 21) found that Department of Education officials in Russia support integration but excluded children with mental delays from the inclusion process. Russian Department of Education officials maintain that children with severe disabilities should be educated in special schools. Officials also believed that learners with motor impediments who can normally keep up with the curriculum can be first integrated in the first place. However, officials also believed that those learners in a wheelchair will not be able to follow suit as they are limited in terms of their mobility.

The Rwandan Department of Education (2005) reports that 15 out of a total of 20 of its Department of Education officials indicated that it is possible to include learners with special educational needs in ordinary schools. Five officials felt it was not possible. The officials indicated that learners who were blind, deaf, mentally retarded, deaf-blind, autistic and those with physical disability might present with more difficulty than others when included in ordinary schools.

2.7.3 Attitudes of Department of Education towards inclusive education based on their demographic characteristics

Most of the studies quoted in the preceding section of this chapter tend to treat Department of Education officials as a homogenous group. With the exception of one demographic characteristic of Department of Education officials (workstation

of Department of Education officials), little attempt is made in the studies to investigate the impact of other important Department of Education officials demographic characteristics such as age, gender on officials' attitudes towards inclusive education. The present study hopes to address the existing gap in the literature in this regard.

The impact of the workstation of Department of Education officials on their attitudes towards inclusive education appear to be contradictory. South African studies by Maher (2007) and Englebrecht (2004) indicate negative attitudes towards inclusive education from personnel belonging to Psychological/Special Education Services whilst two studies, a South African study conducted by Mathopa (2007) and an American study conducted by Galis and Tanner (1995) indicate the opposite.

2.8 Concerns of Department of Education officials in the implementation of inclusive education

The concerns of Department of Education officials in the implementation of inclusive education have not been comprehensively and extensively researched as other stakeholders particularly educators. The concerns that Department of Education officials express can provide valuable insights to potentially problematic areas which could impede the successful implementation of inclusive education at schools. Department of Education officials as field based workers

are generally privy to important information regarding policy implementation at the chalk face. Therefore their inputs in policy implementation can never be underestimated. They serve as a vital link between policy developers and those who implement policies at school level (educators, principals and school governing bodies). Their concerns can inform and guide the roll out of the inclusive education process. This study hopes to add to the limited existing data in this regard. The following concerns were raised by Department of Education officials in the implementation of inclusive education:

2.8.1 Lack of training and skills of educators for inclusive education

Wildeman and Nomdo (2007, p. 18) in their interaction with South African provincial Department of Education staff discovered that officials maintain that educators who are required to be the torchbearers of inclusive education do not have the necessary skills to tackle the new and daunting tasks in transforming education. Similarly, Crawford in a Canadian study (2005, p. 54) reports that Department of Education officials expressed concern that there was insufficient professional development for educators on issues of inclusion and accommodating diversity.

2.8.2 Absence of appropriate equipment and material

Adjodhia-Andrews (2007), in a study in Guyana reports that Department of Education officials perceived the absence of appropriate equipment and material as a concern in the successful implementation of inclusive education.

2.8.3 Inadequate space in classroom

Lopez in a Sri Lankan study (UNICEF, 2003, p. 18) discovered that special education directors felt that there is inadequate space in the regular classroom to accommodate learners with special education needs.

2.8.4 Large class sizes

Special education directors in Arizona, United States of America felt that the maximum class sizes should be reduced in an inclusive setting (Galis & Tanner, 1995).

2.8.5 Budgetary issues

larskaia-Smirnova (2008) and Mathopa (2007) point out in their respective studies that Department of Education officials felt that there should be an overall increase in the state budget for education, for inclusive education to succeed.

2.9 Summary

This chapter discusses the provision of educational opportunities for learners with special education needs both in South Africa and aboard. The shift from special education to inclusive education is a complex one which requires a firm commitment to the principles of inclusive education as espoused by White Paper 6 (Department of Education, 2001). All stakeholders and in particular Department of Education officials are required to embrace and celebrate the new philosophy as it slowly unfolds. The role that Department of Education officials play in the implementation process is pivotal since they are required to be the agents of change in transforming South African schools to become beacons of the inclusive philosophy. Hence, it thus becomes crucial that these agents of change display positive attitudes to inclusive education. The research cited in the above indicates that Department of Education officials the world over hold contradictory attitudes towards inclusive education. The positive attitudes towards inclusive education that some Department of Education officials hold augurs favourably for the successful implementation of inclusive education at schools. The negative attitude displayed by some Department of Education spells potential doom to the unfolding of the inclusive process. Information dissemination and intensive advocacy programmes aimed at these transformational agents is a pre-requisite for successful implementation of inclusive education and to help transform the mindsets of some Department of Education officials.

The research cited above tends to treat Department of Education officials as a homogenous group with very little focus on their diverse demographic characteristics and the impact these diverse characteristics have on their attitudes towards inclusive education. The present study hopes to address some of these current shortcomings in the literature. The concerns that Department of Education officials experience towards the implementation of inclusive education has not being extensively researched. The concerns that Department of Education officials experience in the implementation of inclusive education can only guide the process and ensure effective and sustained implementation of inclusive education at schools worldwide. The literature highlights the dearth of studies in this area – something the present study hopes to help address.

Chapter 3

Research Methodology

3.1 Introduction

This chapter will elaborate on aspects which were first mentioned in Chapter One, the research design, the sampling design, the research instrument, method of scoring and data analysis, procedure for administration of the questionnaires and lastly issues relating to the validity and reliability of the research instrument. This study purports to determine the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools.

3.2 The research design

The study employed a concurrent nested mixed methods strategy (Creswell, 2003, p. 218). This entailed collecting predominantly quantitative data (close-ended questions data) concurrently with qualitative data (open-ended questions data) on the research instrument (the questionnaire).

The research design took the form of a descriptive study. According to Ary, Jacobs and Razavieh (1990, p. 322) descriptive research studies are designed to

obtain information concerning the current status of phenomena. Bless and Higson-Smith (1995, p. 51) extend the definition to include gaining insight into not only phenomena but also a situation, person and community. Descriptive research is directed towards determining the nature of a phenomenon, situation, person and community as it exists, at the time of the study. The researcher does not manipulate any of the variables involved in the study. Mertens and Mc Laughlin (2004 p. 39) point out that descriptive research questions are designed to produce information about what is happening in relation to the target of the research.

The present study focuses on the attitudes of Department of Education officials based at the Pinetown District of KwaZulu-Natal towards inclusive education. A descriptive research design is appropriate to the current study because it will determine district based Department of Education officials' attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools, as it exists.

The current study took cognisance of the shortcomings in the existing literature (discussed in Chapter Two) which tends to treat officials as a homogenous group. The present study instead hones in on the diversity that exists amongst district based Department of Education officials. In this study, the impact of the nine demographic variables of district based officials on their attitudes towards the inclusion of learners with learning difficulties is examined. These

demographic characteristics include the following: gender, age, years of teaching experience, training in field of special/inclusive education, knowledge of policies pertaining to inclusive education, previous experience in teaching learners with disabilities, contact with people with disabilities, workstation of Department of Education officials and their level of education.

The study also captured the varying degrees of existing concerns of district based Department of Education officials in the implementation of inclusive education at mainstream primary schools. These concerns include the following: increased teacher workloads, negative impact of the included learner on the performance of the non-disabled learner, supply and availability of resources, level of preparedness towards inclusive education experienced by teachers through training, perceived lack of teacher support from school administrators, lack of teacher time to implement inclusionary programmes, lack of support services, adapting the existing curricula to learners' needs, financial reward for teachers and large class sizes.

The descriptive research design has been used in studies of attitudes towards inclusion by Avissar, Reiter and Leyser (2003); Avramidis, Bayliss and Burden (2000); Bhengu (2006); Bothma, Gravett and Swart (2001); Davies and Green (1998); Desai (1995); Naidoo (2004); Opdal, Wormnaes and Habayeb (2001) and Zoniou-Sideri and Vlachou (2006).

3.3 Method of sampling

This study was conducted in Pinetown District, one of twelve districts in KwaZulu-Natal's Department of Education. Pinetown District was chosen because the researcher is employed as a remedial advisor at the district. This made data collection relatively easy. Pinetown District was also chosen because it reflects a diversity of schools namely socio - economically advantaged and disadvantaged schools. Thus, the selection of the Pinetown District as the focus of the study is an example of non-random sampling techniques. Bajpai (2009, p. 267) describes non-random sampling techniques as one where the selection of the sampling unit is not based on a random selection process. Cohen, Manion and Morrison (2007, p. 114) point out that non-random sampling techniques comprises of various sampling methods, one of which is convenience sampling. These researchers define convenience sampling as one where the researcher simply chooses the sample from those to whom he has easy access. In this study, the researcher simply chose the Pinetown District largely because of his convenience.

The attitudes of all department officials based at the district office and those officials located in the district's four circuit offices (Phoenix, City of Durban, Kwa Mashu and Hammarsdale) were surveyed. The researcher chose not to include three groups of departmental officials from the Pinetown District in the study. These are officials who belong to Teaching and Learning Services in the Further Education and Training band (TLS: FET). These officials work exclusively with

educators and learners at secondary school level and on this basis were excluded. The second group excluded are those officials that belong to physical planning. This group is excluded because the inclusion of learners with learning difficulties at mainstream primary school will not necessitate a change in the physical planning of a learning site. The third group excluded are members of senior management. These are officials who do not interact with primary schools on a daily and sustained basis. This group comprises of the head of the Pinetown District, the district director and his deputies.

All department officials, barring the excluded groups, were surveyed and this included all officials that belong to the following sections of the Pinetown District Department of Education: Teaching and Learning Services in the General Education and Training band (TLS: GET), Examinations and Assessment Services (EXAMS), Early Childhood and Adult Basic Education and Training Services (ECD and ABET), Education Management and Governance Directorate (EMGD) and Service Delivery Support Services (SDSS). SDSS in turn is comprised of Psychological, Guidance and Special Education Services (pgses); Education Library Information and Technology Services (elits), Co Curricular and Arts. In addition all sixteen Superintendents of Education Management (SEMs) and two Chief Superintendents of Education Management (CSEMs) based at four circuit offices were also surveyed. Since the attitudes of all eligible Pinetown District based department officials were surveyed, this study can be regarded as a census survey.

3.4 The Research instrument

Chapters One and Two pointed out that very few studies were directed at ascertaining the attitudes of Department of Education officials towards inclusive education. A comprehensive search of the literature revealed no studies of attitudes of Department of Education officials' attitudes towards inclusive education that employed questionnaires as the research instrument. The researcher therefore utilized questionnaires that surveyed the attitudes of other stakeholders (principals and educators) in guiding the construction of this study's questionnaire. The Concerns about Inclusive Education Scale (CIES) of Sharma and Desai in Sharma and Subban (2006, p. 49), Attitude Towards Inclusive Education Scale (ATIES) of Wilczenski in Sharma and Subban (2006, p. 45) and the Scale of Teachers' Attitudes Towards Inclusive Classrooms (STATIC) of Cochran (1998) helped guide construction of the questionnaire. In addition, questionnaires designed by South African researchers (Bhengu, 2006; Naidoo, 2004) on attitudes towards inclusive education of educators abetted in the design of this study's questionnaire. The researcher further found it useful to list characteristics commonly associated with the learner with learning difficulties (learning at a slower pace, a history of repeated failure, difficulty sustaining attention etc.) and then construct appropriate items for the questionnaire based on these characteristics. The researcher also used his experience and knowledge of the working conditions of Department of Education district officials to generate appropriate items for the questionnaire's two scales.

The questionnaire used in this study, consists of three sections: A, B and C.

3.4.1 Section A: Demographic Details

Section A addressed Pinetown District departmental officials' demographic data such as gender, age and years of education experience, training in field of special/inclusive education, knowledge of education policy (Department of Education, White Paper 6, 2001), previous experience in teaching learners with disabilities, contact with people with disabilities, workstations and highest qualifications of department officials.

3.4.2 Section B: Attitude Scale

Section B consists of twenty randomly positioned statements, which assessed Department of Education officials' attitudes towards the inclusion of learners with learning difficulties in the mainstream primary school. The items were formulated so that they formed equal sets of positively and negatively worded statements. A five point Likert type scale was employed because it allowed the researcher to judge the relative strength of agreement intended by the various respondents and the relative intensity of different items (Babbie, 1998, p. 183). In addition, a Likert scale is not difficult to create and a large number of items can be answered quickly. Section B concludes with two open - ended questions (qualitative data) which required respondents to provide their viewpoints on the advantages and

disadvantages of including learners with learning difficulties in mainstream primary schools.

3.4.3 Section C: Concerns Scale

Section C of the questionnaire consists of 10 items designed to establish the relative degree of concern district based Department of Education officials may experience in the implementation of inclusive education for learners with learning difficulties at mainstream primary schools. These 10 factors have been identified from a thorough review of the literature. Each concern is worded as a single statement tagged by a four point Likert type classification. The statements were randomly positioned on the scale. This section concludes with an open - ended question (qualitative data) which seeks to get respondents to list other factors that they believe could impede the successful inclusion of learners with learning difficulties at mainstream primary schools.

3.5 Method of scoring and data analysis

3.5.1 Section A: Demographic characteristics

The impact of the respondents' nine demographic characteristics on their attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools was analysed with the use of parametric tests namely

independent samples t-test and analysis of variance (ANOVA). Kuyini and Desai (2006) and Parasuram (2006) also utilised parametric tests to examine the impact of demographics on attitudes towards inclusion.

