

UNIVERSITY OF ZULULAND



**Experiences of Primary School Teachers in Full Service Schools in
Umlazi District**

by

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Declaration

I, Sanelisiwe Yenzile Nicole Cele, hereby declare that this dissertation, entitled: "Experiences of Primary School Teachers in Full Service Schools in Umlazi District", is my own work both in conception and in execution, and that all sources I have used or quoted, have been indicated and acknowledged by means of complete referencing.

Signed:  _____

Sanelisiwe Y. N. Cele

Dedication

“A careful woman, I ought to be; a little one follows me. I do not dare to go astray, for fear they'll go, the self-same way. I cannot once escape their eyes, whatever they see me do, they'll try. Like me, they say, they're going to be, that little one that follows me. They think that I am good and fine; believe in every work of mine. The bad in me they must not see; my life to them, must, an example be. I must remember, as I go, through summer's sun and winter's snow, I'm building for the years to be, for that little one that follows me.

~ Unknown ~

This dissertation is dedicated to my daughter Lisulenkosi “Liloe” Cele. You have been rooting for me since the day you were born. You give me purpose and meaning in all that I do and whenever I feel like giving up I remember that there is a little girl watching who may want to become just like me someday.

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Abstract

The dispute of inclusion is one that has not only been a challenge for South African schools but for the country as a whole. The success of the implementation of the inclusion policy will not only talk to the progress at the schools in South Africa (SA), but it will also provide us with a glimpse of the nation's progress towards the implementation of democracy itself. Considerable work has been done internationally with regards to the practicality of full-service schooling; however, a limited expanse locally. The objectives of the study were: (i) To determine the nature of experiences of primary school teachers in full service schools; and (ii) To establish if there is any relationship between the teachers' experiences in full service primary schools and the variables of interest: gender, age, qualification, race and teaching experience.

In order to address the study questions, a mixed method research design was employed. A sample of 63 teachers in Full Service Schools (FSSs) in Umlazi district was purposefully selected based on experience and expertise. For data collection, self-developed questionnaires comprising a demographic information section and a Likert-type inventory were used. Statistical Package for Social Sciences (SPSS) accounted for statistical and descriptive analysis; and Thematic Analysis for qualitative analysis.

The findings of this study revealed that a greater number of teachers had positive experiences within FSSs in Umlazi district. However, disabling conditions that prevent teachers to be completely convinced of Inclusive Education (IE) were found to be: Lack of support from the Department of Education (DoE), teachers' perceived incompetency when dealing with impaired children, insufficient resources, maltreatment of disabled children by their non-disabled peers, lack of parental support, large class sizes and shortage of staff. With regards to the variables of interest in relation to the experiences of teachers in FSSs, it was discovered that: male teachers expressed more positive experiences than their female counterparts; it appeared that the higher the qualification, the more teachers felt confident about teaching in FSSs; more Indian teachers reported having favorable experience than black African teachers; and teachers with more years of teaching experience indicated optimism towards teaching in FSSs than teachers with less teaching experience.

Recommendations from the current study suggest that teacher pre-service training be tailored in accordance with the requirements of teaching in a FSS. Workshops and conferences should be conducted to provide teachers with recent updated teaching material that will allow them to stay relevant with the IE curriculum. Furthermore, psycho-education around the maltreatment of disabled children should be provided to schools and communities in an attempt to bring awareness about disability and advocacy against the exclusion and the ill-treatment of the disabled. Again, psycho-education should be provided to families to bring awareness regarding the importance of the caregiver's active role in the academic and personal life of a child. This would entail the process of providing education and information to families of children that attend FSSs. These recommendations would bridge a gap in the challenges that are experienced in FSSs.

Keywords: Teachers, Experiences, Full-Service Schools, Inclusive Education, Education White Paper 6, Umlazi District

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Glossary of Abbreviations

DoE Department of Education

ECE Early Childhood Education

EFA Education for All

EI/ECSE Early Intervention/ Early Childhood Special Education

EWP6 Education White Paper 6

FSPS/S Full Service Primary School/s

FSS/s Full Service School/s

HIV/AIDS Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

IEP Individualised Education Program

KZN Kwa-Zulu Natal

LSEN Learners with Special Educational Needs

MI	Howard Gardner's Theory of Multiple Intelligences
NSC	National Senior Certificate
OBE	Outcome Based Education
PGCE	Post Graduate Certificate in Education
SA	South Africa
SMD	Social Model of Disability
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
TA	Teacher Assistant
UNESCO	United Nations Educational Scientific and Cultural Organisation

Chapter I

Introduction

1.1. Introduction and Background to the Problem

This study was undertaken at a time where there were mixed reports on the experiences of teachers on one side and implementation of the Inclusive Education (IE) policy in schools on the other. Whilst the study was conducted in Umlazi, south of Durban in KwaZulu-Natal (KZN), the reported problems are widespread across provinces, districts and schools in the country, thus making this particular research initiative a national asset with huge possibilities. The researcher chose Umlazi district because the location has the schools of interest (i.e. full service schools) that are at close proximity and there is a fully functional unit that deals with support of full service and special schools.

The purpose of the study therefore, was to go beyond the understanding of situational factors on the ground which only constituted the first part (i.e. the experiences of teachers). The second and major part of the study was to find workable solutions to these challenges. Whilst the policy is explicit on what Full Service Schools (FSSs) should do, FSSs on the other hand operate at different levels. Such existing variances were explored in this study. Furthermore, closing the gaps was central to this study. The apparent mismatch was the crux of this study. The researcher intended on adding value not only to unravelling challenges and mismatch on policy implementation vis-à-vis situational barriers at a school level, but precipitate a self-regulating mechanism into finding solutions to challenges. This approach is bound to assist in the race against time in support of FSSs and the implementation of the IE policy.

1.2. Literature Review

There is growing literature on the perceptions, attitudes, experiences, and policy development on IE (Allison, 2011; Bansal, 2013; Buford & Casey, 2012; Chhabra & Srivastava, 2010; Fish, 2008; Glazzard, 2011). The premise of inclusion has been based on, amongst others: the Education White Paper 6 (DoE, 2001b), the Salamanca Statement (1994), the Constitution of the Republic of South Africa (1996), the Bill of Rights (1996), the Draft Guidelines for the Implementation for

Inclusive Education (2002), the South African Schools Act (1996), and the Education for All framework (EFA). There is a developing acknowledgment that incorporating students with barriers to learning in mainstream education can furnish them with the chance to learn in natural, stimulating settings, which may likewise prompt increased recognition and valuation for diversity (Ajuwon, 2008).

The background for this study is based on the framework for creating an IE and training system as proposed in Education White Paper 6 (EWP6). IE is based on the principles of human rights and social justice for all learners. The EWP6 argues for the need to transform the entire education system in order to tackle barriers to learning and development that any learner might encounter in a life-long learning vocation. Its emphasis is on those groups of learners and students who have been, or continue to be disadvantaged in terms of educational provision.

In the Education White Paper 6: Special Needs Education- Building an Inclusive Education and Training System (EWP6) IE is defined as a system that recognizes that all children and youth can learn. It is a system that celebrates learner diversity and recognizes that learning takes place in different social contexts, including schools. Furthermore, it seeks to create education structures and methodologies that make it possible for schools to meet the needs of all, and to increase the participation of all learners in the culture and curricular of centres of learning (DoE, 2001b).

Ainscow and Miles (2009) assert that there is still confusion as to what IE means. In some countries, this term is still thought of as an approach to serving children with disabilities within general education settings. However, the aim of IE is to eliminate social exclusion that is a result of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. Hence, it begins from the belief that education is a basic human right and the basis for a more just society (UNESCO, 2001).

Similarly, the constitution of the Republic of South Africa (1996) proclaimed education as a basic human right for all. Before the 1994 democratic elections, education was structured on the premise of race and disability (Hay & Beyers as cited in Mayaba, 2010). The educational policies that were developed favoured the

apartheid government. Schools that accommodated white, disabled learners had many adequate resources, while schools for black disabled learners had a few if any.

Amongst other objectives of the inclusion policy, transforming special schools into resource centres and mainstream schools into FSSs was included (DoE, 2001b). Under the apartheid education system, education for learners who experienced learning difficulties and learners with disabilities was called special education. Learners who were educated under this system were called “learners with special education needs” (Savolainen, Engelbrecht, Nel & Malinen, 2012). This statement goes to show that by developing schools into full service institutions, we would not only be changing the terminology, but also pulling away from the stigma that such schools used to carry.

With the eagerness of maintaining a “good” school name, most schools in the townships now at entry level have selection procedures. These selections, as expected, would favour learners without any learning difficulties or barriers, thus leaving those with the latter to remain unassisted. The “no learner left behind” philosophy therefore is not fulfilled. Miles and Singal (2010) define Education for All (EFA) as an approach which stands for a worldwide dedication to ensure that every child and adult receives basic education of good quality. This dedication is based both on a human rights point of view, and on the generally held belief that education is central to individual well-being and national development. Therefore, quality education should not be a privilege to a few; it should be accessible to everyone.

In harmony with the researcher’s view, García-Huidobro and Corvalán (2009) stated that when schools are placed in a competitive relationship, the situation becomes more complicated and that reasoning no longer holds. The same study further stated that this is done in order to make the schools work easier, to gain more prestige. In the case of some religious schools, to assert the school’s “identity”, they can select pupils and expel those who present problems (i.e. those who need to repeat a grade or cannot meet the school’s achievement standards). Through this process, they secure the ablest in a given peer group, and steer clear of pupils with learning difficulties or behavioural problems.

Quality education is not only for those that are financially well off or those that are living without learning disabilities, but is for all citizens residing in a democratic

country. Therefore, refusal to admit individuals into certain learning institutions based on their limitations is a violation of their human right. García-Huidobro and Corvalán (2009, p. 240) indicated that “educational equality implies not only universal access to education, but also education that is of quality for all children”. This universal education for all does not necessarily mean identical education, but it does imply uniformity in terms of children’s schooling experiences, socialisation, and opportunities to acquire knowledge.

In conclusion, the review of the literature has revealed findings and viewpoints of various researchers about the experiences of teachers in FSSs. Variables like the years of teaching experience, training/qualification and contact with a disabled individual had been found to be the leading variables in studies about the teachers’ experiences in full service education.

1.3. Problem Statement

Although the concept of FSSs is not new, a number of schools in townships and rural areas have been operating as inclusive schools “by default” way before this concept was created. These schools are predominantly populated by black Africans, emanating from disadvantaged backgrounds. “FSSs can be defined as mainstream education institutions that provide quality education to all learners and students by supplying the full range of learning needs in an equitable manner. They should strive to achieve access, equity, quality and social justice in education” (DoE, 2010, pp. 7-11). Such schools were officiated by the Department of Education (DoE) to provide education that is of quality to everyone irrespective of their race, culture, religion, gender, ability, and socio-economic background.

The researcher was motivated to find out about the primary school teachers’ experiences in FSSs. These schools are actively operating in some parts of the KZN province, but in other parts, little or no progress has been achieved. The researcher was also curious in finding out if there are any attributes which might be influencing these experiences. The teachers’ lack of experience can prevent IE from being implemented with success (Dada & Alant, 2001). This alone proves that teachers are the backbone of such an implementation. In order for a unitary strategy to be a

success, teachers need to step up. Their experiences should be considered as crucial in implementing the inclusion policy because many factors relate to them.

This study attempted to answer the following research questions:

1.3.1. What are the experiences of primary school teachers in full service schools?

1.3.2. Is there any relationship between the teachers' experiences in full service primary schools and the variables of interest?

1.3.2.1. Gender

1.3.2.2. Age

1.3.2.3. Qualification

1.3.2.4. Race

1.3.2.5. Teaching experience

1.4. Objectives of the Study

The objectives of the study were:

1.4.1 To determine the nature of experiences of primary school teachers in full service schools.

1.4.2. To establish if there is any relationship between the teachers' experiences in full service primary schools and the variables of interest:

1.4.2.1. Gender

1.4.2.2. Age

1.4.2.3. Qualification

1.4.2.4. Race

1.4.2.5. Teaching experience

1.5. Operational Definition of Terms

1.5.1. Full Service Schools

In the current study, the concept "full service school" shall mean, schools that cater for every learner regardless of their gender orientation, racial grouping, ethnicity, socio-economic background, and ability/disability. It is a school that strives to provide

quality education by providing the skills to teachers and parents and ensuring that all stakeholders play their roles. Unlike “inclusive schools”, full service schools were officially designated by the Department of Education to provide a wide range of skills to both learners and teachers. These kinds of schools are designed by curriculum and infrastructure to cater for learners with different abilities.

1.5.2. Inclusive Education

In the context of this study, the concept “inclusive education” means, an educational system that promotes integration of all learners regardless of their differences. Inclusive education values individual differences and believes that every child has a valuable skill and is an equal member of the society. In contrast to being taught separately, inclusive institutions integrate learners.

1.5.3. Teacher/Educator

In this study, the term “teacher/educator” refers to an individual who assists others to gain knowledge, competencies or values. Informally, the role of teacher may be taken on by anyone. However, in this particular study, a teacher will be someone who has undergone professional or formal training to teach.

1.5.4. Experience

In the current study, the concept “experience” shall mean, the knowledge and/or skill that one has gained through doing something for a period of time.

1.5.5. Primary School

A school that is comprising classes from grade R to grade 7 will be referred to as a primary school in this study.

1.6. Intended Contribution to the Body of Knowledge

A number of studies on inclusive education (IE), locally and internationally are contextualised in rural areas (McGhie-Richmond, Irvine, Loreman, Cizman, & Lupart, 2013; Mitchell, De Lange & Thuy, 2008; Meng, 2008). These areas are highly disadvantaged and one would understand why most studies are conducted there. However, numerous social issues affect those that are based in townships. For instance, the high level of crime, drug abuse and underage prostitution. IE is not only

limited to disability and social class, but also includes social exclusion as well. Hence the above mentioned are some of the issues that are as a result of social exclusion.

Furthermore, the research findings of the current study will reveal the lived experiences of primary school teachers in FSSs. It will also indicate if there is any correlation between the teachers' experiences and the variables of interest, which will in turn assist in policy development and the preparation of educators for teaching in FSSs. The researcher was also hoping to expand the body of knowledge by providing the DoE with shortcomings in the implementation of full service education.

1.7. Research Methodology

Mixed methods (i.e. both qualitative and quantitative methods) were adopted for data collection and analysis.

1.7.1. Description and selection of participants

A Descriptive Research Design (field study) was used in this study. This research design determines the nature of how things are. The researcher chose this design because it does not involve changing or modifying the situation under investigation. It enabled the participants to describe their experiences in FSSs (Leedy & Ormrod, 2005).

Most studies have used random sampling and purposeful sampling techniques. The researcher also used purposive sampling to select participants. This technique involves collecting data from well informed participants about the phenomena under investigation (Struwig & Stead, 2001). A total of six schools in KZN, Umlazi district were used in this study (i.e. full service schools). A total of 63 teachers were recruited for participation.

Data were collected by means of a questionnaire. Participating teachers answered a series of questions in relation to the areas covered in the aims of the study. Many researchers in the field of teachers' experiences towards inclusion have used the Likert-type inventory in attempting to ascertain the extent to which respondents agree or disagree with the general concept of integration with regards to a range of disabling conditions.

A personal information form that covers the variables of interest was attached to the questionnaire. Dörnyei (2007) defined questionnaires as any written instruments that represents respondents with a series of questions or statements of which they are to react either by writing out their answers or selecting amongst existing answers.

Each item on the questionnaire is scaled on a range of 1-5, where 1 relates to “strongly agree” and 5 relates to “strongly disagree”. Procedures were left open in order to allow Statistical Programs for the Social Sciences (SPSS) software to analyse data.

1.7.2. Description of procedures

Participants for the study were primary school teachers. They were recruited from six FSSs in KZN, Umlazi district. The researcher approached these schools and sought permission to undertake the study from the school principals. After permission was granted, the researcher made appointments with the teachers. Two days were dedicated to each school.

For each school, during the first day the researcher explained to the teachers the rationale of the study, tackled issues of informed consent forms and distribution of questionnaires. The second day was designated for collecting questionnaires and debriefing. The second day was also allocated for focus group interviews, whereby the researcher queried the respondents about the reasons behind their sentiments about FSSs and what they think should be done in order to improve the policy of IE.

1.8. Ethical Considerations

A written letter seeking permission to be part of the study was given to the participants. Participants were informed that the data collected from them would be treated with high levels of confidentiality. They were informed about their right to withdraw from participation should they feel uncomfortable at any time during the course of the study. The participants also signed informed consent forms before they could participate in the study. Confidentiality and anonymity of the participants was maintained throughout the study. Ethical clearance for this study was applied for at the university and the DoE. Both the University of Zululand and DoE gave the researcher permission to conduct research in KZN schools. Hence, the study was only conducted once ethical clearance was granted.

1.9. Project Management Issues

1.9.1. Resources

The researcher required a laptop and office space to conduct the research. Additional costs covered:

- Printing of informed consent forms and questionnaires for research participants
- Transport to the DoE offices and schools around Umlazi district
- Tape recorder for focus group interviews
- Editing and binding of the completed dissertation

The above mentioned costs were borne by the researcher.

1.9.2. Intellectual property and innovation

The intellectual property rights are for the researcher as an owner and for the university as a sponsor.

1.9.3. Harvesting the research

It is hoped that the findings of the study will be presented to the DoE and some parts will be published in accredited journals.

1.9.4. Personal interests and qualifications

The research contributed to my Master's degree qualification as part of the coursework.

1.10. The Organisation of the Study

Chapter I provides an introduction and explanation, problem statement (research questions, motivation, and intended contribution to the body of knowledge, knowledge dissemination and operational definitions of terms) as well as the aims of the study.

Chapter II reviews the literature on the experiences of the primary school teachers in FSSs, and also gives an appraisal on what previous studies have found around the research topic.

Chapter III focuses on the research design, sampling design, research instrument used, scoring, data analysis (tools that were used and the reasons behind using them), descriptive procedures and ethical considerations.

Chapter IV provides the presentation of data, analysis and discussion of the research findings.

Chapter V focuses on the summary of the findings and evaluation as well as the recommendations for future studies.

Chapter II

Literature Review

2.1. Introduction

The literature that is reviewed in this study focuses on the theoretical background of the study, teachers' experiences in Full Service Schools (FSSs) and the variables that might be related to their experiences. Experience is essential, but it is not sufficient in attaining the goals of inclusion; profound theoretical knowledge is also necessary. There are a number of different theories based on how people experience phenomena. However, in the current study, the researcher has reviewed the Social Model of Disability, Howard Gardner's theory of Multiple Intelligences, and Bronfenbrenner's Ecological Systems Theory.

This chapter reviews literature that is pertinent to the current study, taking a look at the development of the Education White Paper 6 (EWP6) since its conception. It also views local and international studies of Inclusive Education (IE) and their findings with regards to experiences of teachers within IE. Nevertheless, there is greater emphasis particularly on the experiences of full service teachers within Southern Africa. This chapter also discusses issues relating to inclusive enactment and strategies that support inclusion. The part likewise takes a look at a few speculations that educated the move from a binary arrangement of training to a unitary arrangement of teaching.

2.2. Theoretical Background

Theoretical frameworks are used in research to connect the parts and provide a lens through which to view the study. This lens or theoretical perspective can help one to understand certain aspects of the phenomenon as well as conceal other aspects (Anfara & Mertz, 2014). Several theories, enunciated below have shaped the current study; they have provided scientific justification to this study. They have shown that the study under investigation is not just mere speculations, but that it is both grounded in and based on scientific theories. The current study was informed by the Social Model of Disability, the Theory of Multiple Intelligences and the Ecological System's Theory. The researcher has chosen the above mentioned theories as they have paved the way in IE studies. Grant and Osanloo (2014) indicated that a

theoretical framework serves as the guide on which to build and support your study, and also provides the structure to define how you will philosophically, epistemologically, methodologically and analytically approach the dissertation as a whole (p. 13).

2.2.1. Social Model of Disability (SMD)

It cannot be overemphasized that teachers are an important piece of the inclusion policy puzzle. Therefore, their attitudes towards the policy cannot be overlooked. Avramidis and Norwich (2002) investigated the factors that might impact upon teacher acceptance of the inclusion principle. Their findings indicated that teachers although positive towards the general philosophy of inclusive education, do not share a total inclusion approach to special education provision. Instead, as the findings indicate, teachers hold differing attitudes about school placements, based largely upon the student's disabilities. Teachers are more willing to include students with mild disabilities or physical or sensory impairments than students with more complex needs.

The idea behind the Social Model of Disability (SMD) stemmed from the Fundamental Principles of Disability document first published in the mid-1970s which argued that we were not disabled by our impairments, but by the disabling barriers we faced in society (Oliver, 2013). This statement goes to show that, the biggest challenge that the disabled individuals face is not their disability, but the way in which the society perceives them. In a study conducted by Watson (2002) about disabled people's notions of their self-identity, it was found that a number of the participants do not see themselves as disabled and do not identify as disabled people.

Social exclusion of the disabled in various domains of human life has created politicization within and amongst activists of those that are disabled. Historically, the prevailing view of individuals with impairment was that their life was a misfortune. This was evident, and still is among service providers (e.g. teachers and employers), policy makers and the general public. The focus on individual, functional limitations effectively legitimated the wide-ranging inequalities and exclusion from mainstream society experiences by people with impairments. These individuals with impairments have also been viewed as people who rely on medication, rehabilitation, and are

dependent on family and friends. Therefore, the disabled person was regarded in society and by society as a helpless victim (Barnes & Mercer, 2005).

This model is relevant to the current study in particular because its premise is based on how society treats or perceives people with impairments. Likewise, this also applies to the African context, where there are still a lot of superstitions about disability or people living with disability. Historically, individuals with disabilities were completely excluded by some cultures, in others they were pariahs, while in some they were treated as economic liabilities and unwillingly kept alive by their families. In some settings, persons with disabilities were tolerated and treated in incidental ways, while in other cultures they were given respected status and permitted to participate to the fullest extent of their capability (Munyi, 2012).

A number of disability studies undertaken in African countries like Ghana, Tanzania, Kenya and Zimbabwe revealed that a lot of Africans still perceive disability as a curse, punishment from God, witchcraft, and/or a sign of anger from the ancestors amongst others (Adera & Asimeng-Boahene, 2011; Machingura, 2012; Mukuria & Korir, 2006; Stone-MacDonald, 2012). South Africa also has some cultures that still hold such beliefs. Therefore, the SMD covers aspects that are not foreign to the context of this particular study. Its discourse on how society ridicules, victimises, and sometimes ill-treats people with disabilities marries with the African discourse about disability.

In the same vein, Moore and Slee (2012) stated that the common narrative amongst the members of most communities, particularly the African and some religious communities, is that disability is viewed as a curse or some form of punishment from God or evidence of punishment from the ancestors. When people fear or dislike the disabled, they usually view their impairment as God's punishment for the parent's sins. Therefore, they are ridiculed or institutionalized. The same study further went on to claim that individuals with disability are viewed as being in need of charity. Medically, they were reported to be viewed as a consequence of a disordered individual pathology, therefore needing intervention and treatment in order to be cured or "normalized".

Stereotypically, people learn and gain knowledge by referring to expert findings, medical inventions, religious statements and instillation of cultural beliefs (Moore & Slee, 2012). We cannot continue to turn a blind eye on the generic beliefs of people about disability. Despite westernization and people becoming learned, there still are some preconceived ideas or myths about disability. These ideas can affect professional objectivity in dealing with individuals who are disabled. Stone-MacDonald (2012) alluded to the beliefs about the etiology of disability, perceptions toward people with disabilities, treatment of people with disabilities, and issues of dialect regarding disability. The mentioned study revealed that participants believed that disability is a result of God's punishment for bad deeds in one's past life and one lives a second life of suffering. Although participants in the study acknowledged the medical models and how genetics or difficulty in childbirth and pregnancy can cause disabilities, they did, however, explain that the reason the medical situation may have occurred was related to witchcraft, a curse, a punishment from God, or it is part of God's plan. Furthermore, the same study indicated that it is possible that the disability occurred from witchcraft or a curse, which has nothing to do with God's plan.

One of the major strengths of the SMD as indicated by Shakespeare (2006) is that it has been effective psychologically in enhancing the self-esteem of disabled people and building a positive feeling of collective identity. In many accounts, individuals with disabilities feel that they are to blame. Language such as "invalid", for example, perpetuates a sense of personal deficit and failure. Similarly, a study by Naami and Hayashi (2012) revealed that many people view persons with disabilities as "weak" and not accountable for their own behaviours. Such discourse can have a major impact on a disabled person's self-perception and psychology. Hence, a model like the SMD advocates against such maladaptive thoughts. Furthermore, lack of self-esteem and self-confidence is a major challenge to disabled people participating in society. The SMD has the ability to change the perception of people living with disability. It moves the problem of disability from the individual, to the barriers and attitudes which disable him/her. It is not the disabled person who is at fault, but society. Meaning he/she does not have to change, but society does.

Conclusively, the SMD advocates for people living with impairments to be treated and acknowledged as equal citizens that have valuable skills and contributions within the society. It asserts that their biggest challenge is not in actual fact their physical, mental, and/or emotional barriers, but the reception the community provides them. The reception of pity, incapability and dependence. Therefore, arguably, should the community change their views about disability, hopefully their views about inclusive education would have changed too. According to Samaha (2007), the SMD is a proposed definition of disability that is linked to human disadvantage. Further, this model moves underlying responsibility for disadvantage from physically and mentally impaired individuals to the architectural, social and economic environment. The same author further observes that this model was derived based on its opposition to disability being attributed to tragedy, curse, and/or sin. The SMD redirects attention to the environment surrounding an impaired individual.

2.2.2. Howard Gardner's Theory of Multiple Intelligences (MI)

While scholastic performance is important for academic achievement, it is not a means to an end. The EWP6 (2001) acknowledges 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. The inclusion policy advocates for empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning. This vision is aligned with Howard Gardner's theory of Multiple Intelligences.

The Multiple Intelligences Theory (MI) proposed by Howard Gardner, posits that individuals possess eight relatively autonomous intelligences. Gardner indicated that people draw on the intelligences mentioned hereunder, individually and cooperatively, to create products and solve problems that are relevant to the societies in which they live (Davis, Christodoulou, Seider & Gardner, 2011). Hence, Gardner defines intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural settings (Gardner, 1989 as cited in Brualdi, 1996). The eight intelligences are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence and intrapersonal intelligence. However, according to Gardner, only two intelligences (i.e. linguistic and logical

mathematical intelligences) have been valued and tested for in modern schools. These intelligences have been viewed as academic or scholastic intelligences. Nonetheless, the MI theory represents a departure from the traditional conceptions of intelligence (Davis et al., 2011).

Firstly, intelligences that have been viewed as academic intelligences (linguistic and logical-mathematics) will be explained. According to Brualdi (1996), *linguistic intelligence* involves having a mastery of language. This intelligence includes the ability to effectively manipulate language and to express oneself rhetorically or poetically. Linguistic intelligence allows one to use language to remember information. It is also the potential to use language as used in reading, writing, memorizing stories and thinking in words (Denig, 2004).

Logical-mathematical intelligence consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking (Brualdi, 1996). It is the capacity to recognize patterns, work with abstract symbols, and discern relationships or see connections between separate and distinct pieces of information (Stanford, 2003).

An explication of the two intelligences perceived as personal intelligences (intrapersonal and interpersonal) will now follow. *Interpersonal intelligence* can be defined as the ability to work cooperatively with others in a small group, as well as the ability to communicate verbally and non-verbally with other people (Stanford, 2003). This intelligence can be used in understanding people, leading and organizing others, communicating, resolving conflicts, and selling (Denig, 2004). Moreover, it is an ability to recognize and understand other people's moods, desires, motivations, and intentions (Davis et al., 2011).