3.5.2 Section B: Attitude Scale

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

A district based Department of Education official's composite score on the scale could range from a maximum of 100 (20 x 5) through to a minimum of 20 (20 x 1). This score is obtained by adding all the values from each item. The mean score for attitude for each respondent was obtained by dividing the composite score by 20. Thereafter, the mean score for respondents as a collective was calculated. A collective mean score of 3 or more indicated more positive attitudes of officials towards the inclusion of learners with learning difficulties into

mainstream classrooms whilst a score of less than 3 indicated more negative attitudes.

In addition, the data was analysed using a binomial test in order to determine the degree of significance between the proportion of respondents with scores of 3 or more and those with scores below 3. This process involved the use of each respondent's mean score for attitude, discussed above.

The quantitative data in the current study lent itself to basic descriptive statistical analysis (mean, frequency, percentages and standard deviation). Bhengu (2006) and Mdikana, Ntshangase and Mayekiso (2007) in two South African studies also employed descriptive statistics to analyse attitudes towards inclusive education. The qualitative data that emanated from the two open - ended questions in this section was content analysed to discern emerging themes. The researcher employed the four step generic process of Creswell (2003, p. 190) of qualitative data analysis. These steps are:

Step One: Organise and prepare the data for analysis. It is also helpful for the researcher to optically scan the material.

Step Two: The researcher should read through all the data in order to obtain a general sense of the information. It is important that the researcher thereafter reflects on the overall meaning of the data. It is prudent at this stage to record general thoughts.

Step Three: Data is analysed using a coding process. Rossman in Creswell (2003, p. 191) defines coding as “the process of organising the material into ‘chunks’ before bringing meaning to these ‘chunks’.” Coding also involves inserting sentences or paragraphs into categories and then labelling each category with a term.

Step Four: The researcher then uses the coding process to generate a description of the categories or themes for analysis.

3.5.3 Section C: Concerns Scale

Respondents had to react to ten statements, rating their responses on a Likert type classification with the following responses: Extremely Concerned (4), Very Concerned (3), A little Concerned (2) and Not at all Concerned (1). A respondent’s composite score on the Concerns Scale could range from a minimum of 10 (10 x1) to a maximum of 40 (10 x 4). A respondent’s score was obtained by adding all the responses for each item. Thereafter, each respondent’s mean score for degree of concern was computed. This was calculated by taking each respondent’s composite score and dividing by 10. The mean score for degree of concern was then used to determine the collective mean for degree of concern. A collective mean score for degree of concern of 3 or more is indicative of a high degree of concern that officials experience towards factors which could impede the successful inclusion of learners with learning difficulties at mainstream primary schools. A collective mean score of below 3 is

deemed to indicate a low degree of concern. The concerns of Department of Education officials were also analysed using other descriptive statistics measures - standard deviations, frequencies and percentages.

The data from the concerns scale was also subject to binomial test analysis. This involved comparing the proportion of respondents with mean scores below 3 to the proportion of respondents with mean scores of 3 and more.

The open - ended question in Section C was also content analysed to discern emergent themes. Creswell's (2003) four step generic process of qualitative data analysis (described in 3.5.2) was also utilised by the researcher to analyse data that emanated from the open - ended question posed.

3.6 Procedure for administration of the questionnaires

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

Prior, written approval for the research project was obtained from the Pinetown District Director. Refer to Annexure D. The researcher met with the heads of sections/components individually to get "buy in" from them for the project. The

researcher requested them to inform their respective members of staff (district based Department of Education officials) in advance that a survey will be conducted and that their participation was important. The researcher also negotiated a collective section/component administration date of the questionnaire with individual section/component heads. In each case, a Friday was identified because Department of Education officials are based at the office on this day. The researcher personally handed out questionnaires to respondents. The researcher explained to respondents that the completion of the questionnaire was entirely voluntary. The researcher guaranteed anonymity to respondents. The researcher explained the aims and purpose of the research and emphasised that it had no relevance for staff appraisal purposes. The researcher read the instructions as it is presented on the front page of the questionnaire to all participants. All the questionnaires were collected on the same day they were administered in order to ensure a 100% return rate. Department of Education officials who were not available at the initial administration were followed up on and questionnaires were individually administered to them at a subsequent date.

3.7 Reliability and validity

Cohen, Manion and Morrison (2007, p. 146) define reliability as "... a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy. For

research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, then similar results would be found.” The researcher decided that to address concerns over the reliability of the questionnaire, any questionnaire with more than 20% of the requested information missing was rejected. This figure excluded responses to the three open - ended questions (qualitative data). To increase the trustworthiness of the qualitative data, the researcher requested respondents to write legibly so that their responses could be adequately captured and analysed. In addition, the researcher left ample space after each of the three open-ended questions posed on the questionnaire so that respondents could adequately respond to the questions posed.

Hair, Babin, Money and Samouel (2003, p. 174) point out that “establishing the content or face validity of a scale involves a systematic but subjective assessment of a scale’s ability to measure what it is supposed to measure.” These authors also maintain that this validation process requires consulting a small sample of typical respondents and/or experts to pass judgement on the suitability of the items chosen to represent the construct. Five clinicians in the field of Educational Psychology research working in various environments agreed to act as assessors of each statement on both the scales. The questionnaire was presented to these assessors and they suggested various refinements to the questionnaire. These suggestions included modifying statements on both the scales which were double - barrelled and reformulating statements which they

perceived as leading or suggestive. In addition, the researchers also recommended that there should be a balance between positively and negatively constructed statements. Lastly, the assessors requested that each scale should be accompanied by at least one open - ended question. The revised questionnaire was subsequently presented to the same assessors and they confirmed the face validity of the instrument and they also agreed that the vocabulary utilised on the questionnaire was vocabulary appropriate for use with Department of Education officials.

3.8 Ethical considerations

Lodico, Spaulding and Voegtle (2010, p. 18) point out that the dominant issues of ethics in research focus on establishing safeguards that protect the rights of respondents/participants. These rights of respondents/participants include obtaining their informed consent, protecting them from harm and ensuring confidentiality. In this research project, the researcher personally informed respondents of the aims and purpose of the research project and afforded respondents an opportunity to obtain greater clarity from the researcher in these respects. Thereafter, respondents were given the option of either participating in the study or opting out without any negative repercussions. In order to impress upon respondents that official sanction had been obtained from the district director to proceed with the study in the Pinetown District, a copy of the letter, in which the district director approves of the project, was made available for district

officials' perusal. The purpose behind this exercise was to emphasise to district officials that their participation in the research project would not be prejudicial to them. The researcher also stressed to district officials that their participation in the research project was in no way linked to staff appraisal purposes. The researcher also gave district officials the undertaking that a copy of the entire study report (this dissertation) will be made available to them upon completion of the project. The rationale behind this move was to uphold the principle of transparency and openness. Lastly, the researcher guaranteed anonymity and confidentiality to district officials. District officials were reassured them that if reference in the research report was made to their individual submissions on the questionnaire (open - ended questions data); measures were in place that guaranteed their anonymity.

3.9 Summary

This chapter describes the research design, the sampling design, the research instrument, method of scoring and data analysis, procedure for administering the questionnaire, ethical considerations and issues related to the reliability and validity of the research instrument. The next chapter deals with the results of the study.

Chapter 4

Presentation and analysis of data

4.1 Introduction

In this chapter, data obtained from the study will be presented, analyzed and interpreted. Data will be subject to both qualitative and quantitative analysis. Quantitative data will be presented in the form of tables and figures. Qualitative data presented will focus largely on embedded themes which are supported by direct quotations of selected respondents obtained from the study's questionnaires. The three hypotheses formulated in Chapter One will be reiterated and then tested.

4.2 The study sample

During November and December 2009, 91 questionnaires were distributed to eligible Pinetown District based Department of Education officials. Ultimately, 63 questionnaires were returned. However, one questionnaire was not included in the final sample because more than 20% of the requested information was incomplete (this stipulation was discussed in Chapter Three). Therefore 62 participants' questionnaires or 68% of the total population of district based Department of Education officials were eligible for inclusion in this study.

Table 4.1: Frequency distribution of the sample according to the demographic characteristics

Demographic Characteristics	Respondent Sub Group	Number of respondents	%
Gender	Male	29	46.8
	Female	33	53.2
Age	35 and below	4	6.5
	36-45	25	40.3
	46-55	22	35.5
	56-65	11	17.7
Number of years employed by Department of Education	10 years and below	3	4.9
	11-20 years	23	37.7
	21-30 years	28	45.9
	Over 30 years	7	11.5
Highest Qualifications Obtained	Undergraduate Diploma	1	1.6
	Postgraduate Diploma	4	6.5
	Bachelors degree	6	9.7
	Honours degree	26	41.9
	Masters degree	21	33.9
	Doctorate degree	3	4.8
	Other	1	1.6
Training in special/inclusive education	Yes	25	40.3
	No	37	59.7
Knowledge of White Paper 6 (Department of Education, 2001)	Poor	10	16.1
	Average	33	53.2
	Good	19	30.6
Experience in teaching learners with disabilities	Yes	11	17.7
	No	51	82.3
Contact with people with disabilities	Yes	34	54.8
	No	28	45.2
Workstation	ABET/ECD*	4	6.5
	EMGD*	6	9.7
	EXAMS*	4	6.5
	SDSS-arts*	1	1.6
	SDSS-co-curricular*	2	3.2
	SDSS-elits*	3	4.8
	SDSS-pgses*	14	22.6
	TLS(GET)*	19	30.6
	WARD MANAGEMENT	9	14.5

***Acronyms listed in full on page xii**

4.3 Results of the study

In the analysis of data, the three hypotheses formulated in Chapter One are tested and the results are presented in tables. Each hypothesis is reiterated.

4.3.1 Reiteration of hypothesis 1.

District based Department of Education officials have a negative attitude towards the inclusion of learners with learning difficulties in mainstream primary classrooms.

To test this hypothesis, data was subject to binomial test analysis.

Table 4.2: The nature of attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools, based on a binomial test

		N	Observed Proportion.	p
Attitude	Score Below 3	12	19%	0.000*
	Score of 3 and above	50	81%	0.000*

* significant at 95% level

The results in Table 4.2 reflect the results of the binomial test. The overall mean score for attitude (Section B of the questionnaire) for each respondent was used and the proportion of respondents with scores below 3 and the proportion of

respondents with scores above 3 were compared. Scores of 3 or more are indicative of positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools whilst scores below 3 indicate a negative attitude. Overall, 19% of the scores were below 3 and 81% was 3 or more. This shows a greater proportion of respondents displayed positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools. The difference between the proportion of respondents with positive and negative attitudes is statistically significant at the 95% level ($p < 0.05$).

On the basis of the above analysis, the hypothesis that Pinetown District based Department of Education officials will have a negative attitude towards the inclusion of learners with learning difficulties at mainstream primary schools, is not supported. Instead, it can be concluded that Pinetown District based Department of Education officials have a positive attitude towards the inclusion of learners with learning difficulties at mainstream primary schools.

4.3.2 Reiteration of hypothesis 2

There is no significant difference in the attitudes of Pinetown District based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools based on their demographic characteristics such as gender, age, total number of years employed by the Department of Education, highest qualification obtained,

training in the field of special/inclusive education, knowledge of White Paper 6 (2001), experience in teaching learners with disabilities, contact with people with disabilities and officials' workstations.

In the following sections, each of the nine demographic characteristics and its impact on the attitudes of district based Department of Education officials will be dealt with separately.

4.3.2.1 Attitudes and gender

The gender distribution of respondents is graphically presented in Figure 4.1 and the data reflects that 46.8% of respondents were male while 53.2% were female.

Figure 4.1: Distribution of respondents according to gender

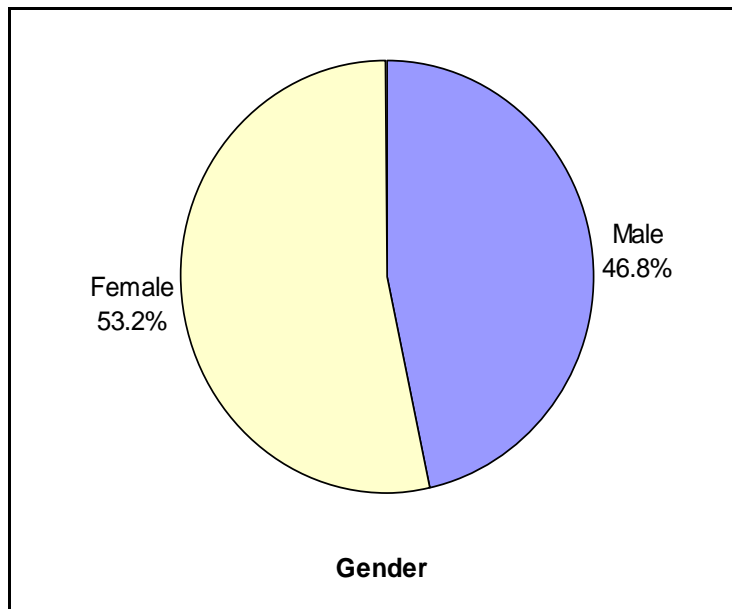


Table 4.3: Comparison between males and females using the independent samples t-test

	Gender	N	Mean	Std. Deviation	t	Df	P
Attitude	Male	29	3.51	0.598	0.315	60	0.754
	Female	33	3.46	0.600			

The data in Table 4.3 shows a non-significant difference in the mean overall scores for attitude between males and females at the 95% level ($p > 0.05$). The null hypothesis (H_0) that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools, based on their gender is confirmed. It can be concluded that district based Department of Education officials do not differ in their attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools, based on their gender.