Stanford (2003) defined *intrapersonal intelligence* as the internal aspects of the self, such as knowledge of feelings, range of emotional responses, thinking processes, self-reflection, and a sense of intuition about spiritual realities. It can also be understood as the potential for understanding ourselves, as used in understanding self, recognizing one's own strengths and weaknesses, and setting personal goals (Denig, 2004).

The last four that will be elucidated upon have been associated with the arts (spatial, musical, bodily-kinesthetic, and naturalistic). *Spatial intelligence* gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains. Hence, Gardner notes that spatial intelligence is also formed in blind children (Bruialdi, 1996). An assertion is made that this intelligence is the potential for representing the spatial world internally in one's mind as used in reading maps and charts, drawing, solving mazes and puzzles, imagining and visualizing (Denig, 2004).

Musical intelligence is the potential for thinking in music; for hearing, recognizing, and remembering patterns, as used in singing, identifying sounds, and in remembering melodies and rhythms (Denig, 2004). It is an ability to produce, remember and make meaning of different patterns of sound (Davis et al., 2011).

Bodily-kinesthetic intelligence is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activity are unrelated (Bruialdi, 1996). Individuals with this kind of intelligence have the potential for using their whole body or parts of the body, as used in athletics, dancing, acting, crafting and using tools (Denig, 2004).

Lastly, *naturalistic intelligence* is the ability to recognize patterns in nature and classify objects, the mastery of taxonomy, sensitivity to other features of the natural world, and an understanding of different species (Stanford, 2003). According to Davis et al. (2011), people with this type of intelligence possess the ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.

The EWP6 (2001) contends that all individuals have the ability to learn. Similarly, Howard Gardner's MI theory reveals that although some children may not be linguistically or mathematically intelligent, they may thrive in other spheres such as those associated with arts. Understanding this, teachers can begin to accept all learners within their classrooms and promote their individualistic strengths.

Therefore, this calls for an acknowledgement from the educators that students with different intelligences cannot be taught the same way.

In a study of MI and learning styles, Denig (2004) compares the theories of MI and learning styles to suggest ways that teachers using a combination of both theories may be able to improve student learning over the range of intelligences. As previously mentioned, intelligence can be defined as the biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture (Gardner as cited in Denig, 2004). On the other hand, Denig (2004) defines learning styles as the way in which each person begins to concentrate on, process, internalize, and remember new and difficult academic content. The two ideas while dissimilar are not battling ideas, and they cooperate to add to learning.

In addition to the MI theory, the Dunn and Dunn Learning Style Model can shed light into how children learn. This model comprises twenty-one elements of learning styles. These elements can be classified into environmental, emotional, sociological, physiological and psychological variables. Furthermore, this model is evidence that the traditional ways of teaching are sometimes ineffectual. The subsequent section outlines these elements (Dunn & Griggs, 2003).

Firstly, the environmental variable is composed of four elements, which are: sound, light, temperature and design. With regards to sound, some learners require absolute silence to learn, while others do best with music or other sound in the background. In terms of light, some learners require bright settings to concentrate, whereas others require a softer and perhaps more focused light. Temperature wise, some learners require warmth, whereas others require a cooler environment while concentrating on new and difficult academic knowledge or skills. Lastly, with regards to design, some prefer more formal seating (e.g. hard chairs), whereas others prefer casual, informal seating (e.g. sofa) (Denig, 2004).

Secondly, the emotional variable is also composed of four elements, namely: motivation, persistence, responsibility and structure. Looking at the motivation element, some learners are eager to begin learning something new or difficult,

whereas others need to be challenged by someone else to begin. Persistent learners remain focused on an academic task until it has been accomplished, whereas feeble ones need to be reminded to complete the task at hand. Within the element of responsibility, some learners do what is required, whereas others do the opposite of what they are supposed to do. Lastly, with regards to structure, some rely on the directives of teachers or peers to provide structure to a task, whereas others determine their own structure for completing a task (Denning, 2004).

Thirdly, the sociological variable is composed of six elements, which are: self, pair, peers, team, adult and varied. Considering the self-element, Dunn and Griggs (2003) indicated that thirteen percent of students, often the gifted, perform best when studying alone. On the other hand, some prefer to work in pairs with a peer. Others like to study with a group of peers. There are also those who would rather work within a team, inclusive of a large group of peers. Furthermore, some see the assistance of an adult. Lastly, the varied element indicates that some learners function in varied ways, whereas others learn best in a single pattern (Denning, 2004).

Fourthly, the physiological variable, which contains four elements. Perceptual, intake, time, and mobility are elements that can be found within the physiological variable. Perceptually, some students learn best by hearing (auditory) complex material, others by reading or seeing it (visual), others when able to manipulate items with their hands (tactual, as when doodling or taking notes), and others learn most effectively when moving while they are concentrating (kinesthetically, such as tapping their feet or walking). With regards to intake, some students require a drink or something to eat whilst studying, whereas others ignore drinks or food when focusing on new and difficult material. Based on time, some prefer to concentrate in the morning, others in the afternoon, and some at night. Lastly, in terms of mobility, some sit and concentrate for long periods of time without much movement, others require the ability to move about (Denning, 2004).

Finally, is the psychological variable. This variable has three elements, namely: global-analytic processors, hemisphericity and impulsive-reflective. Global processors learn best through an initial overview of the content or concept to develop an understanding of how the content relates to them before they can focus on the

facts related to it. They then focus on the related facts. Analytics learn facts in a step-by-step sequence, gradually building to increased understandings by first examining the facts and then building toward an understanding of the concept (Dunn & Griggs, 2003). With regards to hemisphericity, some learners tend to employ a right side of the brain style, whereas others use a left-side pattern when concentrating on new information. Lastly, looking at impulsive-reflection, some learners reach conclusions by going through a thorough process, whereas others reach conclusion quickly and have little fear of failure (Denning, 2004).

Drawing from the MI theory, teachers can acknowledge that students learn differently, therefore instruction delivery and teaching strategies have to be different. “They have to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in classrooms” (Stanford, 2003, pp. 80-85). The MI theory can assist not only teachers, but all stakeholders in attempts of the achievement of IE. This theory can perhaps change negative perceptions of disability as it defines intelligence out of the norm. Conceivably, some parents can even begin to accept their children’s limitations in light of the fact that they possess other intelligences that are as important as linguistic and logical intelligences. Moreover, students experiencing learning barriers can begin to feel a sense of belonging when their individualistic strengths are also embraced.

2.2.3. Bronfenbrenner’s Ecological Systems Theory

The Ecological Systems Theory views a child’s development within the context of the relationships that form his/her environment. Bronfenbrenner’s theory defines these systems as layers, each having an impact on the child’s development. *“The interaction between factors in the child’s maturing biology, his immediate family/community environment, and the societal landscape that fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers”* (Ryan, 2001, p.1). Therefore, to study a child, Bronfenbrenner suggests that one must look not only at the child and his immediate environment, but also the interaction of the larger environment as well.

IE is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures

(EWP6, 2001). Bronfenbrenner mentions the context as an important component of his theory. The context can be defined as multiple venues modifying the proximal processes, which include environments that the child is in constant interaction. This interaction may be physical, social or economic (Krishnan, 2010). The context comprises four distinct concentric systems (i.e. microsystem, mesosystem, exosystem, and macrosystem). These systems each have either direct or indirect influence on the child's development.

According to Krishnan (2010), the *microsystem*, which is the first layer, is the one that is closest to the child and is in direct contact with. This system consists of contexts such as family, playmates, school and the neighborhood. It has the most immediate and earliest impact on the child as the child's family can influence the behavior of the child. Factors like nutrition, parenting style, parent's health and demographic and socioeconomic status may be included. In a participatory study by Mitchell, De Lange and Thuy (2008), a case of child-headed families was mentioned. It was noted that students sometimes perform poorly in their academic work due to pressing family background issues. This leads to a chain of unfortunate outcomes such as malnutrition as a result of poverty, school dropout in search for piece jobs, and even possibly resorting to drugs in order to escape from the hard realities of life.

The attempt to comprehend the notion of inclusion cannot be isolated from the social context of the child (i.e. the community and the family). Odom and Wolery (2003) stated that an essential belief of early intervention/early childhood special education (EI/ECSE) is that families and homes are primary nurturing environments for children with disabilities. The assumption is that children with disabilities who live with their families and participate in community life are more likely to be similar to their siblings and their peers without disabilities than if they lived in a facility with only individuals who have disabilities.

The second layer is the *mesosystem*, which contains the microsystem. The mesosystem focuses on the connections between two or more systems such as home, playmate settings and school. For instance, what happens in the home in which the child lives, can influence what happens in school or the playground. Vice versa, what happens in school and or the playground can influence interactions at

home. Therefore, a parent and teacher's collaborative involvement in the child's education will result in mesosystem functioning (Krishnan, 2010).

The third layer is the *exosystem*. This layer impacts on a child's development, although the child does not directly encounter the system. This system contains micro and meso systems, thus impacts the well-being of all those who come into contact with the child. Therefore, the policies that are made at a wider level can also indirectly impact the child. For instance, a parent's work shift can influence the proximal processes that occur and consequently the development of the child. The parent's busy work schedule can also result in the parent not attending school meetings, therefore leading the parent to have limited interaction with the teachers. This could also influence a child's development adversely (Krishnan, 2010).

Thus, for optimal child development, more knowledgeable figures are required in a child's life, in this case parents and teachers. Vygotsky's theory of cognitive development outlines the Zone of Proximal Development (ZPD). Townsend, O'Neill, Swartz, De la Rey, and Duncan (2016) define the ZPD as the hypothetical space within which the social (caregivers, teachers) and the individual (the child) interact. It is the difference between what a learner can do without and what he/she can do with help. An important assertion was made that the support given to a child gradually decreases as the child masters the task. Children can acquire the mastery of a task by being scaffolded.

The *macrosystem* is the outmost context layer. This system influences all lower layers of the ecosystem. Facets of this system that influence other lower layers include cultural characteristics, political upheaval, or economic disruption, all of which can collectively shape development of the child. For example, cultures that have more liberal divorce laws are more likely to have more single parent families. This, as a result, would affect income and hinder opportunities that may have been available to the child (e.g. participation in extra mural activities).

With regards to inclusive education, much research has focused on the attitudes and perceptions of teachers only. Overlooking the fact that the success of the policy is based on the premise that all parts work collaboratively, that is including parents/or

caregivers. Algood, Harris & Hong (2013) examined parenting success and challenges for families of children with disabilities using the ecological approach. While many studies investigate risk factors for negative parenting amongst parents and caregivers of children with disabilities, the above study states that successes occur when proper supports are in place in all systems and are culturally sensitive to the needs of the child and family.

The Ecological System's Theory asserts that all stakeholders have to be on board for the proposed policy to be successful. A holistic approach needs to be adopted for optimal psycho-social development of children. The difficulty of the interactions between the systems is overwhelming, but persuades epidemiologists, social scientists and psychologists to better utilize factors that impact on children's health and well-being. It signifies a starting point for thinking about integrated service models and in general, community health.

When students with and without disabilities are integrated, an instillation of impartiality is made. There are overlaps between Bronfenbrenner's theory and other Social Learning theories. The Ecological Systems theory has some bearing on the works of Albert Bandura and Lev Vygostky in that the environment is either explicitly or implicitly considered as a primary mechanism in children's development (Krishnan, 2010). Allowing all children to interact at home and in the community will result in children viewing difference as "normal". However, separating them, socially excludes the socioeconomically deprived, the disabled and the ones experiencing learning barriers amongst others.

2.3. Experiences of Teachers in Full Service Schools

Acceptance of the phenomenon of inclusion appears not only to be an issue for the DoE officials, but also a self-introspective process. The policy has been drawn, but the execution appears to be a steep hill. It looks somewhat unattainable. This draws back to the issues of experience in such schools. This section draws on literature on teachers who have directly experienced inclusion.

At times teachers who are faced with a diversity of learners seem to develop their own coping mechanisms and their own teaching strategies. O'Donoghue and

Chalmers (2000) investigated how teachers manage their work in inclusive classrooms. The aim of the study was to develop applicable theory regarding how teachers manage their classroom work when they are placed in the position of having a student with a severe or profound intellectual disability included in their class. The result was the theory of selective adaptation. The same study defined selective adaptation as selectively adapting aspects of their normal practice to the inclusive classroom. This study highlights the importance of developing over and above one's training, a guide on how to be a competent full service teacher.

Swart, Engelbrecht, Eloff and Pettipher (2002) presented a comparative analysis of the findings of three independent studies that aimed at identifying and describing teachers' attitudes to and experiences in implementing IE in SA. The main themes identified in this study included inadequate knowledge, skills and training for the implementation of IE; lack of educational and teacher support; insufficient facilities and resources and the potential effects of IE on learners.

Similarly, Mayaba (2008) established that most educators have negative attitudes, experiences and perceptions of IE because they are not receiving adequate support and appropriate resources for the successful implementation of IE. Furthermore, the findings of the same study revealed they had negative experiences within FSSs because they have not been trained in inclusive and special education. Along these lines, the teachers felt inept and they felt that they cannot fittingly serve the learners with boundaries to learning. This study aimed at investigating the educators' perceptions and experiences of IE in selected Pietermaritzburg schools in KZN.

Policies tend to bring about mixed feelings, which are; enthusiasm amongst advocates of change, or doubt and anxiety amongst teachers expected to implement them. A study in a selected district in KZN sought to establish the progress of inclusive education. Findings on this study indicated that teachers had limited experiences of IE and limited understandings of what it entails in SA. As a result, most teachers felt inadequately prepared to implement it (Ntombela, 2011).

A similar review showed that when new arrangements must be executed in schools, many individuals disregard how the instructors at the schools feel. It is accepted that they are qualified teachers, they will have the capacity to deal with whatever is

anticipated from them. Ntombela (2011) brings up that this suspicion is not generally genuine, particularly if teachers are relied upon to execute new things that they have not been already presented to.