4.3.2.2 Attitudes and age

The sample of 62 respondents comprised 40.3% in the 36-45 year age group and 35.5% in the 46-55 year age group. A total of 6.5% were 35 years or younger and 17.7% were 56-65 years. The age distribution is graphically presented in Figure 4. 2.

Figure 4.2: Distribution of respondents according to age groups

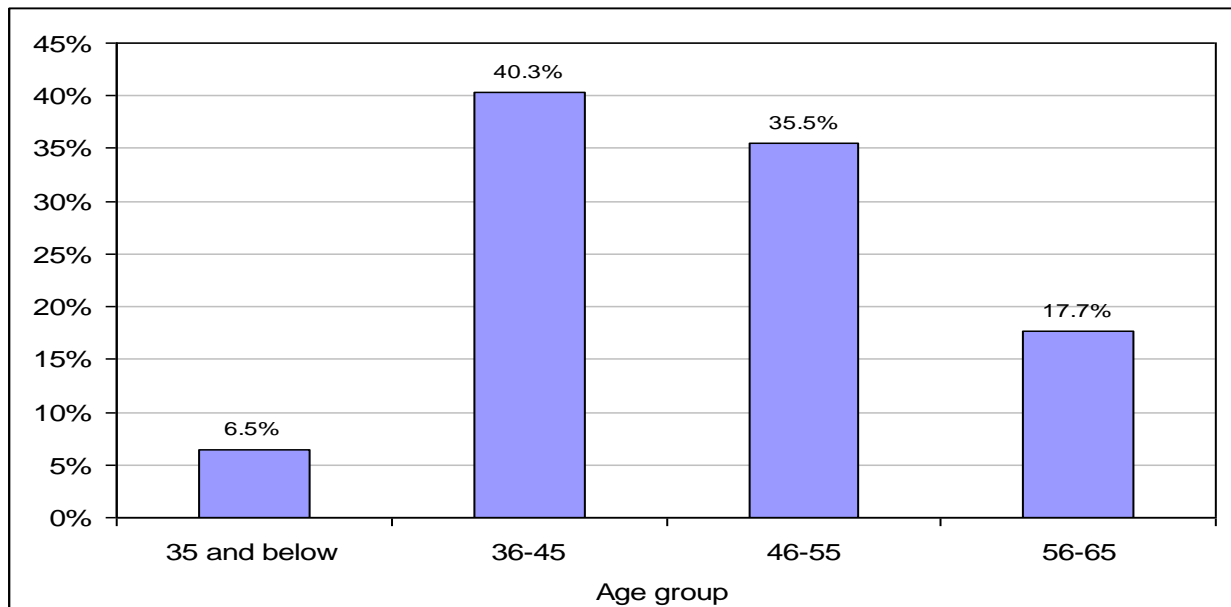


Table 4.4: Comparison between age groups using analysis of variance (ANOVA)

		N	Mean	Std. Deviation	F	p
Attitude	35 and below	4	3.00	0.864	0.212	0.313
	36-45	25	3.45	0.560		
	46-55	22	3.60	0.535		
	56-65	11	3.50	0.674		
	Total	62	3.48	0.595		

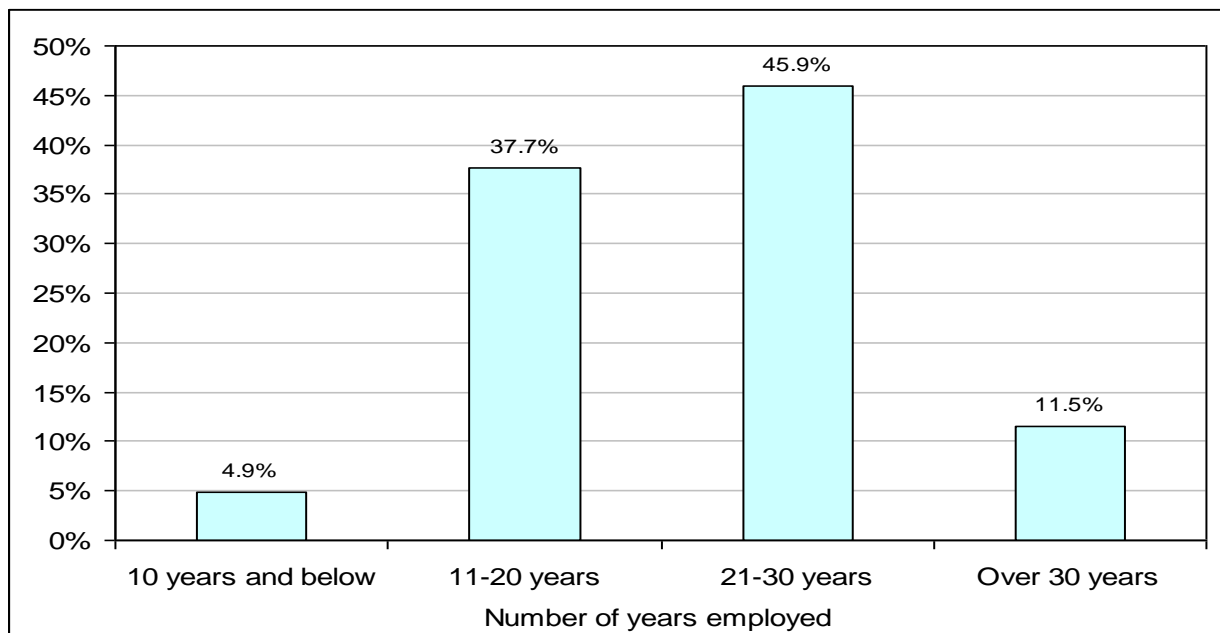
The data in Table 4.4, which was obtained utilizing ANOVA reveals no significant differences in the mean overall scores for attitude amongst the different age groups at the 95% level ($p > 0.05$). Therefore, the null hypothesis (H_0) that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools, based on their age groups is confirmed. It would appear that the

four age groups that district based Department of Education officials belong to, has no significant influence on their attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools.

4.3.2.3 Attitudes and total number of years employed by the Department of Education

The largest percentage of respondents that have been employed by the Department of Education is between 21 and 30 years (45.9%) while 37.7% have been employed between 11 and 20 years. The number of years of employment is graphically presented in Figure 4.3.

Figure 4.3: Distribution of respondents according to total number of years employed by the Department of Education



ANOVA was used to find out whether there were significant differences between district based officials' total number of years of employment at the Department of Education and their attitudes towards including learners with learning difficulties in mainstream primary schools. Table 4.5 shows the results of ANOVA.

Table 4.5: Comparison between years of employment using analysis of variance (ANOVA)

		N	Mean	Std. Deviation	F	P
Attitude	10 years and below	3	3.15	0.757	0.576	0.633
	11-20 years	23	3.46	0.626		
	21-30 years	28	3.57	0.538		
	Over 30 years	7	3.38	0.753		
	Total	61	3.48	0.600		

Table 4.5 indicates no significant differences in the mean overall scores for attitude and years of employment at the 95% level ($p > 0.05$). The null hypothesis (H_0) that there is no significant relationship between the number of years that district based officials are employed by the Department of Education and their attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools is confirmed.

Note, one respondent did not indicate years of employment.

4.3.2.4 Attitudes and highest qualification obtained

A total of 41.9% of respondents have an honours degree while 33.9% have a masters degree. Other qualifications include doctorate degrees, bachelor degrees and diplomas. The qualifications of respondents are graphically presented in Figure 4.4.

Figure 4.4: Distribution of respondents according to highest qualification obtained

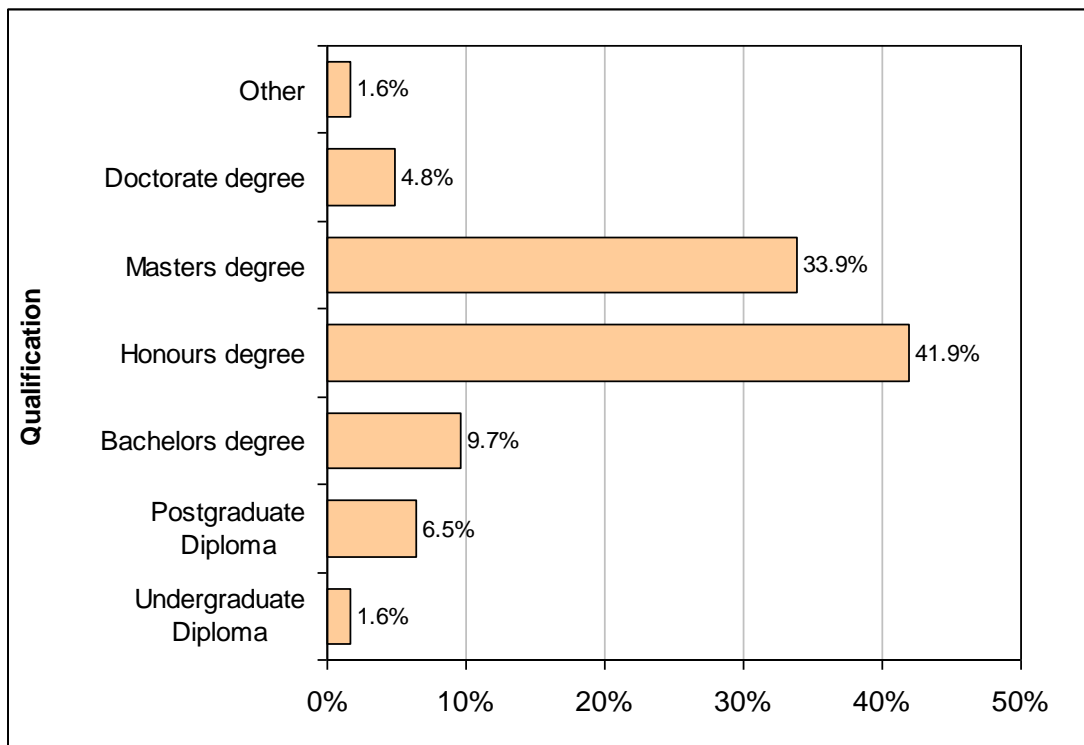


Table 4.6: Comparison between levels of qualification using analysis of variance (ANOVA)

		N	Mean	Std. Deviation	F	p
Attitude	Postgraduate	4	3.36	0.634	0.160	0.185
	Diploma					
	Bachelors degree	6	3.06	0.584		
	Honours degree	26	3.53	0.583		
	Masters degree	21	3.45	0.529		
	Doctorate degree	3	4.02	0.580		
	Total	60	3.47	0.579		

The data in Table 4.6 shows no significant differences in the mean overall scores for attitude based on the highest level of qualifications that officials possess, at the 95% level ($p > 0.05$). As a result, the null hypothesis (H_0) that there is no significant difference in the attitudes of officials towards the inclusion of learners with learning difficulties is confirmed. It can be concluded that there appears to be no significant difference in officials' attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools, based on their qualifications.

(Note that the qualification levels of Undergraduate Diploma and Other were excluded from this analysis since there was only one respondent each in these categories)

.4.3.2.5 Attitudes and training in the field of special/inclusive education

Figure 4.5 reflects that 59.7% of respondents have not trained in the field of special/inclusive education.

Figure 4.5: Distribution of respondents according to training received in special/inclusive education

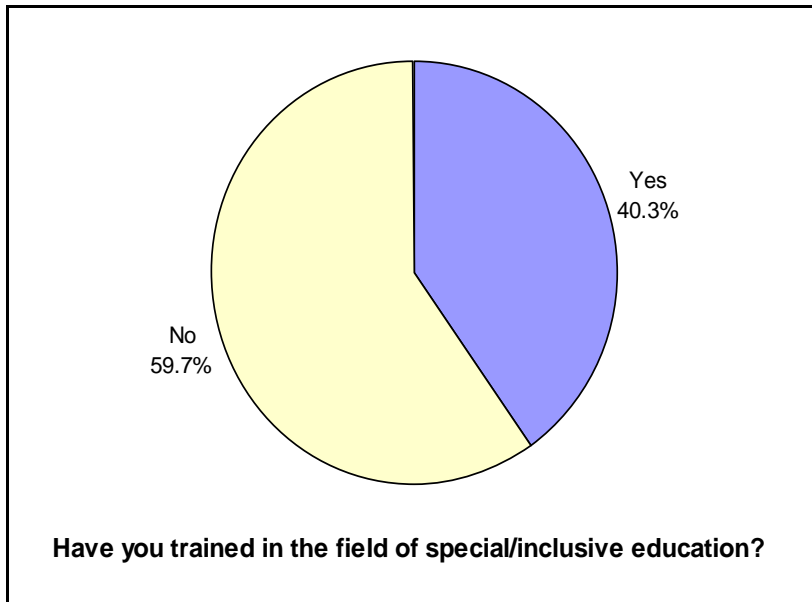


Table 4.7: Comparison between those with training in special/inclusive education and those without training using the independent samples t-test

	Q5 Training	N	Mean	Std. Deviation	T	df	P
Attitude	Yes	25	3.87	0.533	4.919	60	0.000*
	No	37	3.22	0.488			

*significant at 95% level

Independent samples t-test data in Table 4.7 shows a significant difference in the mean overall scores for attitude between those with training in special/inclusive education and those without training at the 95% level ($p < 0.05$).

Respondents with training in special/inclusive education have a higher mean score for attitude (mean = 3.87) than those without training in special/inclusive

education (mean = 3.22). On the basis of data generated by independent samples t-test in table 4.7, the null hypothesis (H_0) that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream schools based on whether they have trained in special/inclusive education or not, is not supported.

4.3.2.6 Attitudes and level of knowledge of White Paper 6 (Department of Education, 2001)

Figure 4.6 reflects that 16.1% of respondents have a poor knowledge of the White Paper 6 (Department of Education, 2001) policy document while 53.2% rate their knowledge as average and 30.6% indicated that they have a good knowledge of White Paper 6 (Department of Education, 2001).

Figure 4.6: Distribution of respondents according to their knowledge of White Paper 6 (Department of Education, 2001)

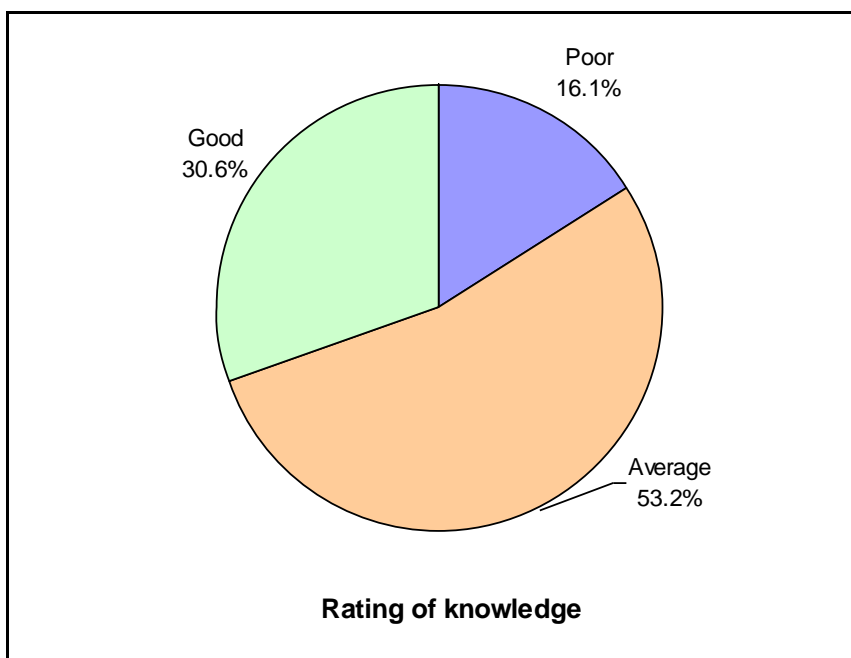


Table 4.8: Comparison between level of knowledge of White Paper 6 (Department of Education, 2001) using analysis of variance (ANOVA)

		N	Mean	Std. Deviation	F	p
Attitude	Poor	10	3.14	0.540	8.054	0.001
	Average	33	3.36	0.526		
	Good	19	3.88	0.552		
	Total	62	3.48	0.595		

*significant at 95% level

The data contained in Table 4.8 reflects that the mean overall score for attitude is significantly different between ratings at the 95% level ($p < 0.05$). Those respondents who rated their knowledge of White Paper 6 (Department of Education, 2001) policy document as good, had the highest mean score for attitude (3.88) while those who had a poor knowledge had the lowest mean score

for attitude (3.14). The null hypothesis (H_0) that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools, based on their differences in knowledge of White Paper 6 (Department of Education, 2001) is not confirmed.

.4.3.2.7 Attitudes and experience in teaching learners with disabilities

A large percentage of respondents (82.3%) have no experience in teaching learners with disabilities, as graphically reflected in Figure 4.7.

Figure 4.7: Distribution of respondents according to experience in teaching learners with disabilities

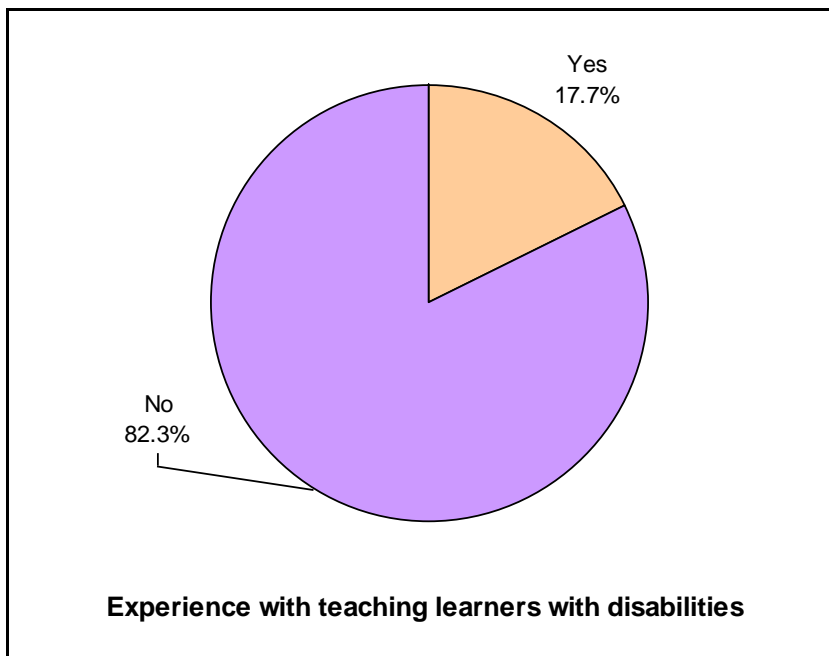


Table 4.9: Comparison between those respondents with experience in teaching learners with disabilities and those without experience using the independent samples t-test

	Q7	N	Mean	Std. Deviation	t	df	p
Attitude	Yes	11	3.93	0.493	2.923	60	0.005*
	No	51	3.39	0.574			

*significant at 95% level

Independent samples t-test data contained in Table 4.9 shows a significant difference in the mean overall scores for attitude between those respondents with experience in teaching learners with disabilities and those without experience at the 95% level ($p < 0.05$). Respondents with experience in teaching learners with disabilities have a higher mean score for attitude (mean = 3.93) than those without experience (mean = 3.39). This means that respondents who have experience in teaching learners with disabilities had significantly more positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools than those officials who did not have experience in teaching learners with disabilities. The null hypothesis (H_0) that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools, based on their experience in teaching learners with disabilities is not supported.

4.3.2.8 Attitudes and contact with people with disabilities

A total of 45.2% of respondents have had no contact with people with disabilities, whilst 54.8% of respondents have had contact with people with disabilities. Figure 4.8 graphically presents this distribution.

Figure 4.8: Distribution of respondents according to contact with people with disabilities

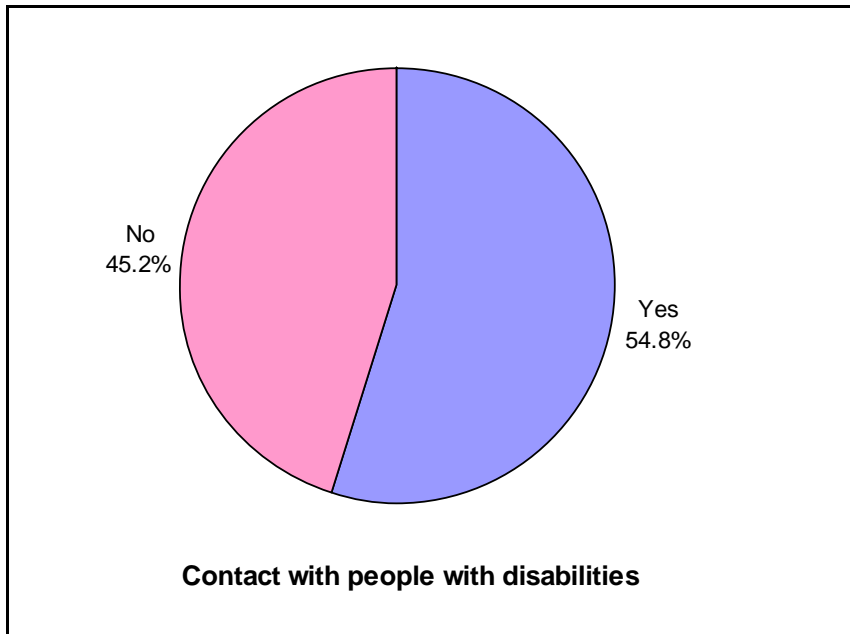


Table 4.10: Comparison between those respondents who have had contact with people with disabilities and those who have had no contact using the independent samples t-test

	Q8	N	Mean	Std. Deviation	t	df	p
Attitude	Yes	34	3.72	0.519	3.832	60	0.000*
	No	28	3.19	0.560			

*significant at 95% level

Data in Table 4.10 points to a significant difference in the mean overall scores for attitude between those respondents who have had contact with people with disabilities and those who haven't at the 95% level ($p < 0.05$). Respondents with contact with people with disabilities have a higher mean score for attitude (mean = 3.72) than those without contact (mean = 3.19). On the basis of the data generated by the independent samples t-test, the null hypothesis (H_0) that there is no significant difference in the attitude of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools based on their contact with people with disabilities is not supported.

4.3.2.9 Attitudes and workstations

A majority of respondents (30.6%) belong to the TLS (GET) workstation, followed by the SDSS: pgses workstation with 22.6% of all respondents.

Table 4.11: Distribution of respondents according to their workstations

		Number of respondents	
			%
Workstation	ABET/ECD*	4	6.5
	EMGD*	6	9.7
	EXAMS*	4	6.5
	SDSS-arts*	1	1.6
	SDSS-co-curricular *	2	3.2
	SDSS-elits*	3	4.8
	SDSS-pgses*	14	22.6
	TLS (GET)*	19	30.6
	WARD MANAGEMENT	9	14.5

*Acronyms are listed in full on page xii

Table 4.12: Comparison between workstations using analysis of variance (ANOVA)

		N	Mean	Std. Deviation	F	P
Attitude	ABET/ECD*	4	3.61	.322	3.670	0.003
	EMGD*	6	3.65	.619		
	EXAMS*	4	3.15	.168		
	SDSS-co-curricular*	2	3.63	.530		
	SDSS-elits*	3	2.52	.225		
	SDSS-pgses*	14	3.90	.483		
	TLS (GET)*	19	3.26	.561		
	WARD MANAGEMENT	9	3.58	.627		
	TOTAL	61	3.48	.600		

*Acronyms are listed in full on page xii

The results of ANOVA reflected in Table 4.12 indicates a significant difference in the mean overall scores for attitude between the workstations of officials at the 95% level ($p < 0.05$). Officials belonging to the SDSS - pgses workstation appear to display the most positive attitudes (mean = 3.90) towards the inclusion of learners with learning difficulties at mainstream primary schools. In sharp contrast, officials belonging to the SDSS - elits workstation appear to hold less positive attitudes (mean = 2.52) towards the inclusion process. On the basis of the ANOVA, the null hypothesis (H_0) that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools based on officials' workstations is not confirmed.

Work Station SDSS - arts was omitted from the analysis since there was only one respondent.

4.3.3 Reiteration of hypothesis 3

District based Department of Education officials are very concerned that factors such as increased educator workloads, impact on the performance of the non-disabled learner, availability of resources, the level of preparedness of teachers, support from school management teams, lack of teacher time to implement inclusionary programmes, lack of support services, large class sizes, financial reward for educators and the difficulty

of teachers in adapting the curriculum will have a negative effect on the implementation of inclusive education at mainstream primary schools.

To test the above hypothesis, data from the binomial test (Table 4.13) was utilized.

Table 4.13: Binomial Test

		N	Observed Proportion	p
Degree of concern	Score Below 3	22	35%	0.030*
	Score of 3 and above	40	65%	

*significant at 95% level

The score of degree of concern for each respondent was calculated by adding together scores for the 10 items and dividing by 10. The overall scores of 35% of the respondents were below 3 and 65% were 3 or more. This shows a greater proportion of respondents were very concerned that the 10 items on the Concerns Scale would impact negatively on the implementation of inclusive education at mainstream primary schools. The difference between the proportion of respondents who were a little concerned and the proportion who were very/extremely concerned is statistically significant at the 95% level ($p < 0.05$).

On the basis of data obtained from Table 4.13, the hypothesis that district based Department of Education officials are very concerned that factors such as increased workloads for teachers, the negative impact of the inclusion of a learner with learning difficulties on the performance of the non-disabled learner, the non-availability of resources, poor teacher training to teach learners with

learning difficulties, school management teams lack of support to teachers, the necessity of providing teachers with extra time for planning purposes, the availability of support staff, extra pay for teachers in inclusive classrooms, large class sizes and teacher difficulty with curriculum adaptation will have a negative effect on the implementation of inclusive education at mainstream primary schools, is supported.

4.3.4 Descriptive statistical analysis of the Concerns Scale

Table 4.14: Descriptive Statistics

Item	N	Minimum	Maximum	Mean	Std. Deviation
C1 Increased workloads for educators	61	1	4	2.90	0.889
C2 Negative impact on the performance of non-disabled learner	62	1	4	2.08	1.013
C3 Availability of resources	62	1	4	3.27	0.833
C4 Educator training	62	2	4	3.61	0.636
C5 Support from school management teams	62	2	4	3.45	0.619
C6 Extra time for planning for educators	62	1	4	3.21	0.832
C7 Provision of support educator	62	1	4	3.40	0.757
C8 Extra pay for educators	62	1	4	2.42	1.222
C9 Large classes	62	2	4	3.73	0.548
C10 Adaptation of the curriculum	62	1	4	3.15	1.006
Overall Degree of concern	62	2	4	3.13	0.560

The score of degree of concern for each respondent was calculated by adding together scores for the 10 items and dividing by 10. Thereafter, the mean score for the overall degree for concern for all district based Department of Education officials was computed. The mean for all respondents for overall degree of concern (as reflected in Table 4.14) is 3.13. This indicates that respondents

generally experience a high degree of concern towards the 10 factors which they believe could impede the successful implementation of inclusive education at mainstream primary schools.