Furthermore, a participatory study by Mitchell, De Lange & Thuy (2008) which explored IE in a selected rural area in South Africa had objections in the process of policy making in the DoE. This review took on the action research approach, whereby there was an unfolding of what really transpires in schools and classrooms routinely. These schools are dominated by students that are marginalized. They come from child-headed families, they are impoverished and they are infected and affected by the HIV/AIDS pandemic. These are challenges that teachers even in the regular schools face. They are relied upon to assume numerous roles that disrupt actual teaching.

The discourse of the implementation of inclusion locally and internationally seems to have sole focus on disability and barriers to learning only. There is limited research on socially excluded pupils, that is, exclusion from rights and privileges of a “just and fair” social system due to poor socio-economic backgrounds. The EWP6 (2001) defines IE as acknowledging that all children and youth can learn and that they all need support. It further states that it is acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.

The main objective of the study was to investigate the teachers’ experiences in FSPSs. Drawing from the above discussion, one can observe that a greater number of teachers feel unprepared to teach in FSSs. Some are partially open to the idea of inclusion as long as children with disabilities within the school have mild disabilities.

2.4. Experiences of Teachers in Relation to Gender

Typically, female teachers are expected to have better experiences in early childhood education as a result of gender stereotypes. This is supported by Sargent (2005) in a study entitled, “The gendering of men in early childhood education (ECE)”. This study found that ECE is gendered regarding the symbols in frequent

use, the differential structural location of women and men, the internal mental work of individuals and the interactions among individuals.

Therefore, rather than performing out a complicit masculinity and appreciating a portion of the perquisites and benefits of hegemonic men, as different researchers have recommended, this venture exhibits that the men are endeavoring to live subordinate masculinities that could challenge conventional sexual orientation relations. Their endeavors are, in any case, impeded by the sexual orientation regime installed in the occupational structure (Sargent, 2005). Since teaching has dependably been seen as a female calling, the generalizations alone make encounters of male educators in schools where students require additional care to be troublesome.

As far as the gender variable, the discoveries of Bansal (2013) additionally showed that female educators have more experience in inclusive education when contrasted with their male colleagues. The discoveries of Zulu (2009) were in agreement with those of Bansal (2013) as she found that there are certain kinds of disabilities that cannot be taken care of by males. An example of foundation phase learners who frequently cry and relieve themselves in class and need the consideration of a female teacher was made.

With the above being said, female educators were reported to encounter larger amounts of stress and higher job dissatisfaction that for the most part come from the negative conditions in the classroom and the students' conduct and additionally work-family interface (Antoniou, Polychroni & Vlachakis, 2006)

The absence of qualified specialized curriculum educators debilitates the nature of training that students with learning and physical incapacities acquire. Billingsley (2004) asserts that attrition has an impact in the teacher shortage problem, and attempts to improve retention must be informed by an understanding of the factors that contribute to attrition. In particular, the author provided a thematic analysis of studies which researched factors that contribute to special education teacher attrition and retention. One of the major themes was teacher characteristics and personal factors.

The connection between gender and attrition has been incorporated into a few special education studies, and discoveries have been blended. Boe, Bobbitt, and

Cook (1997) did not discover a link between gender and attrition for a national sample of general and special education teachers. In addition, no connection between gender and turnover was found in national studies of attrition and intent to leave (Miller, Brownell, & Smith, 1999). Nonetheless, in an investigation of urban special school educators, Morvant and Gersten (1995) found that male educators will probably demonstrate intention to leave. These reviews demonstrate inconsistencies which might be as a result of different data collection methods or areas of delimitation.

2.5. Experiences of Teachers in Relation to Age

There is dearth in literature concerning the age variable in teaching experience. However, Antoniou et al. (2006) established that younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they receive from the government.

In contrast, Zabel and Zabel (2001) found that teachers' age, amount of special education experience, and amount of preparation have markedly increased since the proposal of inclusive education. Another major finding was that age, experience, certification status and preparation are not as significantly related to the experience of professional burnout as in the past, although older, more experienced teachers do appear to find more personal accomplishment in their work.

A similar review indicated that interpretations related to changes in the delivery of special education services, increased preparation to reduce stress and ameliorate burnout, and greater availability of collegial support are identified as possible influential factors. Implications of these findings for pre-service and in-service preparation support and mentoring as well as the supply of special educators are suggested (Zabel & Zabel, 2001).

2.6. Experiences of Teachers in Relation to Qualification

The discourse about teacher pre-service training is one that is monumental. The IE policy has been drawn with a vague plan of how regular school teachers and former special school teacher's qualifications will be merged in order to attain the stipulated objectives of full service schooling. This is a cause for concern as literature has indicated a negative attitude towards the establishment of FSSs. One can imagine the negative attitudes are in part caused by the lack of confidence that the teachers have due to special education qualification or none thereof. Therefore, education policy makers should fill in the gaps and explicitly address how teachers are going to be prepared for the implementation of such a policy.

These are not unusual reactions to the introduction of a new policy. Experience in other countries around the world has taught us that teachers and all of the role players in the education system need to understand and support a new policy in order to put it into practice successfully. For this reason, one of the biggest challenges of preparing teachers for IE is to help them to understand what it is, and how to put it into practice in their own classrooms and schools. This is why it is important to train and develop teachers to prepare them properly for inclusive education (Swart et al., 2002).

Various reviews on the attitudes of educators towards IE uncover that educators are as yet not guaranteed about the possibility of incorporation; accordingly, they hold negative sentiments towards full administration instruction. On their discoveries (de Boer, Pijl, & Minnaert, 2011; Forlin & Chambers, 2011; Rakap & Kaczmarek, 2010) reasoned that educators hold contrasting sentiments towards inclusive education. Although some may respond emphatically towards the thought yet with regards to the real usage, this is a progression all together.

An investigation of educator readiness and status for IE was made by Forlin and Chambers (2011). The review found that expanding information about enactment and approach identified with incorporation, and enhancing levels of trust in comprehension and showing learners with various capacities and necessities did not similarly address their worries or saw worry, about having learners with handicaps in their classes.

Furthermore, in a study conducted by Jelas (2010) on learner diversity and IE, it was sought to argue for a new paradigm for the preparation of teachers in Malaysia. The discussion on the study focused on the need for the educators of teachers of both regular and special education to develop a “whole-faculty approach” (i.e. the expertise of special and general education blended). This would suggest a facilitation of an inclusive pre-service teacher education curriculum that would be embedded across all discipline areas.

2.7. Experiences of Teachers in Relation to Race

The dearth of literature with regards to the teachers’ experiences in FSSs in relation to race might be a significant shortcoming in the literature about IE. Johnson-Bailey (2002) refers to the race variable as the “unspoken variable”. The same study asserts that this variable matters. Similarly, the researcher of the current study argues that the race variable matters as it formed a major part in the design of the IE policy in the first instance. Naicker (2005) mentioned that the history of SA special education provision, and education support services, like all other aspects of South African life during the colonial and apartheid eras, was largely influenced by economic inequalities in terms of race.

IE was created amongst other objectives, to close the gap of education inequality amongst people due to skin colour. As mentioned in the introductory chapter, special education came with the apartheid education system. This educational system favoured the former “Model C” schools which were dominated by the whites. The researcher believes that finding out about the experiences of teachers within FSSs in relation to their race would be interesting and valuable because it would reveal how the previously disadvantaged races in particular are currently experiencing IE.

2.8. Experiences of Teachers in Relation to Teaching Experience

Teaching has been recorded among the high stress professions, with as many as one quarter of educators reporting that teaching is an extremely anxiety provoking occupation (Kyriacou as cited in Klassen & Chiu, 2010). This section sought to find out about experiences of teachers in relation to teaching experiences. Additionally, it

attempts to discover whether more teaching experience births perseverance in teachers within schools having students with different abilities.

Rakap and Kaczmarek (2010) investigated the opinions of general education teachers working in elementary schools in Turkey regarding the inclusion of students with disabilities into their classrooms and their willingness also to include students with more severe learning disabilities. The results revealed a lack of confidence due to inexperience when it came to inclusion of students with disabilities into regular education classrooms. Results demonstrated that only thirty-five percent of the teachers who responded to the survey were willing to include students with severe learning difficulties.

The above discoveries are an indication that teachers without a great deal of teaching experience are hesitant to incorporate learners with barriers into their classrooms. However, Kokkinos (2007) sought to investigate job stressors, personality and burnout in primary school teachers. In terms of teaching experience, it was found that there is a significant main effect of teaching experience on emotional exhaustion. Teachers with more than ten years of experience showed greater emotional exhaustion than those with up to ten years of teaching. This suggests the contrary, which is that teachers with less experience are most likely to survive due to a less emotional exhaustion.

Although there are mixed reports on the impact of teaching experiences with regards to experience, perceptions and attitudes about FSSs, it is also reassuring to know that teachers become progressively more relaxed about inclusion and more supportive of it when they have had experience of it.

2.9. Summary

This chapter has reviewed literature on discourses about the implementation of IE and possible solutions for attainment of EWP6 policy goals. It has also attempted to outline some of the perceptions of disability held by the society. From literature gathered in this chapter, it is evident that consideration of theory is imperative in trying to address the challenges of implementing the IE policy. Hence, the theoretical frameworks used in the conceptualization of the entire study were also covered.

Literature reviewed in this study has responded to the current study's research questions by providing a number of related articles that talk about the lived experiences of teachers in FSSs locally and internationally.

In the following chapter, the research methodology will be elucidated.

Chapter III

Research Methodology

3.1. Introduction

This chapter will focus on the research methodology which can be defined as “the procedures by which researchers go about their work of describing, explaining and predicting phenomena. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research” (Rajasekar, Philominathan & Chinnathambi, 2006, p. 5). Subsequently, this section outlines how the researcher examined the study questions. It gives knowledge into the research design, sampling technique, research instruments utilized, the data analysis techniques employed and how the ethical issues are considered.

3.2. Research Design

The study was conducted in Umlazi District, KZN. The research methods chosen for this study were influenced by the researcher’s location, which is in close proximity to the schools of interest. In an attempt to understand the educators’ experiences, a mixed method (i.e. both quantitative and qualitative) approach was seen as the most appropriate for this study. Yin (2013) states that research design links the data to be collected and conclusions to be drawn to the initial questions of the study. It provides a conceptual framework and an action plan for getting from questions to a set of conclusions.

A descriptive research design which could otherwise be known as a field study was employed in this study. Knupfer and McLellan (1996) in their study of descriptive research methodologies indicated that descriptive studies play an important role in education as they provide knowledge of what happens in schools. By adopting this design, the researcher hoped that findings yielded would be representative of what actually goes on within full service institutions. A descriptive research design does not change or modify phenomena, but attempts to analyze it as is (Leedy & Ormrod, 2005). In order to address the aims of the study, both quantitative and qualitative methods were used.

3.3. Sampling

3.3.1. Sample size

The sample size is a crucial part in data collection as it can determine if the findings of the study can be generalized statistically and analytically. Onwuegbuzie and Collins (2007) indicated that mixed methods researchers should determine appropriate sample sizes for each phase. In their study, they indicated that researchers tend to associate small samples with qualitative research and large samples with quantitative research, which is not always the case. An assertion was made that sample size depends on the research questions, research objectives, and subsequently, the research design.

The Umlazi district has exactly six FSSs that were designated and officiated by the Department of Education. A sample of 63 teachers was obtained from those schools. It was brought to the researcher's attention that not all teachers within these schools are referred to as "full service teachers". As a result, the initial intention to have a sample of eighty teachers was affected. Therefore, there was an uneven distribution of teachers amongst the schools (School A=9, School B= 12, School C=7, School D= 12, School E=15, and School F=8). With that being said, the sample was representative as the researcher selected individuals who were in all ways similar to the targeted population (Swartz, de le Ray, Duncan, Townsend, & O'Neill, 2016). It is also noted that the reduced sample did not compromise the quality and the integrity of data that was collected and analyzed.

3.3.2. Sampling technique

A purposive sampling technique was used in order to obtain the appropriate sample for the current study. Tongco (2007) defines purposive sampling as the deliberate choice of an informant due to the qualities that the informant possesses. It is a non-random procedure that does not need underlying theories or a set number of informants. Therefore, the researcher reevaluates the research objectives and sets out to find people who can and are willing to provide the information by virtue of knowledge and experience (Bernard; Lewis & Sheppard, as cited in Tongco, 2007). The main aim of the study was to determine the nature of experiences of primary school teachers in FSSs. Hence, the researcher purposefully selected informants who were believed to be information-rich due to their experiences and expertise as

teachers within FSSs. These experiences are solely those that they have acquired due to their involvement with FSSs. The researcher sampled participants that have practical contact with and observation of facts within such schools.

With mixed methods, in order for the researcher to obtain insight into a phenomenon, individuals, or events, the researcher then purposefully selects individuals, groups, and settings for this phase. This maximizes understanding of the underlying phenomenon. As a result, many mixed method studies utilize some form of purposive sampling (Onwuegbuzie & Collins, 2007). Hence the researcher also used mixed methods. By deciding to use purposive sampling, the researcher reviewed the appropriateness of this sampling strategy by reassessing again the research questions and research objectives.

3.3.3 Sampling Criteria

Participants included in the sample were selected to meet specific criteria. The teachers had to meet the following criteria to be included in the sample. They should have been:

- willing to participate;
- teachers within full service schools at Umlazi District primary schools;
- of either sex or any race, age, and/or qualification;
- experienced with pupils with different abilities and backgrounds; and
- experienced in teaching.

3.4. Data Collection

Swartz et al. (2016) define data collection as the actual gathering of information from participants. During this stage, a list of the FSSs, containing contact details was obtained from the district officials at Umlazi. After the DoE granted permission to the researcher to conduct the current study in KZN primary schools, particularly those in Umlazi district, the school principals were contacted. Letters seeking permission from principals to conduct research in their schools were emailed, posted or hand-delivered to the schools of interest. Thereafter, convenient dates for data collection were proposed by the school principals to avoid interruption of teaching.