In addition, the collective mean score for each factor of the 10 items on Part C of the questionnaire was calculated. The mean score for each individual factor on the concerns scale reflects a collective degree of concern for each factor. The standard deviation values reflect that scores amongst individual respondents show a small amount of deviation from the mean for each item on the scale. However, the deviation from the mean is larger for items, C2 which queried whether the inclusion of a learner with learning difficulties will have a negative impact on the performance of the non-disabled learner, C8 (teachers who teach learners with learning difficulties in their mainstream classrooms should get extra pay) and C10 (teachers will experience difficulty adapting the curriculum in order to accommodate the learner with learning difficulties in their mainstream classrooms). The larger deviation from the mean for items C2, C8, C10 indicates that respondents had varying degrees of concern for these factors. In addition the relatively large means scores for C4 (teachers are not well trained to teach learners with learning difficulties in their classrooms. Mean = 3.61), C5 (school management teams must provide support to teachers who have learners with learning difficulties in their classrooms. Mean = 3.45) and C9 (large classes can frustrate teachers with learners with learning difficulties in their classrooms. Mean = 3.73) portend that officials are most concerned about these factors in the

implementation of inclusive education at mainstream classrooms. In contrast C2, which queries whether the inclusion of a learner with learning difficulties will have a negative impact on the performance of the non-disabled learner, has a mean = 2.08. The low value of the mean suggests that officials are not particularly concerned that this factor will impact negatively on the successful implementation of inclusive education at mainstream primary schools.

4.4 Qualitative Data

The questionnaire generated both qualitative and quantitative data. Qualitative data was obtained from the three open - ended questions posed, two in Section B of the questionnaire and one in Section C. It was obtained on the attitudes of officials towards the inclusion of learners with learning difficulties at mainstream primary schools. In addition, qualitative data focused on the concerns that district based Department of Education officials may experience that can impede the successful implementation of inclusive education at mainstream primary schools.

4.4.1 Qualitative Data- Attitudes

In response to the two open - ended questions posed in Section B of the questionnaire, respondents generally expanded on items contained in the 20 item attitude scale. Data was analyzed by utilizing Creswell's (2003) four step generic process of qualitative data analysis which was detailed in Chapter Three.

Most open - ended item positive responses dealt with the theme of the social benefits for the learner with learning difficulties in an inclusive setting. In addition respondents pointed to the benefits of the inclusion process on the non-disabled learner - the ability to accommodate and celebrate differences in the classroom. However, respondents also pointed to the negative consequences of the inclusion process on the learner with learning difficulties. Respondents felt that that the inclusion of these learners in mainstream primary classrooms will impact negatively on their academic progress and development.

In the following sections, each of the above mentioned themes will be highlighted separately and supported with respondents' direct quotations obtained from the study's questionnaires.

4.4.1.1 Social benefits of inclusion

Respondents felt that the inclusion of a learner with learning difficulties at mainstream primary schools will benefit the learner socially. Respondent 11 clearly encapsulates the positive attitude by stating:

“They (learners with learning difficulties) benefit from interacting with other learners in the classroom, learning from them, the social interaction and developing confidence because they do not feel that they are different and have to be separated from others.”

4.4.1.2 Accommodating and celebrating differences

Another positive theme raised by respondents (not reflected on the attitude scale) is that the inclusion of learners with learning difficulties into mainstream primary schools will enable non-disabled learners to accommodate and celebrate differences in their classrooms. The following three respondents' submissions reflect this viewpoint:

Respondent 14:

“Learners will develop the skill of acceptance at a very tender age, as well as their understanding of uniqueness.”

Respondent 23:

“Learners do not concentrate on their differences but what they have in common with others.”

Respondent 54:

“Other learners ‘normal ones’ will develop understanding and tolerance of these learners. This can also result in learners learning to support learners with difficulties.”

4.4.1.3 Negative impact of inclusion on learners with learning difficulties

In addition, many respondents felt that the inclusion of learners with learning difficulties at mainstream schools will impact negatively on the academic performance of these learners, as the following comments suggests:

Respondent11:

“They might be exposed to situations where they do not cope and that their confidence is eroded and that they develop low self esteem from having failed to perform like other learners.”

Respondent 12:

“Learners can feel embarrassed by their inability when compared with more competent learners. These learners are usually more aware of their problems and therefore being in a class with higher achieving learners can be detrimental to their self concept.”

Respondent 23:

“Some (learners with learning difficulties) may start to develop attitudes towards learning when they see their peers progressing and they are not.”

4.4.2 Qualitative Data –Concerns

The responses to the open ended question in Section C of the questionnaire generally focused on issues raised on the 10 item concerns scale - lack of training of educators, large classes, lack of support to educators, availability of resources, increased workloads for teachers and teacher difficulty in adapting the curriculum. However, officials also raised the following “new” concerns which could impede the implementation of inclusive education at mainstream primary schools:

- Lack of involvement of all stakeholders especially parents and the community.
- Discrimination of learners with learning difficulties by their non-disabled peers.
- Lack of motivation by teachers.
- Poor advocacy strategies from the provincial and national departments of education.
- Lack of training on inclusive education for district based Department of Education officials.
- Resistance from school management teams.

4.5 Summary

This chapter concentrated largely on the testing of the three hypotheses formulated in Chapter One. The hypothesis that district based Department of Education officials will have a negative attitude towards the inclusion of learners with learning difficulties at mainstream primary schools is not supported. The second hypothesis which states that there is no significant difference in the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools based on nine demographic characteristics is supported for the characteristics of gender, age, number of years employed by the Department of Education and qualification. However, for the demographic characteristics of training in the field of

special/inclusive education, knowledge of White Paper 6 (Department of Education, 2001), experience in teaching learners with disabilities, contact with people with disabilities and the workstation station of officials, the hypothesis is not supported. The third hypothesis that district based Department of Education officials are very concerned that the 10 factors on the concerns scale will have a negative effect on the implementation of inclusive education at mainstream primary schools, is supported. In the following chapter discussions, recommendations and limitations of the study will be made.

Chapter 5

Discussion of results, recommendations, limitations and avenues for further research

5.1 Introduction

The chapter deals with the discussion of the results for each of the three aims of the study. In addition the implications and recommendations of the study are discussed, as well as the limitations of the study and avenues for further research.

5.2 Reiteration of the aims of the study

The aims of the study are:

5.2.1 To determine the nature of the attitudes of Department of Education district officials towards including learners with learning difficulties at mainstream primary schools.

5.2.2 To examine the relationship between Department of Education district officials' attitude towards the inclusion of learners with learning difficulties at mainstream primary schools and their demographic characteristics such as age,

gender, years of experience in education, highest qualifications, training in the field of special/inclusive education, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and workstations of Department of Education district officials.

5.2.3 To determine the degree of concern that Department of Education district officials may hold towards the inclusion of learners with learning difficulties at mainstream primary schools based on factors such as increased educator workloads, impact on the performance of the non-disabled learner, availability of resources, level of preparedness of educators, support of teachers by school management teams, lack of educator time to implement inclusionary programmes, lack of support services for schools, financial rewards for educators, teacher difficulty in adapting the curriculum and large class sizes.

5.3 Discussion of findings

5.3.1 Findings with regard to Aim 1

The review of literature conducted in Chapter Two indicates that Department of Education officials hold contradictory attitudes towards inclusion. The present study concludes that a majority of Pinetown District based Department of Education officials hold positive attitudes towards the inclusion of learners with

learning difficulties at mainstream primary schools. These findings support the results of an investigation conducted by Weerak in Sri Lanka (UNICEF, 2003, p. 17), who studied the attitudes of various teacher advisors towards inclusive education. The majority of advisors were of the opinion that the service provided to children with special education needs by regular classrooms is better than that which is provided in special schools. In addition, Avramidis and Norwich (2002, p. 132) cite studies by Garvar-Pinhas and Schmelkin, Norwich which indicate that school district staff such as administrators and advisors express more positive attitudes to integration than those closer to the classroom context namely teachers.

5.3.2 Findings with regard to Aim 2

The results of the present study indicate that of the nine demographic characteristics chosen, the following five demographic characteristics were found to be significant predictors of positive attitude towards the inclusion of learners with learning difficulties at mainstream primary schools: training in the field of special/inclusive education, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and the workstations of district based Department of Education officials.

The present study indicates that officials belonging to Service Delivery Support Services: Psychological, Guidance and Special Education Services (SDSS: pgses) workstation have the most positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools (refer to Table 4.13). This finding is validated by three studies. A South African study conducted by Mathopa (2007) and an American study conducted by Galis and Tanner (1995) observe that Department of Education officials who belong to the special education directorate are most supportive of inclusive education practices. In addition, Ramdas (2009) reports that Service Delivery Support Services: Psychological, Guidance and Special Education Services (SDSS: pgses) personnel were most supportive of district based inclusive projects in KwaZulu-Natal.

The present study also found that district based officials who have contact with people with disabilities are most receptive towards the inclusion of learners with learning difficulties at mainstream primary schools. This finding is supported by Harvey in Sharma and Subban (2006, p. 47) who concluded that individuals who have family members or close friends with a disability may hold more positive attitudes towards inclusive education.

5.3.3 Findings with regard to Aim 3

The finding suggests that district based Department of Education officials are very concerned that the 10 selected factors collectively, could impede the successful inclusion of learners with learning difficulties at mainstream primary schools. More specifically, the results of this study intimate that district based Department of Education officials are most concerned about large classes and that teachers are not well trained for inclusion. Other areas of concern included lack of support from school management teams, provision of a support teacher and the non-availability of resources.

The results of previous studies (Wildeman & Nomdo, 2007; Crawford, 2005) concur with this study's view that district based Department of Education officials concerns towards the inclusion of learners could stem from poor training of teachers for inclusion. Wildeman and Nomdo (2007, p. 18) in their interaction with South African provincial Department of Education staff discovered that these officials maintain that educators do not have the necessary skills to tackle the new and daunting tasks that are required in inclusive settings. Similarly, Crawford in a Canadian study (2005, p. 54) reports that Department of Education officials expressed concern that there was insufficient professional development for educators on issues of inclusion and accommodating diversity.

A study by Galis and Tanner (1995) supports the view of district based Department of Education officials who have expressed concern that large class sizes can impede successful inclusion. In the study, special education directors in Arizona, United States of America felt that the maximum class sizes should be reduced in an inclusive setting.

5.4 Implications and recommendations of the study

5.4.1 Implications and recommendations regarding Aim 1

The finding that district based Department of Education officials generally display positive attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools bodes well for the implementation of inclusive education at schools in the Pinetown District. A positive attitude by these agents of change is crucial since they work collaboratively with school personnel in implementing both national and provincial policies, including inclusive education, at school level.

The positive attitudes that district officials display towards inclusion, also poses challenges to the national and provincial Departments of Education. It is imperative that these departments investigate ways in which these positive sentiments towards inclusion can be best sustained until there is a complete shift from special education to inclusive education.

Of concern, is the minority of officials (19% of the sample) who display negative attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools. These district based Department of Education officials can potentially derail the inclusion process. It would appear, based on the results of the present study that a minority of officials continue to subscribe to the special education model (discussed in Chapter Two). Clearly, these attitudes need to be challenged if inclusive education is to succeed. The researcher concurs with both the Department of Education (2002) and Wildeman and Nomdo (2007) that advocacy and information is arguably the most important facet of the inclusive education and training policy in a bid to transform the entire education system, including the attitudes of Department of Education officials.

For the researcher, it is inconceivable that a complex and demanding reform such as inclusion will require once off, single day training sessions for Department of Education officials. Rather, the researcher contends, orientation and training for all Department Education officials towards the inclusive education model should be continuous. It is the researcher's belief that Fridays (when all Department officials are generally based in the office) should be utilised for inclusive education capacity building programmes directed at all Department of Education officials. In addition a few days during school holidays when officials are generally on duty should be designated as "non-vacation" days or compulsory staff development days to enable all officials to receive intensive training on district initiatives including inclusive education.

According to the National Skills Development Framework for Employees in Public Education compiled by the Department of Education (2006, p. 11), all provincial departments of education must budget 1% of personnel payroll for skills development purposes. The skills development budget can be utilised optimally to train personnel including district based Department of Education officials and educators to improve their knowledge base on various national and provincial policies including inclusive education.

For inclusive education to succeed in South Africa, it is critical that both the national and provincial departments of education adopt a pro-active stance towards Department of Education officials and educator capacity building projects in inclusive education. It must be borne in mind that the Department of Education draws its corps of officials from the ranks of teachers. Indeed a requirement for any post as a Department of Education official is relevant teaching experience. A pro-active stance to professional development of educators and by extension Department of Education officials will demand that the Department of Education work collaboratively with teacher training institutions to ensure that all aspiring teachers are exposed to modules on inclusive education. This will ensure that all educators (and officials) as part of their pre-service training be exposed to the theoretical framework, assumptions, practices and tools of inclusive education.