On the agreed upon date, at each of the six selected schools the researcher provided teachers with the questionnaires and explained what the study hoped to achieve and its value. The teachers were then given the informed consent forms to fill in and sign. On the following day, the questionnaires were collected from the teachers. The same day was also designated for focus group interviews, which were aimed at discovering the reasons behind the teachers' sentiments regarding FSSs. As the current study is a field study, in order to meet its aims, it was imperative for the researcher to attempt to study the sequence of events as they occurred at the schools. Besides completing questionnaires, the second day was designated for interviews with the teachers. This was done in the form of focus groups. A discussion was held around reasons behind their sentiments about their experiences in FSSs. This process was done uniformly across all the selected schools.

In attaining the focus groups, the school principals identified "full service teachers" within their schools. The teachers that completed the questionnaires were the same teachers that participated in the focus groups. Only one session was dedicated to focus group discussions in each school. As indicated previously, there was an uneven distribution of teachers amongst the schools, herein referred to as school A, B, C, D, E and F. School A had nine participants, B had twelve, C had seven, D had twelve, E had fifteen, and F had eight. Swartz et al. (2016) assert that a focus group needs to be large enough to generate rich discussions, but not so large that some members are left out. The same authors also mentioned that participants in focus groups are selected on the basis of their experience with the topic at hand.

3.4.1. Research Instruments

3.4.1.1. Questionnaires

This study used a questionnaire as a means of obtaining information from the participants. This type of instrument appeared to be convenient as the researcher was working under strict time frames. A formal standardized questionnaire is a survey instrument used to collect data from individuals about themselves, or about a social unit (Ross, 2005)

The questionnaire used for the current study was divided into two sections. Section A comprised of demographic details and Section B, the research questions. The content in the questionnaire was closed ended for quantitative purposes. A five-point

Likert scale format was adopted in the development of this questionnaire. The participants were requested to respond based on a scale of one to five, where one relates to “strongly agree (SA)” and five relates to “strongly disagree (SD)”.

Questionnaires were decided upon because, according to De Leeuw (2008):

- They ensure a high response rate, especially if the questionnaires are distributed to respondents to complete and are collected personally by the researcher.
- They require less time and energy to administer.
- They offer the possibility of anonymity because participants' names are not required on the completed questionnaires.
- Interviewer biasness is minimized as they are presented in a consistent manner.
- When most of the items in the questionnaires are closed, it becomes easier to compare the responses to each item.

3.4.1.2. Focus group interviews

The final step of data collection which addressed the qualitative part were the interviews. These interviews were conducted in the form of focus groups. The same teachers that responded to the standardized questionnaires all participated in focus groups. Here the participants were requested to express their viewpoints about inclusive education. Participants also had to share some of their experiences within the FSSs or in their practice in such schools. Phellas, Bloch and Seale (2011), in their study, pointed out that interviews have certain advantages over self-administered questionnaires. In focus group interviews, the interviewer can explain questions that the respondent has not understood and can ask for further elaboration of replies. Hence this is why the researcher decided to conduct focus group interviews in addition to self-administered questionnaires. Overall each focus group interview took no more than an hour.

Unstandardized focus group interviews were conducted in order to gain insight into the reasons behind the sentiments of teachers about full service schools. A total of six interviews were conducted as the schools of interest were six as well. Struwig and Stead (2001) defined unstandardized interviews as those that do not proceed

with a comprehensive list of predetermined questions. These interviews are the least structured. The advantage of this type of interview is that interviewers do not impose questions on participants, they allow them to express their opinions freely. The same authors asserted that unstandardized interviews also provide in-depth data on the topic being investigated.

3.5. Validity and Reliability

According to Abowitz and Toole (2009), mixed methods research is more expensive than a single method approach, in terms of time, money and energy. However, it improves the validity and reliability of the resulting data and strengthens causal inferences by providing the opportunity to observe data convergence or divergence in hypothesis testing.

Measurement validity is the determination that an instrument actually measures what it is supposed to measure. If an instrument is not valid, there will be systematic errors or bias in the measurement process and the resulting data. On the other hand, reliability is based on the application of uniform measurement rules and the uniformity of measurement results over time (Abowitz & Toole, 2009).

To ensure validity, the researcher pretested the questionnaire. Pretesting refers to testing the questionnaire on a small sample of respondents, usually five to ten, to identify and eliminate potential problems before the actual field study (Malhotra, 2006). The researcher accessed six individuals who were representative of the target group. This was done in order to assist the researcher in identifying questions that did not make sense to participants, or problems with the questionnaire that might have led to biased answers. Resultant to the pretest, no questions were found to be ambiguous and the questionnaire was reported not to be too long. The questions were formulated in simple language for clarity and ease of understanding; clear instructions were given to the participants.

Subsequent to pretesting, during the actual field study, participants were located at either empty classrooms or the resource center to minimize distractions. The

researcher personally provided them with the questionnaires. The researcher also allowed the participants to ask questions for clarity when they needed to. Furthermore, to ensure the validity of the research instrument, the instrument was also reviewed by an expert in the field who verified that it was connected with the aims of the study.

To ensure its reliability, it was observed in the questionnaires that although teachers were interviewed in different time frames, using the same standards, it still measured what it was initially intended to (Kimberlin & Winterstein, 2008). Questionnaires answered by both groups, the pretest group and the actual study participants, revealed consistency in responses. Reliability can likewise be guaranteed by minimizing sources of measurement error like data collector bias. Data collector bias was minimized because the researcher was the only one to conduct the questionnaires. As a result standard conditions such as showing similar personal attributes to all respondents, for instance, friendliness and support were provided (Swartz, de la Rey, Duncan, Townsend, & O'Neill, 2016).

3.6. Ethical Considerations

Ethics refers to a branch of philosophy concerned with how people should act, judgements about those actions (e.g. right versus wrong and good versus bad), and developing rules for justifying actions (Kitchener 2000, as cited in Aguinis & Henle, 2002). In the context of research, ethics focuses on providing guidelines for researchers, reviewing and evaluating research, and establishing enforcement mechanisms to ensure ethical research (Aguinis & Henle, 2002).

For the execution of the study, an ethical clearance was obtained from the research ethics committee at the University of Zululand. Subsequently, permission to conduct research in KZN, Umlazi district FSSs was granted by the KZN Provincial DoE. Letters addressed to school principals requesting permission to conduct research in the schools of interest were sent out. In order to facilitate a non-coercive and voluntary research process, teachers that were participating were informed about the nature of the research and what it hoped to achieve. It was clearly explained that participation is voluntary and that should one wish to withdraw at any point from partaking in the study they could.

Teachers were also assured that the information shared in the questionnaires and interview would be kept confidential. It was further explained to them that by signing, they were merely stating that they understand the objectives of the study and they affirm that they were not forced in any way to participate in the study. Moreover, by signing they would not be waiving any legal rights. Upon undertaking the study, the researcher did not anticipate any physical, psychological and/or emotional harm to the participants. It was stated that participation in the study would serve as an opportunity for the teachers to share their experiences about the practicality of inclusive education as it is hoped that findings will be presented to the DoE and some parts will be published in accredited journals.

3.7. Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making (Bihani & Patil, 2014). Data analysis methods allow one to organize and bring meaning to large amounts of data. The variables of interest in relation to the experiences of teachers in FSSs (i.e. gender, age, qualification, race & teaching experience), their perceptions of such schools, and their agreeability about their own competency in teaching within the schools of interest were analyzed quantitatively. The sentiments expressed by teachers about their experiences in FSSs were analyzed qualitatively. This study generated two forms of data; quantitative and qualitative data. The sets of data were analyzed separately, meaning that there were two separate and parallel data analyses processes. The reason why these processes were done separately was to enhance the value of the study both qualitatively and quantitatively.

3.7.1. Quantitative data analysis

As indicated in Chapter 1, quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 24. The SPSS is a package of programs for manipulating, analyzing, and presenting quantitative data; the package is widely used in the social and behavioral sciences (Landau, 2004). The first step in analyzing this type of data was tabulation, whereby raw data was converted into a

list of required information. This process is the first step towards turning meaningless data to meaningful data. Struwig and Stead (2001) indicated that although one may have many completed questionnaires, they remain useless until they are tabulated and analyzed.

Afterwards, data were edited and encoded. In social science, coding is an analytical process in which data, in both quantitative form (such as questionnaires results) or qualitative (such as interview transcripts) are categorized to facilitate analysis. Coding implies the changing of data into a form understandable by computer software. The classification of information is an essential step in preparation of data for computer processing with statistical software (Hall, 2001).

This was done to eliminate errors in raw data, and to place the data into categories to facilitate their tabulation and interpretation. Essentially, editing refers to the elimination of errors in raw data and encoding refers to the assignment of data to appropriate categories (Struwig & Stead, 2001). After encoding the individual responses, data were typed onto a computer file easily accessible for the SPSS data analysis program.

Descriptive statistics, frequency tables and frequency graphs were produced through data analysis, which were the visual portrayal of the data. This made it easy for the researcher to decipher the discoveries of the investigation. "Descriptive statistics gives numerical and graphical procedures to summarize a collection of data in a clear and understandable way" (Jaggi, 2003, p. 1). Descriptive statistics help us to rearrange a lot of information sensibly. Each descriptive statistic lessens heaps of information into less difficult summary.

3.7.2. Qualitative data analysis

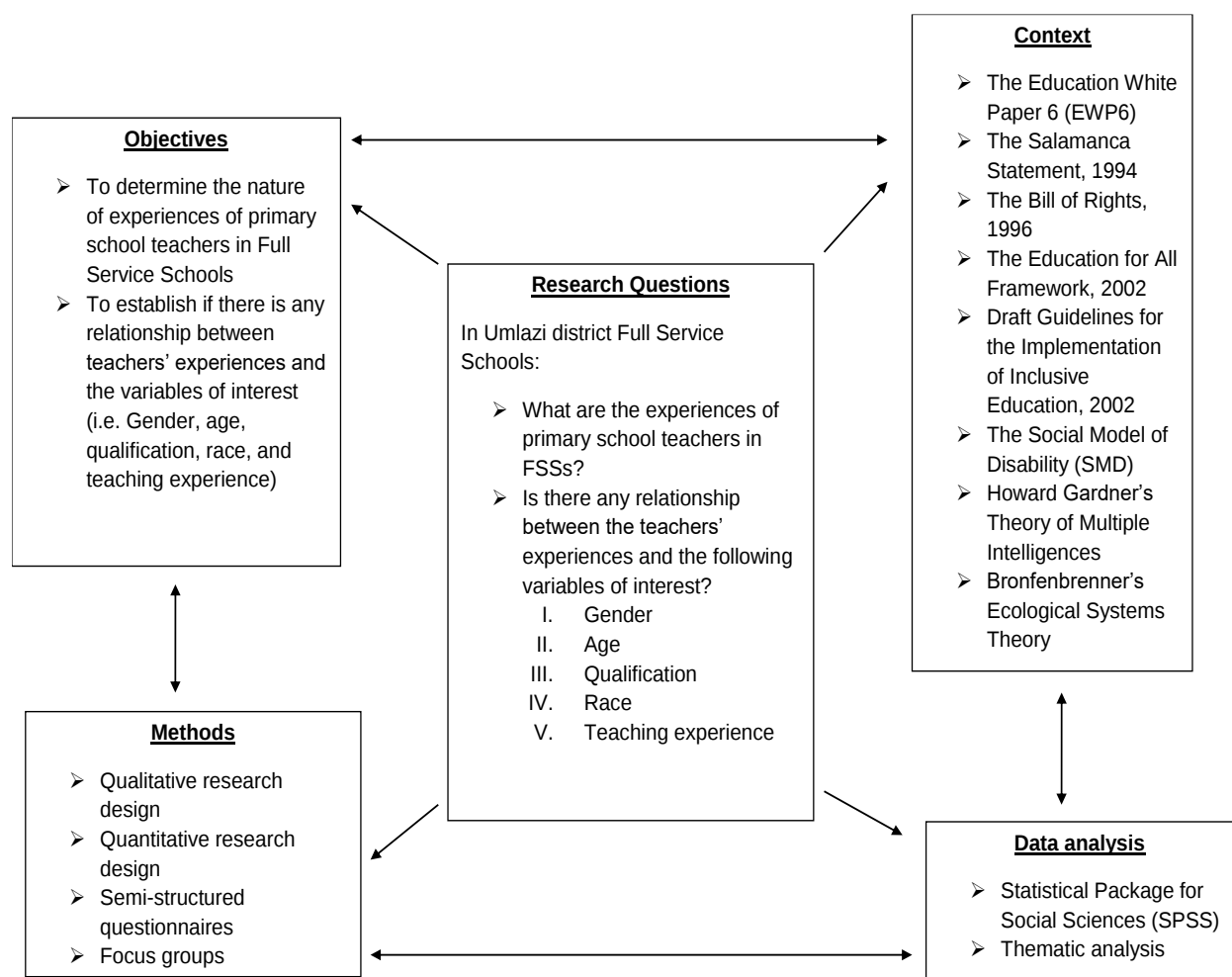
Qualitative data were analyzed using thematic analysis. Braun and Clarke (2006) define thematic analysis as a method for identifying, analyzing, and reporting patterns (themes) within data. Furthermore, it was indicated that it minimally organizes and describes data set in (rich) detail. It also interprets various aspects of the research topic.

The second phase of data collection was the conduction of unstructured interviews, which was done in the form of focus groups. The researcher saw it best to analyze

the data obtained in this phase thematically because of the flexibility and ease of this method. Firstly, the researcher familiarized herself with the recorded data by transcribing the interactions and then repeatedly reading the transcripts. Subsequently, initial codes were generated. Once the researcher was familiar with the data, codes were identified. These are features of the data that appear interesting and meaningful.

Subsequently, themes were investigated. Relevant data extracts were sorted based on predominant themes. Then, the themes were reviewed in order to check whether to combine, separate or discard initial themes. After the themes were refined, they were then given names. Finally, the analysis was transformed into an interpretable report by using clear and convincing extract examples that relate to the themes, research questions, and the literature.

Figure 3.1: Research design



3.8. Summary

This chapter has discussed how the researcher obtained information regarding the research topic. Moreover, it has indicated the measures that were used in acquiring the information as well as their validity and reliability. In conducting the study, the researcher is mandated to act in the best interest of the participants, which is to uphold professional standards and to act morally. Therefore, ethical issues that were abided by were affirmed.

In the next chapter collected data will be interpreted and analyzed, placing into cognizance the information gained from reviewed literature.

Chapter IV

Presentation, Analysis and Discussion of Findings

4.1. Introduction

The present study sought to investigate the experiences of the primary school teachers in full service schools in Umlazi district. This study endeavoured to answer the following research questions: (a) What are the experiences of primary school teachers in full service schools?; and (b) Is there any relationship between the teachers' experiences in full service primary schools and the variables of interest (i.e. gender, age, qualification, race, and teaching experience)? This chapter provides the analysis of data obtained. An interpretation of the findings is also made. Data in this chapter is presented in tabular, graphical, as well as descriptive form.

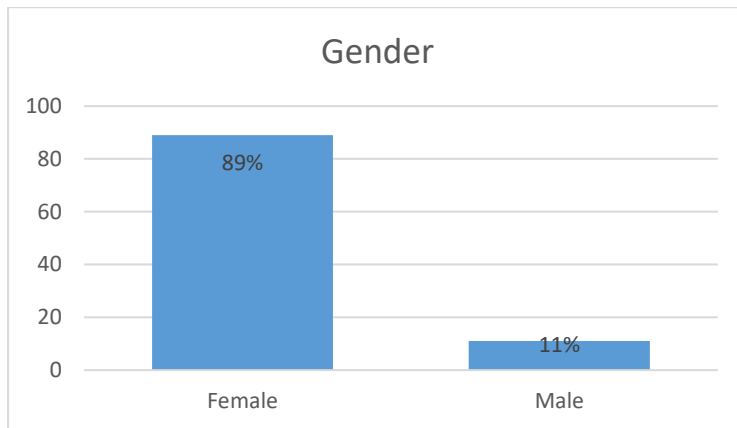
4.2. Biographical Data of Participants

The following section will provide the reader with the general biographical information of the teachers who participated in the current study. Personal details of the participants were particularly important in the execution of this study because amongst the objectives of this study was to find out if the variables of interest have any impact on the experiences of primary schools' teachers in Full Service Schools (FSSs).

4.2.1. Gender variation of participants

Figure 4.1 below illustrates a gender analysis of the participants in the present study. Results revealed that there was a disproportionately high number of females (89% n=56) who participated in the study than males (11.1%; n=7).

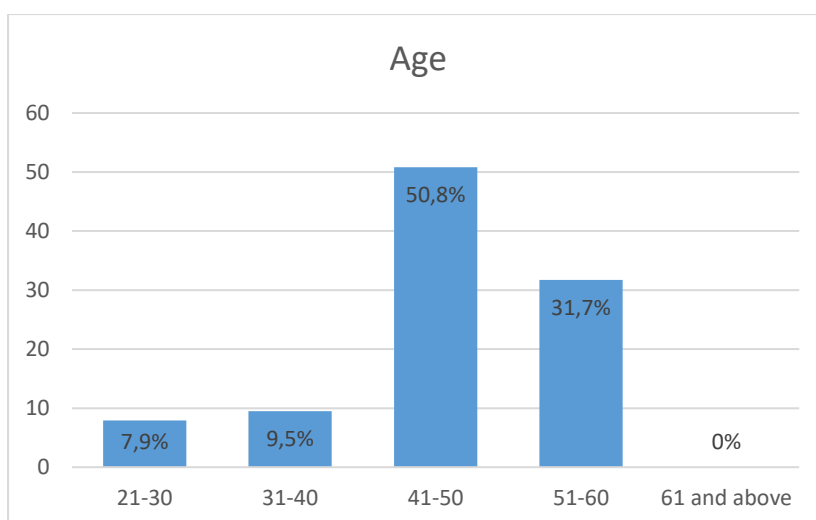
Figure 4.1: Gender presentation of the study participants



4.2.2. Age categories of participants

The participants' ages were grouped according to age categories with an age range of 21-60, as presented in Figure 4.2 below. At the conduction of this study 7.9% (n=5) of the participants were aged between 21-30, participants aged between 31-40 composed of 9.5% (n=6) of the study sample, half of the participants (50.8%, n=32) were aged between 41-50, while 31.7% (n=20) of the participants were aged between 51-60 years. No participants aged 61 and above participated in this study.

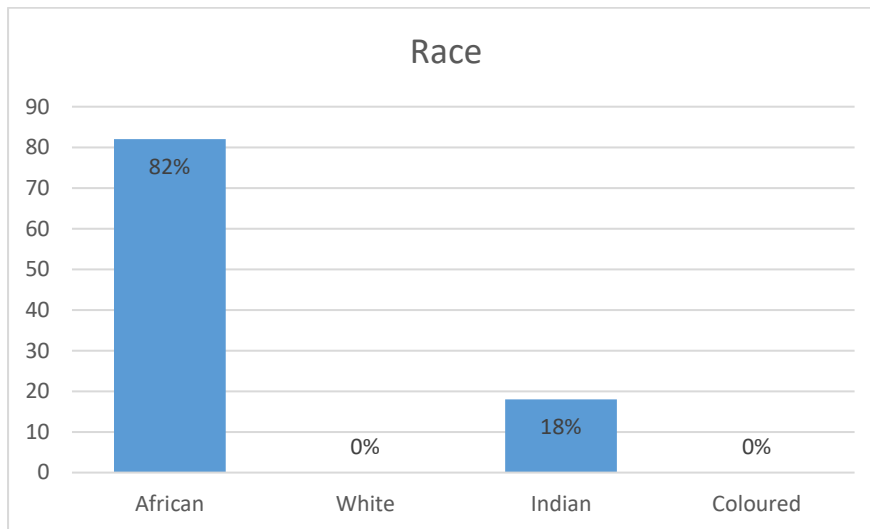
Figure 4.2: Age composition of the participants



4.2.3. Race categories of participants

The majority of teachers who participated in the study were African (82%, n=52), and Indian participants only accounted for (18%, n=11) of the participants. This is presented in Figure 4.3 below.

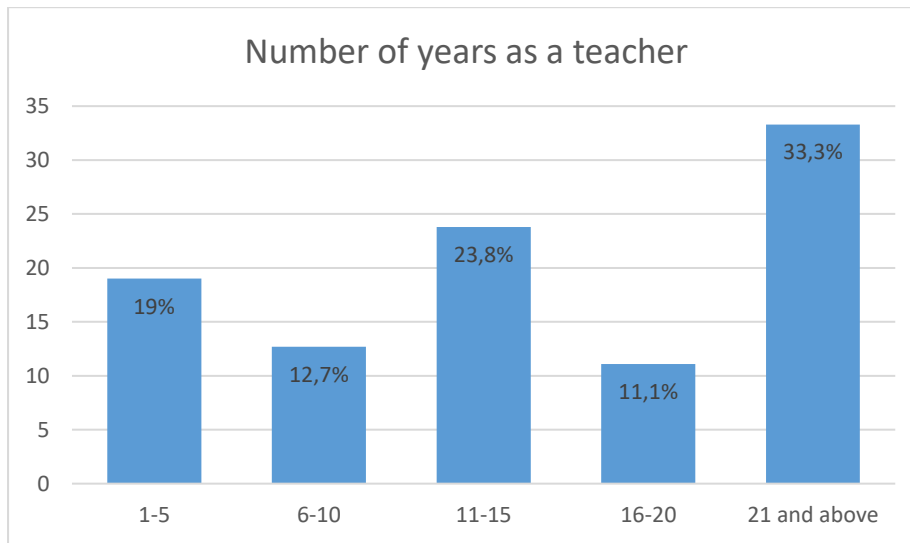
Figure 4.3: Race composition of the participants



4.2.4. Educators' teaching experience

Participants were asked to select the category which represented their years of teaching experience. The first category accounted for 19% (n=12) of the participants who indicated that they had teaching experience of between 1-5 years. The second with 12.7% (n=8) of the participants who indicated that they had teaching experience of between 6-10 years. The third had 23.8% (n=15) of the participants who indicated that they had teaching experience of between 11-15 years. The fourth yielded 11.1% (n=7) of the teachers who indicated that they had teaching experience of between 16-20 years. Finally, 33.3% (n=21) of the teachers indicated that they had teaching experience of 21 years and above as presented in Figure 4.4.

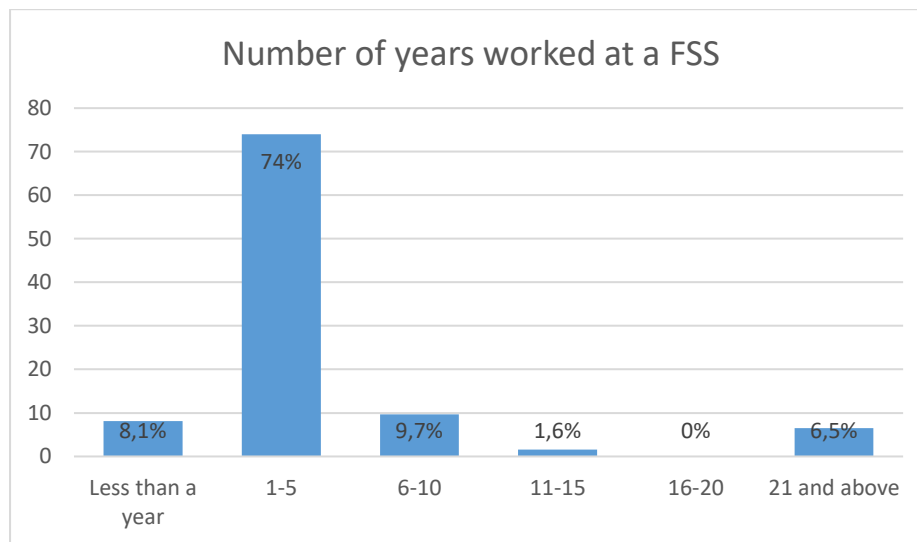
Figure 4.4: Number of years working as a teacher



4.2.5. Number of years working at a full service school

Participants were asked to indicate the category which represented their teaching experience in full service schools. A graphical presentation of the analysis is shown in Figure 4.5. None of the participants indicated that they had between 16-20 years of teaching experience in FSSs. The analysis suggested that the highest percentage of participants 74% (n=46) indicated that they had between 1-5 years of teaching experience in FSSs. This percentage was followed by 9.7% (n=6) of the participants who had between 6-10 years of teaching experience in FSSs. In third place, a percentage of 8.1% (n=5) participants revealed that they had less than a year of teaching experience in FSSs. In fourth place, a percentage of 6.5% (n=4) of the participants said that they had 21 years and above of teaching experience in FSSs. Finally, only a percentage of 1.6% (n=1) of the participants indicated that they had between 11-15 years of teaching experience in FSSs.

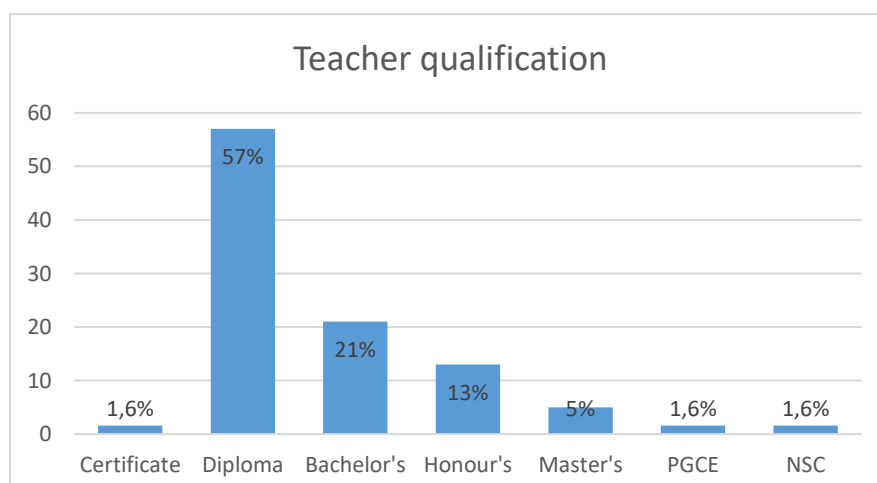
Figure 4.5: Teachers' experience in a full service schools



4.2.6. Qualification of the participants

This section provides the qualification range of the participants. A large majority of the teachers had a diploma qualification as their highest level of education (57%, n=36), followed by those with a bachelor's degree (21%, n=13), followed by honours (13%, n=8); only (5%, n=3) of the participants had a masters' degree and (1.6%, n=1) had a certificate. The other (n=2) indicated that they had a PGCE (1.6%) and National Senior Certificate (Teacher Assistant) (1.6%). This information is presented in Figure 4.6 below.