5.4.2 Implications and recommendations regarding Aim 2

The present study indicates that the following five demographics characteristics: training in inclusive/special education, experience in teaching learners with disabilities, contact with people with disabilities, knowledge of White Paper 6 (Department of Education, 2001) and the workstation of officials (SDSS: pgses, in particular) contribute towards positive attitudes of district based Department of Education officials.

The finding that officials who belong to SDSS: pgses are most positive towards the inclusion of learners with learning difficulties at mainstream classrooms is hardly surprising. Historically, the special education model demanded that officials located in the SDSS: pgses workstation oversee the implementation of this model at various learning sites. With the paradigm shift towards inclusive education, officials from the SDSS: pgses workstations are again tasked with the implementation process at the relevant learning sites. It is the researcher's belief that the overwhelmingly positive attitudes towards inclusion of members of staff assigned to this workstation can be largely attributed to SDSS: pgses personnels' extensive knowledge and experience in dealing with issues related to inclusive education.

A content analysis of the five significant demographic characteristics which impact positively on officials' attitudes towards inclusion (listed above), reveals

that they are underpinned by two variables namely, contact with people/learners with disabilities and possessing a sound knowledge base of inclusive education. Thus, to enhance officials' attitudes towards the inclusion of learners with learning difficulties at mainstream primary schools, these two variables need to be urgently addressed by the relevant authorities. Increasing the knowledge base of officials on inclusive education has been dealt with extensively in 5.4.1. Innovative ways need to be developed in order to increase exposure of officials towards people/learners with disabilities. These measures could include visits by all officials to special and full service schools and to classrooms where learners with disabilities are successfully included.

5.4.3 Implications and recommendations regarding Aim 3

The present study concluded that district based Department of Education officials are very concerned about the 10 factors collectively which they believe can impede the successful inclusion of learners with learning difficulties at mainstream primary schools. Specifically concerning for district based Department of Education officials were large classes and that teachers are not well trained for inclusion. Other areas of concern included lack of support from school management teams, provision of a support teacher and the non-availability of resources. Of these specific concerns, three (large class sizes, provision of a support educator and the non-availability of resources) have direct financial implications for the Department of Education. Ideally, one is tempted to

suggest that the department should lower the teacher: pupil ratio dramatically, employ a support educator at each learning site practising inclusion and make more resources available to such sites. However, it would be naïve and short sighted to make such ill considered recommendations against a backdrop of larger contextual factors, namely the global recession, the widening budget deficit in South Africa and the resultant financial constraints imposed on virtually every state department (all reported extensively in the media).

In this study the researcher recommends that to address concerns with regard to large classes, the relevant authorities grapple with issues surrounding the weighting of learners with learning difficulties in mainstream environments in order to make class sizes more manageable for educators. In addition, the authorities need to provide guidelines on the optimum ratio of learners with and without learning difficulties in a classroom so that the needs of all learners including those with learning difficulties even in large classes are adequately catered for.

To address concerns over the inclusion of learners who require low levels of support in mainstream schools (learners with learning difficulties are included here), the KwaZulu-Natal Department of Education has adopted a refreshing stance. To this department's credit, it has undertaken to employ a learner support educator and counsellor at each of its full service schools. These personnel though based at full service schools will be expected to also provide support to

neighbouring schools. The KwaZulu-Natal Department of Education hopes to increase incrementally the number of full service schools in the province until with full implementation there will be one full service school located in each of the 16 wards that constitute a district. The learner support educator and counsellor located at each full service school can act as a vital resource to neighbouring schools that include learners with learning difficulties at mainstream primary schools. However, it is clear from the results of this study that initiatives like the above have not been properly communicated and received by all officials. It is imperative that the Department of Education brings to the attention of all officials, initiatives such as the above in order to allay their concerns regarding the need for support educators in the implementation of inclusive education at schools.

Concerns over teacher preparedness for inclusion and the support of school management teams towards inclusive initiatives are best addressed through inclusive education capacity building of these personnel by district based Department of Education officials. Issues raised in 5.4.1 are also germane to educators and members of school management teams.

The concerns voiced by district based Department of Education officials must not be under - emphasised. These officials occupy a unique position in that they interact with schools on a very consistent and intensive basis. This generally allows them to have a deeper understanding of the functioning of schools under their supervision. The concerns that district based Department of Education

officials have raised in the preceding sections are born out of these interactions with schools. Hence, the concerns they raise need to be closely examined and the necessary remedial measures embarked upon if inclusive education is to be successfully implemented in South African schools.

5.5 Limitations of the study

The limitations listed below are related to this study:

5.5.1 Compared to other stakeholders; namely, educators, principals and parents, very little research has been conducted on Department of Education officials' attitudes towards inclusion. This prevented a more comprehensive review of the literature and comparison of this study's findings with other research.

5.5.2 The study focused only on one district of the 12 education districts in the province of KwaZulu-Natal and including other districts in a study will allow for greater generalizability of the results of the study.

5.5.3 The study employed questionnaires as the research instrument. With questionnaires, there is always the danger of respondents giving socially desirable answers that have little or no correspondence with their everyday behaviour. In addition to the use of questionnaires, semi - structured interviews

should have been conducted with selected Department of Education officials in order to allow for the triangulation of data.

5.5.4 It was difficult to obtain accurate statistics on Department of Education officials employed at Pinetown District. The difficulty in obtaining accurate statistics could be attributed to the constantly changing composition of staff based at the Pinetown District due to retirement, medical boarding, resignation, death and promotion either to or out of the district.

5.5.5 It was difficult to locate certain officials in order to administer the questionnaires. As part of their duties, it is quite common for officials to attend or conduct workshops, meetings, conferences for varying periods of time away from the Pinetown District offices. Thus, locating such officials was problematic. In addition, some officials were on vacation, sick, family responsibility and exam leave and the researcher experienced great difficulty in accessing these officials.

5.5.6 A few officials refused to complete questionnaires citing urgent work considerations and heavy workloads.

5.6 Avenues for further research

This study has opened the following avenues for further research:

5.6.1 A comparative study of the attitudes of Department of Education officials from more than one district towards the inclusion of learners with learning difficulties at mainstream primary schools.

5.6.2 The attitudes of Department of Education officials towards the inclusion of learners with visual, auditory and physical disabilities who require low levels of support in mainstream primary classrooms (each disability category can constitute a study on its own).

5.6.3 A study that examines the impact of other demographic characteristics (for example, the education department officials belonged to before the advent of a democratic South Africa, post level that the official occupies, income level of officials) on the attitudes of Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools.

5.6.4 Department of Education official concerns towards the implementation of inclusive education as a function of their differences in demographic characteristics.

5.6.5 The attitudes and concerns of Department of Education officials towards the conversion of designated schools into full service schools.

5.6.6 The attitudes and concerns of Department of Education officials towards the conversion of special schools into resource centres.

5.7 Conclusion

The study was successful in indicating the nature of the attitudes of district based Department of Education officials towards the inclusion of learners with learning difficulties at mainstream primary schools, the impact of selected demographic characteristics on officials' attitudes towards inclusion and lastly the concerns of officials towards the inclusive education implementation process. The present study has generated many recommendations, which if implemented by both provincial and national departments of education can only enhance the almost pedagogic revolution from special education to inclusive education at South African schools.

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Annexure A

Moodley and Perumal (2006:2-5) in a consultative document entitled *Working collaboratively as sub-directorates and circuits in building inclusive schools and communities*, provide the following guidelines as to the role functions and responsibilities of Department of Education officials in an inclusive setting, according to the section in which the Department of Education official is employed:

Service Delivery Support Services (SDSS)

- Advocacy on Education White Paper 6(2001).
- Set up structures namely Institution Based Support Teams (IBST) and District Based Support Team (DBST).

DBSTs are defined by the Department of Education (2002:86) as “an integrated professional support service provided at district level by support providers employed by the Department of Education who draw on the expertise from education institutions and various community resources in their area.”

IBST’s are defined by the Department of Education (2002:116) as “an internal support team within institutions such as early childhood centres, schools,

colleges, adult learning centres and higher education institutions. In each institution, the team will be ultimately responsible for liaising with the district based support team and other relevant support providers about identifying and meeting their own institution's needs.”

- Teacher development for inclusive education
- Develop materials for curriculum support and multi-level teaching.
- Support the four national pilot schools and conduct development work in the schools. (The four national pilot schools in the Pinetown District consist of two special schools and two mainstream primary schools which are earmarked for conversion to resource centres and full service schools respectively).
- Work collaboratively with sub-directorates, sister departments, non-governmental organizations and community based organizations, faith based organizations, tertiary institutions and the business sector in building inclusive schools and communities.
- Assist schools in setting up inclusive education programmes.
- Develop IBSTs in the screening, identification, assessment and support of learners experiencing barriers to learning.

Teaching and Learning Services (TLS)

- Serve on the DBST.
- Provide curriculum support in all learning areas to the national pilot schools and mainstream primary schools.
- Assist in material development for inclusive education.
- Provide teacher development workshops for pilot schools and mainstream schools.
- Develop learning and teaching support materials for multi-level teaching.
- Develop learning and teaching material and provide teacher development workshops to improve the level of literacy and numeracy in schools.
- Visit the national pilot schools periodically to assess progress and the needs of the schools.

Education Management and Governance Directorate (EMGD)

- Serve on the DBST.
- Assist the school management team in the national pilot schools to develop professionally.
- Provide training and support for the school governing bodies (SGB) at the national pilot schools.
- Assist SGBs to develop a constitution that is inclusive in ethos.

- Assist the national pilot schools in terms of safety and security.
- Whole school development of national pilot schools.
- Assist schools in developing admission schools that are non-discriminatory and inclusive.
- Assist in developing a code of conduct at the national pilot schools.
- Ensure that the national pilot schools have effective procedures for dealing with bullying, absenteeism, late coming and truancy.
- Assist the national pilot schools in keeping good financial records.
- Assist the national pilot schools in networking with sister organizations and outside agencies.

Adult Basic Education and Training and Early Childhood Development (ABET/ECD)

- Serve on the DBST.
- Assist ABET centres to develop admission policies that are non-discriminatory and inclusive.
- Assist the national pilot schools in terms of teacher development for ECD educators.
- Establish ABET centres at or near the national pilot schools.
- Promote the admission of learners with disabilities at ABET centres.
- Mobilize and admit out-of school learners at ABET centres.

Examinations and Assessment Services

- Liaise with SDSS in processing applications for matric concessions for learners experiencing barriers to learning.
- Provide teacher development workshops in respect of assessment procedures and the different forms of assessment.
- Compile statistics on the number of learners with disabilities who have passed or failed the exit examinations (Grades 9 and 12).

Circuit Teams

- Serve on the DBST.
- Ensure that the implementation of Education White Paper 6 (2001) is included in the strategic planning for the circuit.
- Assist schools in developing admission policies that are non-discriminatory and inclusive.
- Make periodic visits to national pilot schools to develop and support the school management teams.
- Monitor schools to ensure that schools are catering for diversity in their classrooms.
- Monitor assessment procedures at schools in that those learners who are experiencing barriers to learning are not disadvantaged.
- Assist schools in terms of safety and security and child protection.

- Assist schools to form networks with sister departments, non-governmental organizations, community based organizations and other agencies.
- Ensure that inclusive education is part of schools' professional development programme.

Annexure B

QUESTIONNAIRE FOR DISTRICT BASED DEPARTMENT OF EDUCATION OFFICIALS

Thank you for your participation in this study. To ensure anonymity and confidentiality, do not write your name on this questionnaire. Please take your time and answer each item in a manner that reflects your opinion. Please make sure that you do not omit a question. The purpose of this study is to document district based Department of Education officials' attitudes and concerns towards the inclusion of learners with learning difficulties at mainstream primary schools.

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

1. GENDER

MALE

FEMALE

2. AGE

35 and below	36-45	46-55	56-65	
--------------	-------	-------	-------	--

3. TOTAL NUMBER OF YEARS EMPLOYED BY THE DEPARTMENT OF EDUCATION

10 years and below	11-20 years	21-30 years	Over 31 years	
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4. I HAVE OBTAINED THE FOLLOWING QUALIFICATIONS:

Under Graduate Diploma	Post Graduate Diploma	Bachelors Degree	Honours Degree	Masters Degree	Doctorate Degree	Other Specify below	
------------------------	-----------------------	------------------	----------------	----------------	------------------	---------------------	--

Other _____

5. HAVE YOU TRAINED IN THE FIELD OF SPECIAL/INCLUSIVE EDUCATION?

YES

NO

6. HOW DO YOU RATE YOUR KNOWLEDGE OF EDUCATION WHITE PAPER 6 *SPECIAL NEEDS EDUCATION: BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM?*

POOR	AVERAGE	GOOD	
------	---------	------	--

7. DO YOU HAVE EXPERIENCE IN TEACHING LEARNERS WITH DISABILITIES?

YES

NO

8. DO YOU HAVE CONTACT WITH PEOPLE WITH DISABILITIES?

YES

NO

9. I WORK IN
(STATE SECTION, COMPONENT, SUB DIRECTORATE, DIRECTORATE eg, **SDSS-ELITS OR WARD MANAGEMENT.**

DEFINITION OF LEARNERS WITH LEARNING DIFFICULTIES

Learners with learning difficulties are learners who are under 12 years of age and who are educated at special classes which are attached to mainstream primary schools. These learners are typically termed as slow learners. These learners have low intellectual and scholastic ability in reading, writing and mathematics. These learners will require low levels of support in mainstream classrooms in an inclusive setting.

SECTION: B

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

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

Key:

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

Read each statement carefully and indicate your degree of agreement by placing a **cross** in the box that best reflects how you feel.