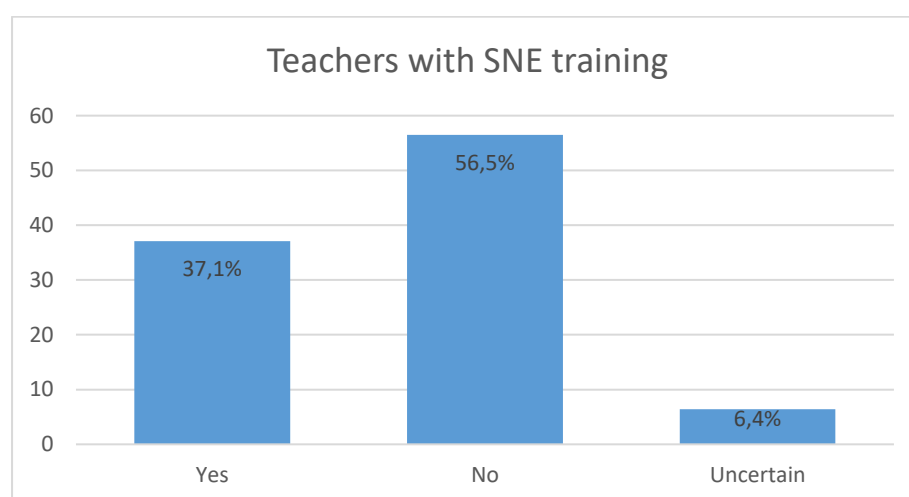
Figure 4.6: Qualification range of the participants



4.2.7. Pre-service training including aspects that dealt with Learners with Special Educational Needs (LSEN)

Participants were asked whether their professional training included subjects that dealt with children with special needs. A percentage of 37.1% (n=23) of the participants indicated that their training included aspects that dealt with children with special needs. While (56.5%, n=35) of the participants indicated that their training did not include aspects that dealt with children with special needs. The remaining 6.5% (n=4) were not certain whether their formal training had any aspects that dealt with children with special needs. The above descriptive data is illustrated graphically in Figure 4.7 below.

Figure 4.7: Teachers who had training that Included Special Needs Education (SNE)



4.3. Educators' Experiences in Full Service Schools

Section B of the questionnaire was a Likert-type scale which comprised questions that related to teachers' experiences in FSSs. Questions that covered this theme were: 1, 2, 3, 4, 5, 8, 10, 11 and 16. This section displays results of the responses of teachers when it came to their experiences. As displayed in Table 4.1 below, there were mixed responses to the questions in the questionnaire. Approximately 39 (46.1%) of the participants felt that they were sufficiently experienced to teach all learners including those with special needs, while 19 (30.1%) felt that they were not experienced to teach all learners including those with special needs and the

remaining 15 (23.8%) were neutral. The lack of experience can be directly related to teachers' negative sentiments about FSSs. The current study found that a greater number of teachers in Umlazi district FSSs felt competent in teaching in such schools.

Furthermore, about 28 (44.4%) of the participants felt they had necessary skills to teach learners with learning difficulties, while 21 (33.4%) felt they lack the necessary skills to teach learners with learning difficulties. Approximately 48 (66.2%) of the participants felt that from their experience learners with learning difficulties can be accommodated in the full-service classroom. Approximately 30 (47.6%) of the participants felt that in their experience, learners with mild mental challenges can be included in full-service classrooms, while 18 (28.6%) of the participants felt that in their experience learners with mild mental challenges cannot be included in full-service classrooms and the other 15 (23.8%) were neutral. Approximately 30 (47.6%) of the participants reported that learners with learning difficulties do not have the academic capacity to cope with academic challenges, while 22 (34.9%) of the participants reported that learners with learning difficulties possess the academic capacity to cope with academic challenges and the rest were neutral.

Although a larger number of teachers that participated in the study seemed optimistic about inclusion, some within that number expressed a preference for some impairments over others. Likewise, a study conducted by AL-Zyoudi (2006) revealed that teachers' attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them.

The above analysis outlines the teachers' perspectives about the eligibility of disabled children in mainstream classrooms. It becomes apparent that there have been improvements in the implementation of the IE policy as some educators are starting to show positive attitudes towards integration. It is encouraging to discover that although some teachers still do not agree with inclusion, a greater number supports it.

These results are similar to those of Pather (2011) who showed that learners with disabilities are being successfully included within mainstream schools, by default and with a range of available support, despite not being designated as a 'full-service

school'. These findings reveal an existence of teacher, peer and community support, including from a neighbouring special school.

Attitudinal barriers continue to be amongst the leading causes which prevent the successful implementation of fully inclusive institutions. Approximately 60 (95.2%) of the participants felt that learners with learning difficulties require much more of the teacher's time. Approximately 37 (58.7%) reported that all learners benefit in the integrated classroom environment. Approximately 58 (92.1%) felt that there is too much responsibility in teaching learners with learning difficulties. Approximately 47 (74.6%) of the participants felt that their experience as a teacher are sufficient to assist me in the identification of learners with learning problems.

Empirical research shows that teachers' attitudes play an important role in the success of IE. Similar results were found by Kurniawati, Minnaert, Mangunsong and Ahmed (2012) in their study which aimed to examine primary school teachers' attitudes towards IE. Their findings revealed that teachers are in favour of inclusion and their attitudes seem to be related to their teaching experiences and training in special education.

Table 4.1: Educators' experience

	SD/D	Neutral	SA/A	Positive or Negative
1. As an educator I am sufficiently experienced to teach all learners including those with special needs	19 (30.1%)	15 (23.8%)	39 (46.1%)	Positive
2. I lack the necessary skills to teach learners with learning difficulties	28 (44.4%)	13 (20.6%)	21 (33.4%)	Negative
3. In my experience learners with learning difficulties can be accommodated in the full-service	9 (14.3%)	6 (9.5%)	48 (66.2%)	Positive

classroom				
4. In my experience learners with mild mental challenges can be included in full-service classrooms.	18 (28.6%)	15 (23.8%)	30 (47.6%)	Positive
5. Learners with learning difficulties do not have the academic capacity to cope with academic challenges	22 (34.9%)	9 (14.3%)	30 (47.6%)	Negative
8. Learners with learning difficulties require much more of the teacher's time	2 (3.2%)	1 (1.6%)	60 (95.2%)	Negative
10. All learners benefit in the integrated classroom environment	17 (27%)	8 (12.7%)	37 (58.7%)	Positive
11. There is too much responsibility in teaching learners with learning difficulties.	5 (8%)	0	58 (92.1%)	Negative
16. My experiences as a teacher are sufficient to assist me in the identification of learners with learning problems.	8 (12.7%)	7 (11.1%)	47 (74.6%)	Positive

4.4. Full Service Schools as an Environment of Teaching and Learning

This section also covers aspects that emanate from Section B of the questionnaire. Some items in the questionnaire were based on teachers' perceptions about FSSs as an environment of teaching and learning. Teachers seemed optimistic about integrating learners. Even though a number of teachers seemed optimistic about integrating diverse learners, most of the participants did not fully agree with it. Although a general shift to a more positive attitude to inclusion has been identified, there is no evidence of acceptance of a policy of total inclusion (Lindsay, 2007). Amongst other reasons, lack of support in the form of human and infrastructural resources was evident. As displayed in Table 4.2., some participants gave negative responses as about 40 (63.4%) of the participants felt that schools do not employ

assistants to support the teaching and learning of learners with difficulties. Approximately 36 (57.1%) of the participants felt that learning materials are not adequate in FSSs to support learners with learning difficulties. Approximately 31 (49.2%) of the participants felt that from their experience, FSSs are efficient when dealing with learners of all types, while 16 (25.4%) of the participants felt that from their experience, FSSs are not efficient when dealing with learners of all types. The rest were neutral.

However, participants gave mostly positive responses to the questions in the questionnaire. Approximately 52 (83.9%) of the participants felt special schools are good with children with special needs. About 32 (52.4%) of the participants reported that support teams in the FSSs are functional. Approximately 34 (54%) reported that most schools are properly constructed to cater for learners with learning difficulties. Approximately 27 (42.8%) of the participants felt that teachers receive regular support from the district education department, while 20 (31.7%) felt that teachers did not receive regular support from the district education department while the other 16 (25.4%) were neutral. The above mentioned report proves that there have been improvements in some parts of KZN with regards to acceptance of FSSs. This brings hope that perhaps with continued collaborative work and filling in of gaps, these types of schools can run successfully in the near future.

Table 4.2: School environment

	SD/D	Neutral	SA/A	Positive or Negative
6. Special schools are good with children with special needs	6 (9.7%)	4 (6.5%)	52 (83.9%)	Positive
14. Support teams in the full-service schools are functional	17 (27%)	13 (20.6%)	33 (52.4%)	Positive
15. Most schools are properly constructed to cater for learners with learning difficulties	34 (54%)	20 (31.7%)	9 (14.3%)	Positive
17. Teachers receive regular support	20	16	27	Positive

from the District Education Department	(31.7%)	(25.4%)	(42.8%)	
18. Schools employ assistants to support the teaching and learning of learners with difficulties	40 (63.4%)	7 (11.1%)	15 (23.8%)	Positive
19. Learning materials are not adequate in full service schools to support learners with learning difficulties	14 (22.2%)	13 (20.6)	36 (57.1%)	Negative
20. It is my experience that full service schools are efficient when dealing with learners of all types.	16 (25.4%)	15 (23.8%)	31 (49.2%)	Positive

4.5. Teachers' Perceptions on the Eligibility of Learners with Learning Difficulties

Teachers were expected to respond to questions about their perceptions on the eligibility of learners with learning difficulties. As displayed in Table 4.3., participants gave mostly positive responses to the questions in the questionnaire. About 49 (81.6%) of the participants felt that including learners with learning difficulties within the full-service classroom equips them with social skills. Approximately 29 (46.8%) of the participants felt that including learners with learning difficulties into the full-service classroom does not negatively affect others, while 26 (41.9%) of the participants felt including learners with learning difficulties into the full-service classroom negatively affects others and the remaining 7 (11.3%) were neutral. Approximately 43 (69.4%) of the participants felt that learners with learning difficulties can be trusted with responsibilities within the classroom. Approximately 40 (63.5%) of the participants felt that they had knowledge of different learning difficulties.

Table 4.3: Perceived eligibility of learners with learning difficulties in FSSs

	SD/D	Neutral	SA/A	Positive or Negative
7. Including learners with learning	3	8	49	Positive

difficulties within the full-service classroom equips them with social skills.	(5%)	(13.3%)	(81.6%)	
9. Including learners with learning difficulties into the full-service classroom negatively affects others.	29 (46.8%)	7 (11.3%)	26 (41.9%)	Negative
12. Learners with learning difficulties can be trusted with responsibilities within the classroom.	7 (11.3%)	12 (19.4%)	43 (69.4%)	Positive
13. I have knowledge of different learning difficulties.	10 (15.9%)	13 (20.6%)	40 (63.5%)	Positive

4.6. Data Analysis in Relation to the Aims of the Study

The subsequent section provides analyses presented in relation to the aims of the present study. Firstly, the researcher investigated the experiences of teachers in FSSs. Upon investigating this, various themes emerged from teachers' lived experiences in the schools of interest. Analyses revealed a number of disabling conditions which prevented a smooth operation in these schools. Secondly, the researcher examined if any of the variables of interest were correlated to the experiences of teachers within FSSs. Analyses showed that all the included variables were positively correlated to the experiences of educators.

4.6.1. Experiences of the primary school teachers in full service schools

4.6.1.1. Lack of support from the Department of Education

This theme captured the participant's discontentedness about the limited support that they receive from the DoE. A number of teachers expressed that they feel like the government created the policy and just abandoned them. FSSs were promised additional support in the form of resources, infrastructure and trained personnel like teacher aiders and on site psychologists. One of the participants said that:

"The Department of Education promised us a psychologist that will come to the resource centre to assist us, but it never happened. Instead we are told that we need to fill in a number of forms that are useless".

However, in all the six schools that were visited, very little had been delivered as promised. For example, one of the participants acknowledged the support given by the DoE, although the support is minimal:

“The District officials are trying to assist us. The resource centre has very good equipment, but there are no qualified personnel to work in the school centre”.

Those that do have resource centres are short staffed. In line with this finding, a study on attitudes of teachers about IE revealed that the teachers believe that they are not supported enough by the department in order to efficiently deal with the issue of inclusion (Memisevic & Hodzic, 2011).

Avramidis and Norwich (2002) have indicated that school district staff who are more distant from students, such as administrators and advisers, express more positive attitudes to integration than those closer to the classroom context, the class teachers. This finding is similar to the one of this study, suggesting that district officials and other stake holders may hold positive attitudes just because they are further from the realities of classrooms filled by extremely diverse learners.

4.6.1.2. Teachers’ perceived incompetency when dealing with children who have impairments

This theme encapsulates each of the participants’ struggle to deal with the children who have impairments. A concern around lack of training with regards to special education was voiced out by several teachers. A number of teachers seemed to hold negative attitudes towards FSSs. Majola (2013) highlighted the need of ongoing professional development of teachers on IE issues as crucial. An assertion was made that teachers need to be provided with necessary skills to identify developmental delays and barriers to learning early.

Educators demonstrated a lack of skills and competence to cater for diversity in inclusive classrooms as one of their main challenges and, consequently, an area in which teacher support can be of paramount importance. As a result, they believe that they are failing to address the needs of all students, due to their limited skills. One of the teachers that participated in this study expressed that:

“I am not qualified to teach children with learning barriers. As a result, it becomes stressful for me when I do not know what to do when I have “normal” children and special children in my class because the special ones need much more attention that I cannot give”.

Most teachers specified that they had not received any formal training on addressing students’ needs in an inclusive classroom. This is understandable as teachers who had been actively involved in teaching pupils with Special Educational Needs (SEN) generally hold significantly more positive attitudes than their counterparts with little or no such experience (Avramidis & Kalyva, 2007). They demonstrated that they felt unprepared to help students, on the grounds that their pre-service training did not concentrate on helping students with a variety of needs.

In line with this finding, Konghot (2012) indicated that teachers’ lack of training hinder the full participation of teachers when assisting learners with special needs. A majority of teachers that participated in this study indicated that their pre-service curriculum did not include special needs education. Hence, the reason why they do not know how to handle learners with special educational needs (LSEN). Teachers who reported having training in teaching students with disability upheld positive attitudes towards inclusion. Teachers without training were not confident in their teaching skills are more likely to uphold negative attitude towards including students with disabilities (Vaz, Wilson, Falkmer, Sim, Scott, Cordie, & Falkmer, 2015). These findings are similar to what was vocalised by one of the current study’s participants, who seemed to have a negative attitude towards the implementation of FSSs. This participant said that:

“The system was “ok” the way it was. This full service thing is a problem because most of us were not trained in special education. If these children that have difficulties were taken back to special schools, they would benefit more than they are here”.