1. Learners who require an individualised education programme should not be placed in the mainstream classroom.

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

2. Department of Education officials must discourage mainstream schools from admitting learners with learning difficulties.

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

3. Learners with learning difficulties are best taught in the mainstream classroom.

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

4. Supporting schools with learners with learning difficulties in the mainstream classroom is the exclusive responsibility of officials from SDSS (PGSES).

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

5. Learners who experience difficulty sustaining attention in class are best catered for in a special class.

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

6. The inclusion of learners with learning difficulties into mainstream classrooms enhances their academic development.

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

7. Learners who do not understand the lesson at first presentation should not be placed in the mainstream classroom.

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

8. Department of Education officials should belong to district level support structures in order to support schools with learners with learning difficulties in mainstream classrooms.

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

9. Learners who learn at a slower pace should be educated in the special class.

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

10. All Department of Education officials must attend staff development programmes on the inclusion of learners with learning difficulties in mainstream classrooms.

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

11. Departments of Education officials must serve as consultants to teachers who have learners with learning difficulties in their mainstream classrooms.

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

12. Learners with a history of repeated failure should not be placed in the mainstream classroom.

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

13. When learners with learning difficulties are isolated in special classes, their social development is adversely affected.

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

14. Department of Education officials need to collaborate with officials from “sister” state departments (Health, Welfare and Social Development) in order to support mainstream schools with learners with learning difficulties.

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

15. The inclusion of learners with learning difficulties in mainstream classrooms helps towards creating a non-discriminatory education system.

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

16. Advocacy programmes directed at caregivers, on the inclusion of learners with learning difficulties in mainstream primary schools, is the responsibility of all Department of Education officials.

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

17. Only Department of Education officials with qualifications in special education must train educators on the inclusion of learners with learning difficulties in mainstream classrooms.

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

18. It is gratifying that learners with learning difficulties can now attend mainstream schools in their local neighbourhood.

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

19. The placement of a learner with learning difficulties in a mainstream classroom is emotionally detrimental to the learner.

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

20. My work schedule prevents me from supporting learners with learning difficulties in mainstream schools.

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

PERSONAL COMMENTS/OPINIONS

What are the advantages and disadvantages of including learners with learning difficulties into the mainstream primary school?

ADVANTAGES: _____

DISADVANTAGES _____

SECTION: C Listed below are ten statements regarding the inclusion of a learner with learning difficulties into the mainstream primary school. Next to each statement place a **cross** in the box that best indicates your degree of agreement.

	Extremely concerned	Very concerned	A little concerned	Not at all concerned
1. The inclusion of a learner with learning difficulties will result in an increased workload for teachers.				
2. The inclusion of a learner with learning difficulties will have a negative impact on the performance of the non - disabled learner.				
3. The successful inclusion of a learner with difficulties is dependent on the availability of resources.				
4. Teachers are not well trained to teach learners with learning difficulties in their classrooms.				
5. School management teams must provide support to teachers who have learners with learning difficulties in their classrooms.				
6. Teachers must be provided with extra time to plan for teaching learners with learning difficulties in their mainstream classroom				
7. A support teacher should be employed at school level to provide support to educators who are teaching learners with learning difficulties				

8. Teachers who teach learners with learning difficulties in their mainstream classrooms should get extra pay.				
9. Large class sizes can frustrate teachers with learners with learning difficulties in their mainstream classrooms				
10. Teachers will experience difficulty adapting the curriculum in order to accommodate the learner with learning difficulties in their mainstream classrooms.				

PERSONAL COMMENTS/OPINIONS

List other factors that could impede the successful inclusion of learners with learning difficulties at mainstream primary schools.

Thank you for your participation in this study. Your time and effort is greatly appreciated.

Annexure C: Descriptive Statistics

Table 1: Frequency distribution of Section B: Attitude Scale

	1		2		3		4		5	
	n	%	n	%	N	%	n	%	n	%
B1	13	21.0%	20	32.3%	4	6.5%	14	22.6%	11	17.7%
B2	12	19.4%	9	14.5%	7	11.3%	16	25.8%	18	29.0%
B3	12	19.4%	20	32.3%	12	19.4%	12	19.4%	6	9.7%
B4	3	4.8%	8	12.9%	7	11.3%	17	27.4%	27	43.5%
B5	10	16.1%	26	41.9%	8	12.9%	12	19.4%	6	9.7%
B6	6	9.7%	11	17.7%	14	22.6%	25	40.3%	6	9.7%
B7	2	3.2%	1	1.6%	5	8.1%	30	48.4%	24	38.7%
B8	0	0.0%	6	9.7%	11	17.7%	27	43.5%	18	29.0%
B9	7	11.3%	17	27.4%	5	8.1%	25	40.3%	8	12.9%
B10	1	1.6%	3	4.8%	1	1.6%	22	35.5%	35	56.5%
B11	3	4.8%	9	14.5%	2	3.2%	30	48.4%	18	29.0%
B12	4	6.5%	18	29.0%	6	9.7%	25	40.3%	9	14.5%
B13	2	3.2%	11	17.7%	11	17.7%	25	40.3%	13	21.0%
B14	0	0.0%	0	0.0%	2	3.2%	23	37.1%	37	59.7%
B15	1	1.6%	8	12.9%	7	11.3%	21	33.9%	25	40.3%
B16	1	1.6%	8	12.9%	16	25.8%	23	37.1%	14	22.6%
B17	12	19.4%	24	38.7%	6	9.7%	17	27.4%	3	4.8%
B18	1	1.6%	7	11.3%	11	17.7%	32	51.6%	11	17.7%
B19	3	4.8%	15	24.2%	18	29.0%	23	37.1%	3	4.8%
B20	7	11.3%	17	27.4%	11	17.7%	20	32.3%	7	11.3%

Table 2: Frequency distribution of Section C: Concern Scale

	1		2		3		4	
	N	%	n	%	n	%	n	%
C1	2	3.3%	21	34.4%	19	31.1%	19	31.1%
C2	22	35.5%	20	32.3%	13	21.0%	7	11.3%
C3	1	1.6%	12	19.4%	18	29.0%	31	50.0%
C4	0	0.0%	5	8.1%	14	22.6%	43	69.4%
C5	0	0.0%	4	6.5%	26	41.9%	32	51.6%
C6	1	1.6%	13	21.0%	20	32.3%	28	45.2%
C7	1	1.6%	7	11.3%	20	32.3%	34	54.8%
C8	20	32.3%	14	22.6%	10	16.1%	18	29.0%
C9	0	0.0%	3	4.8%	11	17.7%	48	77.4%
C10	6	9.7%	9	14.5%	17	27.4%	30	48.4%

Table 3: Comparison between Section B and Q5 Training

		Q5 Training			
		Yes		No	
		n	%	n	%
B1	Strongly agree	2	3.23	11	17.74
	Agree	3	4.84	17	27.42
	Undecided	2	3.23	2	3.23
	Disagree	9	14.52	5	8.06
	Strongly disagree	9	14.52	2	3.23
B2	Strongly agree	4	6.45	8	12.90
	Agree	0	0.00	9	14.52
	Undecided	1	1.61	6	9.68
	Disagree	7	11.29	9	14.52
	Strongly disagree	13	20.97	5	8.06
B3	Strongly agree	3	4.84	9	14.52
	Agree	6	9.68	14	22.58
	Undecided	6	9.68	6	9.68
	Disagree	8	12.90	4	6.45
	Strongly disagree	2	3.23	4	6.45
B4	Strongly agree	0	0.00	3	4.84
	Agree	2	3.23	6	9.68
	Undecided	2	3.23	5	8.06
	Disagree	5	8.06	12	19.35
	Strongly disagree	16	25.81	11	17.74
B5	Strongly agree	3	4.84	7	11.29
	Agree	8	12.90	18	29.03
	Undecided	0	0.00	8	12.90
	Disagree	9	14.52	3	4.84
	Strongly disagree	5	8.06	1	1.61
B6	Strongly agree	2	3.23	4	6.45
	Agree	6	9.68	5	8.06
	Undecided	1	1.61	13	20.97
	Disagree	13	20.97	12	19.35
	Strongly disagree	3	4.84	3	4.84
B7	Strongly agree	2	3.23	0	0.00
	Agree	0	0.00	1	1.61
	Undecided	2	3.23	3	4.84
	Disagree	8	12.90	22	35.48
	Strongly disagree	13	20.97	11	17.74
B8	Strongly agree	0	0.00	0	0.00
	Agree	2	3.23	4	6.45
	Undecided	2	3.23	9	14.52
	Disagree	10	16.13	17	27.42
	Strongly disagree	11	17.74	7	11.29
B9	Strongly agree	1	1.61	6	9.68
	Agree	5	8.06	12	19.35

	Undecided	4	6.45	1	1.61
	Disagree	9	14.52	16	25.81
	Strongly disagree	6	9.68	2	3.23
B10	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	3	4.84
	Undecided	1	1.61	0	0.00
	Disagree	8	12.90	14	22.58
	Strongly disagree	16	25.81	19	30.65
B11	Strongly agree	1	1.61	2	3.23
	Agree	2	3.23	7	11.29
	Undecided	0	0.00	2	3.23
	Disagree	12	19.35	18	29.03
	Strongly disagree	10	16.13	8	12.90
B12	Strongly agree	1	1.61	3	4.84
	Agree	7	11.29	11	17.74
	Undecided	0	0.00	6	9.68
	Disagree	9	14.52	16	25.81
	Strongly disagree	8	12.90	1	1.61
B13	Strongly agree	1	1.61	1	1.61
	Agree	6	9.68	5	8.06
	Undecided	2	3.23	9	14.52
	Disagree	11	17.74	14	22.58
	Strongly disagree	5	8.06	8	12.90
B14	Strongly agree	0	0.00	0	0.00
	Agree	0	0.00	0	0.00
	Undecided	0	0.00	2	3.23
	Disagree	7	11.29	16	25.81
	Strongly disagree	18	29.03	19	30.65
B15	Strongly agree	1	1.61	0	0.00
	Agree	2	3.23	6	9.68
	Undecided	0	0.00	7	11.29
	Disagree	9	14.52	12	19.35
	Strongly disagree	13	20.97	12	19.35
B16	Strongly agree	0	0.00	1	1.61
	Agree	1	1.61	7	11.29
	Undecided	4	6.45	12	19.35
	Disagree	12	19.35	11	17.74
	Strongly disagree	8	12.90	6	9.68
B17	Strongly agree	2	3.23	10	16.13
	Agree	4	6.45	20	32.26
	Undecided	2	3.23	4	6.45
	Disagree	15	24.19	2	3.23
	Strongly disagree	2	3.23	1	1.61
B18	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	7	11.29
	Undecided	1	1.61	10	16.13
	Disagree	18	29.03	14	22.58
	Strongly disagree	6	9.68	5	8.06

B19	Strongly agree	0	0.00	3	4.84
	Agree	3	4.84	12	19.35
	Undecided	7	11.29	11	17.74
	Disagree	12	19.35	11	17.74
	Strongly disagree	3	4.84	0	0.00
B20	Strongly agree	1	1.61	6	9.68
	Agree	7	11.29	10	16.13
	Undecided	3	4.84	8	12.90
	Disagree	7	11.29	13	20.97
	Strongly disagree	7	11.29	0	0.00

Table 4: Comparison between Section B and Q6

		Q6 Rating of knowledge of White paper					
		Poor		Average		Good	
		n	%	n	%	n	%
B1	Strongly agree	5	8.06	7	11.29	1	1.61
	Agree	2	3.23	15	24.19	3	4.84
	Undecided	2	3.23	1	1.61	1	1.61
	Disagree	1	1.61	6	9.68	7	11.29
	Strongly disagree	0	0.00	4	6.45	7	11.29
B2	Strongly agree	2	3.23	7	11.29	3	4.84
	Agree	2	3.23	5	8.06	2	3.23
	Undecided	4	6.45	2	3.23	1	1.61
	Disagree	2	3.23	9	14.52	5	8.06
	Strongly disagree	0	0.00	10	16.13	8	12.90
B3	Strongly agree	1	1.61	10	16.13	1	1.61
	Agree	3	4.84	13	20.97	4	6.45
	Undecided	3	4.84	2	3.23	7	11.29
	Disagree	1	1.61	6	9.68	5	8.06
	Strongly disagree	2	3.23	2	3.23	2	3.23
B4	Strongly agree	0	0.00	3	4.84	0	0.00
	Agree	3	4.84	3	4.84	2	3.23
	Undecided	1	1.61	5	8.06	1	1.61
	Disagree	4	6.45	11	17.74	2	3.23
	Strongly disagree	2	3.23	11	17.74	14	22.58
B5	Strongly agree	2	3.23	7	11.29	1	1.61
	Agree	4	6.45	18	29.03	4	6.45
	Undecided	3	4.84	4	6.45	1	1.61
	Disagree	0	0.00	3	4.84	9	14.52
	Strongly disagree	1	1.61	1	1.61	4	6.45
B6	Strongly agree	1	1.61	3	4.84	2	3.23
	Agree	1	1.61	5	8.06	5	8.06
	Undecided	3	4.84	10	16.13	1	1.61
	Disagree	4	6.45	13	20.97	8	12.90
	Strongly disagree	1	1.61	2	3.23	3	4.84
B7	Strongly agree	0	0.00	2	3.23	0	0.00
	Agree	1	1.61	0	0.00	0	0.00
	Undecided	3	4.84	1	1.61	1	1.61
	Disagree	3	4.84	20	32.26	7	11.29
	Strongly disagree	3	4.84	10	16.13	11	17.74
B8	Strongly agree	0	0.00	0	0.00	0	0.00
	Agree	0	0.00	3	4.84	3	4.84

	Undecided	3	4.84	5	8.06	3	4.84
	Disagree	4	6.45	19	30.65	4	6.45
	Strongly disagree	3	4.84	6	9.68	9	14.52
B9	Strongly agree	3	4.84	3	4.84	1	1.61
	Agree	3	4.84	11	17.74	3	4.84
	Undecided	0	0.00	5	8.06	0	0.00
	Disagree	4	6.45	11	17.74	10	16.13
	Strongly disagree	0	0.00	3	4.84	5	8.06
B10	Strongly agree	0	0.00	1	1.61	0	0.00
	Agree	2	3.23	0	0.00	1	1.61
	Undecided	0	0.00	1	1.61	0	0.00
	Disagree	2	3.23	14	22.58	6	9.68
	Strongly disagree	6	9.68	17	27.42	12	19.35
B11	Strongly agree	1	1.61	1	1.61	1	1.61
	Agree	2	3.23	4	6.45	3	4.84
	Undecided	1	1.61	1	1.61	0	0.00
	Disagree	5	8.06	20	32.26	5	8.06
	Strongly disagree	1	1.61	7	11.29	10	16.13
B12	Strongly agree	1	1.61	2	3.23	1	1.61
	Agree	2	3.23	13	20.97	3	4.84
	Undecided	3	4.84	2	3.23	1	1.61
	Disagree	4	6.45	13	20.97	8	12.90
	Strongly disagree	0	0.00	3	4.84	6	9.68
B13	Strongly agree	0	0.00	1	1.61	1	1.61
	Agree	1	1.61	5	8.06	5	8.06
	Undecided	6	9.68	4	6.45	1	1.61
	Disagree	1	1.61	15	24.19	9	14.52
	Strongly disagree	2	3.23	8	12.90	3	4.84
B14	Strongly agree	0	0.00	0	0.00	0	0.00
	Agree	0	0.00	0	0.00	0	0.00
	Undecided	1	1.61	1	1.61	0	0.00
	Disagree	3	4.84	15	24.19	5	8.06
	Strongly disagree	6	9.68	17	27.42	14	22.58
B15	Strongly agree	0	0.00	0	0.00	1	1.61
	Agree	4	6.45	2	3.23	2	3.23
	Undecided	2	3.23	4	6.45	1	1.61
	Disagree	1	1.61	16	25.81	4	6.45
	Strongly disagree	3	4.84	11	17.74	11	17.74
B16	Strongly agree	0	0.00	1	1.61	0	0.00
	Agree	3	4.84	4	6.45	1	1.61
	Undecided	2	3.23	10	16.13	4	6.45

	Disagree	3	4.84	13	20.97	7	11.29
	Strongly disagree	2	3.23	5	8.06	7	11.29
B17	Strongly agree	3	4.84	8	12.90	1	1.61
	Agree	6	9.68	12	19.35	6	9.68
	Undecided	0	0.00	5	8.06	1	1.61
	Disagree	1	1.61	7	11.29	9	14.52
	Strongly disagree	0	0.00	1	1.61	2	3.23
B18	Strongly agree	0	0.00	1	1.61	0	0.00
	Agree	3	4.84	3	4.84	1	1.61
	Undecided	3	4.84	7	11.29	1	1.61
	Disagree	1	1.61	19	30.65	12	19.35
	Strongly disagree	3	4.84	3	4.84	5	8.06
B19	Strongly agree	1	1.61	2	3.23	0	0.00
	Agree	3	4.84	9	14.52	3	4.84
	Undecided	3	4.84	11	17.74	4	6.45
	Disagree	3	4.84	10	16.13	10	16.13
	Strongly disagree	0	0.00	1	1.61	2	3.23
B20	Strongly agree	3	4.84	3	4.84	1	1.61
	Agree	1	1.61	10	16.13	6	9.68
	Undecided	4	6.45	7	11.29	0	0.00
	Disagree	2	3.23	12	19.35	6	9.68
	Strongly disagree	0	0.00	1	1.61	6	9.68

Table 5: Comparison between Section B and Q7

		Q7 Experience teaching learners with disabilities			
		Yes		No	
		n	%	n	%
B1	Strongly agree	1	1.61	12	19.35
	Agree	1	1.61	19	30.65
	Undecided	1	1.61	3	4.84
	Disagree	5	8.06	9	14.52
	Strongly disagree	3	4.84	8	12.90
B2	Strongly agree	3	4.84	9	14.52
	Agree	0	0.00	9	14.52
	Undecided	1	1.61	6	9.68
	Disagree	1	1.61	15	24.19
	Strongly disagree	6	9.68	12	19.35
B3	Strongly agree	1	1.61	11	17.74
	Agree	3	4.84	17	27.42
	Undecided	2	3.23	10	16.13
	Disagree	3	4.84	9	14.52
	Strongly disagree	2	3.23	4	6.45
B4	Strongly agree	0	0.00	3	4.84
	Agree	2	3.23	6	9.68
	Undecided	0	0.00	7	11.29
	Disagree	3	4.84	14	22.58
	Strongly disagree	6	9.68	21	33.87
B5	Strongly agree	1	1.61	9	14.52
	Agree	2	3.23	24	38.71
	Undecided	1	1.61	7	11.29
	Disagree	4	6.45	8	12.90
	Strongly disagree	3	4.84	3	4.84
B6	Strongly agree	0	0.00	6	9.68
	Agree	3	4.84	8	12.90
	Undecided	1	1.61	13	20.97
	Disagree	5	8.06	20	32.26
	Strongly disagree	2	3.23	4	6.45
B7	Strongly agree	1	1.61	1	1.61
	Agree	0	0.00	1	1.61
	Undecided	0	0.00	5	8.06
	Disagree	4	6.45	26	41.94
	Strongly disagree	6	9.68	18	29.03
B8	Strongly agree	0	0.00	0	0.00
	Agree	1	1.61	5	8.06
	Undecided	1	1.61	10	16.13
	Disagree	5	8.06	22	35.48
	Strongly disagree	4	6.45	14	22.58
B9	Strongly agree	0	0.00	7	11.29
	Agree	3	4.84	14	22.58
	Undecided	0	0.00	5	8.06

	Disagree	5	8.06	20	32.26
	Strongly disagree	3	4.84	5	8.06
B10	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	3	4.84
	Undecided	0	0.00	1	1.61
	Disagree	4	6.45	18	29.03
	Strongly disagree	7	11.29	28	45.16
B11	Strongly agree	0	0.00	3	4.84
	Agree	0	0.00	9	14.52
	Undecided	0	0.00	2	3.23
	Disagree	7	11.29	23	37.10
	Strongly disagree	4	6.45	14	22.58
B12	Strongly agree	1	1.61	3	4.84
	Agree	2	3.23	16	25.81
	Undecided	1	1.61	5	8.06
	Disagree	5	8.06	20	32.26
	Strongly disagree	2	3.23	7	11.29
B13	Strongly agree	1	1.61	1	1.61
	Agree	1	1.61	10	16.13
	Undecided	0	0.00	11	17.74
	Disagree	7	11.29	18	29.03
	Strongly disagree	2	3.23	11	17.74
B14	Strongly agree	0	0.00	0	0.00
	Agree	0	0.00	0	0.00
	Undecided	0	0.00	2	3.23
	Disagree	3	4.84	20	32.26
	Strongly disagree	8	12.90	29	46.77
B15	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	8	12.90
	Undecided	0	0.00	7	11.29
	Disagree	5	8.06	16	25.81
	Strongly disagree	6	9.68	19	30.65
B16	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	8	12.90
	Undecided	3	4.84	13	20.97
	Disagree	4	6.45	19	30.65
	Strongly disagree	4	6.45	10	16.13
B17	Strongly agree	0	0.00	12	19.35
	Agree	3	4.84	21	33.87
	Undecided	1	1.61	5	8.06
	Disagree	6	9.68	11	17.74
	Strongly disagree	1	1.61	2	3.23
B18	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	7	11.29
	Undecided	0	0.00	11	17.74
	Disagree	8	12.90	24	38.71
	Strongly disagree	3	4.84	8	12.90

B19	Strongly agree	0	0.00	3	4.84
	Agree	1	1.61	14	22.58
	Undecided	2	3.23	16	25.81
	Disagree	8	12.90	15	24.19
	Strongly disagree	0	0.00	3	4.84
B20	Strongly agree	0	0.00	7	11.29
	Agree	3	4.84	14	22.58
	Undecided	0	0.00	11	17.74
	Disagree	4	6.45	16	25.81
	Strongly disagree	4	6.45	3	4.84

Table 6: Comparison between Section B and Q8

		Q8 Contact with people with disabilities			
		Yes		No	
		n	%	n	%
B1	Strongly agree	6	9.68	7	11.29
	Agree	10	16.13	10	16.13
	Undecided	0	0.00	4	6.45
	Disagree	10	16.13	4	6.45
	Strongly disagree	8	12.90	3	4.84
B2	Strongly agree	6	9.68	6	9.68
	Agree	3	4.84	6	9.68
	Undecided	1	1.61	6	9.68
	Disagree	10	16.13	6	9.68
	Strongly disagree	14	22.58	4	6.45
B3	Strongly agree	5	8.06	7	11.29
	Agree	11	17.74	9	14.52
	Undecided	8	12.90	4	6.45
	Disagree	6	9.68	6	9.68
	Strongly disagree	4	6.45	2	3.23
B4	Strongly agree	0	0.00	3	4.84
	Agree	2	3.23	6	9.68
	Undecided	1	1.61	6	9.68
	Disagree	11	17.74	6	9.68
	Strongly disagree	20	32.26	7	11.29
B5	Strongly agree	3	4.84	7	11.29
	Agree	11	17.74	15	24.19
	Undecided	5	8.06	3	4.84
	Disagree	11	17.74	1	1.61
	Strongly disagree	4	6.45	2	3.23
B6	Strongly agree	2	3.23	4	6.45
	Agree	9	14.52	2	3.23
	Undecided	5	8.06	9	14.52
	Disagree	13	20.97	12	19.35
	Strongly disagree	5	8.06	1	1.61
B7	Strongly agree	1	1.61	1	1.61
	Agree	0	0.00	1	1.61
	Undecided	0	0.00	5	8.06
	Disagree	16	25.81	14	22.58
	Strongly disagree	17	27.42	7	11.29
B8	Strongly agree	0	0.00	0	0.00
	Agree	2	3.23	4	6.45
	Undecided	4	6.45	7	11.29
	Disagree	15	24.19	12	19.35
	Strongly disagree	13	20.97	5	8.06
B9	Strongly agree	3	4.84	4	6.45
	Agree	10	16.13	7	11.29

	Undecided	2	3.23	3	4.84
	Disagree	15	24.19	10	16.13
	Strongly disagree	4	6.45	4	6.45
B10	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	3	4.84
	Undecided	0	0.00	1	1.61
	Disagree	13	20.97	9	14.52
	Strongly disagree	21	33.87	14	22.58
B11	Strongly agree	1	1.61	2	3.23
	Agree	4	6.45	5	8.06
	Undecided	1	1.61	1	1.61
	Disagree	17	27.42	13	20.97
	Strongly disagree	11	17.74	7	11.29
B12	Strongly agree	1	1.61	3	4.84
	Agree	9	14.52	9	14.52
	Undecided	2	3.23	4	6.45
	Disagree	17	27.42	8	12.90
	Strongly disagree	5	8.06	4	6.45
B13	Strongly agree	1	1.61	1	1.61
	Agree	4	6.45	7	11.29
	Undecided	6	9.68	5	8.06
	Disagree	18	29.03	7	11.29
	Strongly disagree	5	8.06	8	12.90
B14	Strongly agree	0	0.00	0	0.00
	Agree	0	0.00	0	0.00
	Undecided	0	0.00	2	3.23
	Disagree	13	20.97	10	16.13
	Strongly disagree	21	33.87	16	25.81
B15	Strongly agree	1	1.61	0	0.00
	Agree	2	3.23	6	9.68
	Undecided	3	4.84	4	6.45
	Disagree	13	20.97	8	12.90
	Strongly disagree	15	24.19	10	16.13
B16	Strongly agree	0	0.00	1	1.61
	Agree	0	0.00	8	12.90
	Undecided	9	14.52	7	11.29
	Disagree	15	24.19	8	12.90
	Strongly disagree	10	16.13	4	6.45
B17	Strongly agree	3	4.84	9	14.52
	Agree	11	17.74	13	20.97
	Undecided	5	8.06	1	1.61
	Disagree	13	20.97	4	6.45
	Strongly disagree	2	3.23	1	1.61
B18	Strongly agree	0	0.00	1	1.61
	Agree	1	1.61	6	9.68
	Undecided	5	8.06	6	9.68
	Disagree	21	33.87	11	17.74

	Strongly disagree	7	11.29	4	6.45
B19	Strongly agree	1	1.61	2	3.23
	Agree	5	8.06	10	16.13
	Undecided	9	14.52	9	14.52
	Disagree	17	27.42	6	9.68
	Strongly disagree	2	3.23	1	1.61
B20	Strongly agree	2	3.23	5	8.06
	Agree	9	14.52	8	12.90
	Undecided	4	6.45	7	11.29
	Disagree	13	20.97	7	11.29
	Strongly disagree	6	9.68	1	1.61

Annexure D: Permission to conduct research from district director