Although a number of teachers hold negative perspectives towards IE, it seems that the reasons behind are not the same. For instance, Chhabra, Srivastava, and Srivastava (2010), discovered that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward IE because they believe that it could

lead to lower academic standards. Perhaps, all these accounts should be considered.

4.6.1.3. Insufficient resources

Insufficient resources were one of the themes that emerged amongst the general experiences of teachers in FSSs. It was discovered that almost all schools of interest were under resourced. Visual and audio teaching aids are some of the most basic teaching aids that one would expect to see in FSSs, but not even these are adequate in the chosen schools. However, according to the Guidelines for Full Service Schools (2009):

“A full-service/inclusive school should be equipped and supported to provide for a broad range of learning needs. As needs and barriers to learning vary, it is obvious that full-service schools have to develop capacity and potential in a targeted fashion. A full-service/inclusive school may not necessarily have all forms of learner support in place, but it should have the potential and capacity to develop and provide them.”

Judging from this theme, one can conclude that the guidelines for FSSs have not yet been met. The teachers included in the current study lamented the lack of resources such as teaching aids, student transport and infrastructure that can support inclusivity. Mayaba (2008), in a study about the educators' perceptions and experiences of IE in selected schools in Pietermaritzburg, also reported similar findings. In the above-mentioned study, it was stated that mainstream teachers did not perceive the degree and availability of resources at their exposure to be adequate. A lack of appropriate instructional material needed for teaching learners with barriers to learning was further indicated. Some of the study participants revealed that:

“The DoE said they will provide us with a resource centre but there is nothing resourceful about it because it's just an empty hall with no furniture or equipment”.

They also indicated that:

“Inclusive education is a beautiful concept, but unfortunately with the lack of resources and support it is not practical”.

4.6.1.4. Maltreatment of learners with impairments

There is a growing acknowledgement that incorporating students with disabilities in general education can offer them the opportunity to learn in a natural, stimulating setting, which may likewise lead to increased acceptance and appreciation of differences. In other words, children with disabilities benefit from learning in a general classroom, while their peers without disabilities gain from being exposed to children with diverse attributes, talents and temperaments (Ajuwon, 2008).

The ignorance about learners with impairments does not only come from some educators, but also from some of the learners at school who live without impairments. Bullying, labelling and excluding learners that are “different” are some of the challenges that are faced by learners with impairments regularly. One of the teachers who participated in this study said that:

“Sometimes learners with difficulties are bullied because of their struggles. When they are bullied some of them become aggressive and defensive”

A theme suggesting the maltreatment of learners with barriers or impairments emerged in the analysis. Cummings, Pepler, Mishna and Craig (2006) support this finding by stating that children and youth with exceptionalities are at increased risk to be marginalized in peer groups because of their exceptionalities and hence more vulnerable to victimisation by peers who have higher status and more social power. This, in turn, may lead to low self-esteem, conflict in self-identity and isolation. This was in the narrative of one teacher when they expressed that:

“These learners do not benefit much here. Honestly, sometimes I feel as if being in a school with learners that do well academically lowers their self-esteem because they can see that they are not doing well in their school work.”

A school is an environment of active exploration and self-identification. As early as primary school, children should be taught against bullying and victimisation of others on the basis of their differences. This infringes on their basic human rights and it is

also immoral. The founding idea behind inclusion is equality, hence children should be taught to always treat others with respect and dignity. The analysis in a study examining the relationship between social support and bullying indicated that receiving support from classmates is the most important means of reducing the frequency of bullying (Humphrey & Symes, 2010).

Furthermore, contrary to the finding of the current study about maltreatment of children with special educational needs, Bunch* and Valeo (2004) upon investigating about the attitudes of students towards peers with disabilities found development of friendships and lower degrees of abusive behaviour in inclusive schools. Additionally, some students although empathetic for the challenges faced by disabled children, they indicated that they are reluctant to befriend students with disabilities due to the pressures of the school system, such as grades, pace and the stigma associated with educational assistant (Katz, Porath, Bendu, & Epp, 2012).

4.6.1.5. Lack of parental support

As part of an ecological approach for the successful implementation of IE, parents need to be intensively involved. The lack of parental support was found to be a theme that emerged as a barrier to IE. Participants indicated that they could never over emphasise their concerns about the lack of involvement shown by parents in the development of their children within FSSs. This is unfortunate as a study by Heers and Klaveren (2016) affirms that there is a positive association of cooperation and parental involvement with academic achievement. Likewise, Geldenhuys and Wevers (2013) in their investigation revealed that the implementation of IE is not only hampered by aspects within the school environment, but also by aspects across the entire ecological system of education.

The lack of interest and involvement shown by parents poses stress and concern to the majority of teachers in FSSs. They expressed that parents treat these schools like care centres. The only time that some of their learners receive a proper meal is during school hours. Moreover, they have stated that they have received reports that after school hours, most of their disabled learners are neglected and some ill-treated. The following sentiment was expressed by one of the participants:

“Parents are also not supportive. When you tell them that their child is struggling and may need psychological help, they ignore you or tell you

that they are going to carry out a ritual for the child, afterwards they never get back to you. So, you condone the child to the next grade because there is no more that you can do for them because they are not improving”

Such factors impact on the teacher’s attitudes towards inclusion. Glazzard (2011), in a study about perceptions of the barriers to effective inclusion in a selected primary school, mentioned that it is hard to separate inclusion from personal values. The same study further indicated that inclusion will remain a major challenge if practitioners are not dedicated to its principles and it will be unachievable if practitioners fail to embrace their responsibilities for the education of all children.

Moreover, in a study about perceptions of parents of students who receive special education services, the author investigated parental perceptions of the individualized education program (IEP) meeting among parents of students who were receiving special education services. The findings revealed the majority of parents responded favourably that their overall IEP meeting experiences had been positive. Most respondents had positive perceptions of the IEP meeting because of educators' valuing parents' input while treating parents with respect and as equal decision makers (Fish, 2008). This shows that when parents are made to feel like part of the solution instead of the problem, they can actively engage in their children’s education. Another study by Elkins, Kraayenoord and Jobling (2003) had similar findings with the above as many of the parents who participated in it favoured inclusion. Drawing from such findings, one could speculate that in the near future more and more parents will partake in the education of their children within FSSs.

4.6.1.6. Large class sizes

The educators indicated that a high number of learners in the classroom made it difficult for them to effectively teach in inclusive classrooms. They mentioned that their superiors expect them to complete an indicated amount of work within a given time frame, while at the same time helping learners who are encountering barriers to learning. Furthermore, the teachers expressed that they encounter difficulties in providing individual attention to learners with slower work paces while managing their classrooms. This finding is similar to the findings of the study conducted by Eloff and Kgwete (2007). Their article revealed that teachers are faced with the challenge

of having to manage large class sizes. Teachers feel over pressured to provide the necessary support for all the children in their classrooms. Thus, children with special needs are often perceived by teachers as an additional stressor. One teacher in the study said:

“I believe that special schools are the best for these children because they would receive the attention they require. Here you cannot pay attention to individual students when you have a class of 55 learners”.

Westwood and Graham (2000) reported on the number of students with a variety of disabilities and special educational needs placed in mainstream primary schools. Their findings suggested that the commonly accepted notion of 20% of the school population as the maximum for students with special educational needs within a school is too low. In reality up to 32% of students need some degree of additional support. Evidently, teachers are expected to perform on guidelines and policies, but the realities are overlooked. Hence, the participants of the current study expressed that they are they are expected to do the impossible.

4.6.1.7. Shortage of staff

Jacobs (2015) alluded to inadequate human resources as one of the barriers experienced in implementing the EWP6 within FSSs. With the demands of teaching diverse learners, one would assume that FSSs are adequately staffed with multidisciplinary teams as per EWP6 (2001) guidelines. However, several participants mentioned that they have found that teaching in such schools comes with added responsibility. Swerdlik, Reeder and Bucy (1999) define FSSs as schools that integrate a variety of expanded services. The FSSs integrates educational, medical, and social/ human services that are beneficial to meeting the needs of children and their families on school grounds. Hence, the ideal FSS has an administrator, teachers, school counsellor, psychologist, physicians, social workers, to mention but a few.

In a study by Eloff and Kgwete (2007), teachers indicated insufficient human resources as one of the challenges of IE, as well as one of the main starting points for support for teachers in IE. They mentioned that the small number of teachers and support staff in the school interfered with the provision of quality education in the inclusive school. In the present study, participants pointed to a need to employ more

teachers in the school, as their workload left them overly burdened. The participants also mentioned that the school does not have sufficient support personnel, and does not have full-time access to the district support team, as they are also understaffed. The teachers expressed a need for administrative staff, teacher assistants, and general helpers in their classrooms.

With regards to teacher assistants, Lindsay (2007) pointed out that their use is now very well established. It was further mentioned that teachers and teacher assistants are developing collaborative teamwork and training is now more widespread. Hence, their employment into FSSs may give teachers the support that they so need. Similar to the findings of this study, one participant in the present study suggested that:

“Maybe if we were provided by teacher assistants, like in special schools it would be better”.

Another one said that:

“The DoE built us a very beautiful centre. However, it is a waste of resources because it is not being used because no one has been employed to work there”.

4.6.2. Relationship between the teachers’ experiences in Full Service Primary Schools (FSPSs) and the variables of interest

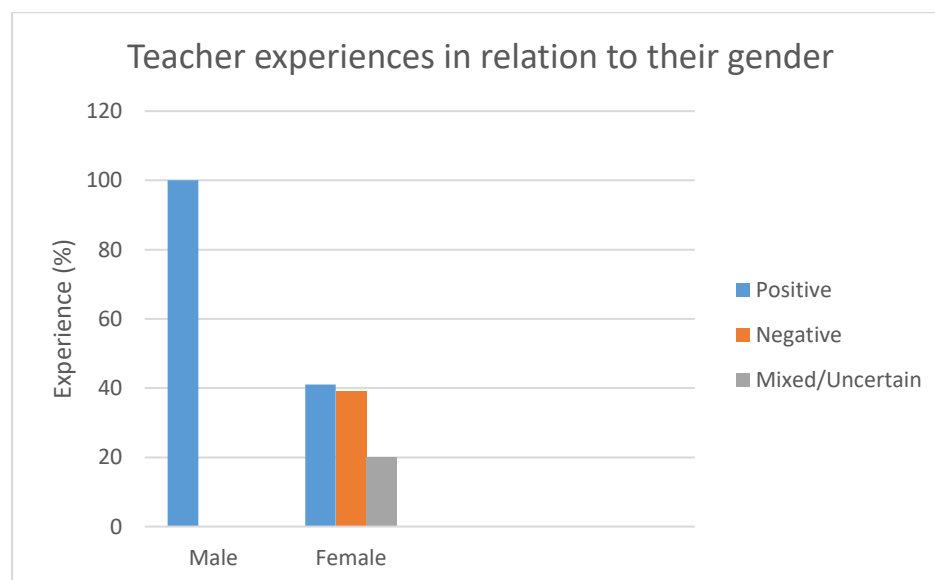
4.6.2.1. An analysis of teacher experiences in relation to gender

As illustrated in Figure 4.8., with regards to gender, in a total of 56 female educators, 23 (41%) had positive experiences, 22 (39%) had negative and 11 (20%) had mixed feelings towards the implementation of inclusive education. Their male counterparts all had positive perspectives towards FSSs as all seven (100%) who participated gave positive responses in terms of their views about the successes of FSSs. The researcher kept an open mind for any unexpected findings. Most would assume that males would lean towards the negative experiences as females are known to be predominantly feminine. Nevertheless, the results of the current study proved the contrary. Likewise, Gross and Pelcovitz (2012) stated that female teachers and all females in general, are socialised and raised to be more nurturing than males.

Similar to the findings of this study, a study about teacher motivation and job satisfaction in IE revealed lower levels of satisfaction in teaching within such schools. The author of this study also indicated that this was unexpected. However, the assertion was that the amount of paper work could play a role as females complained about this activity more than male teachers did. Furthermore, it was stated that women have greater responsibilities in the home, which might account for their decreased level of job-satisfaction as they bare the dual pressure of home and work (Bishay, 1996).

As mentioned above, because of the stereotypic gender roles it was expected that female teachers would have more pleasant experiences than male teachers. Contradictory to the findings of this study with regards to the experiences of teachers in relation to gender, a number of studies (Vaz et al., 2015; Alghazo, Gaad, & El, 2004) found that male teachers had more negative experiences in FSSs. Findings to these studies revealed that males had less positive attitudes towards including persons with disabilities in the regular classroom than their female counterparts.

Figure 4.8: Teacher experiences in relation to their gender



4.6.2.2. An analysis of teacher experiences in relation to age

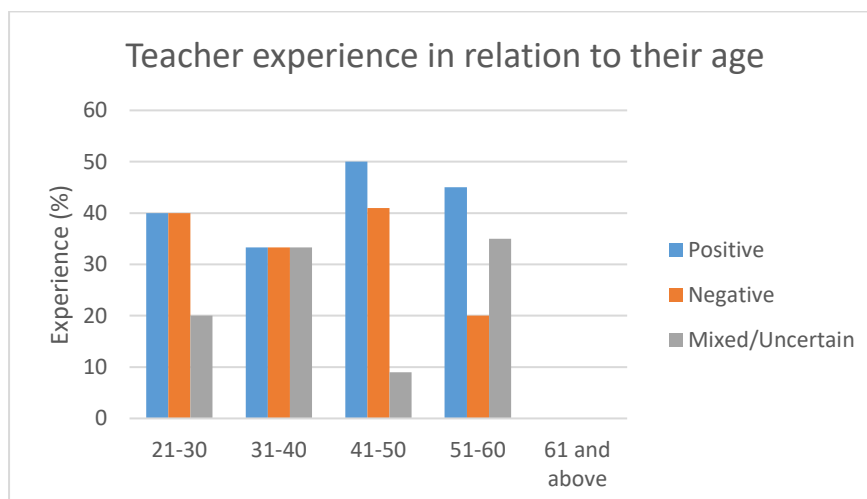
Looking at the age variable. Out of five teachers within the age ranges of 21-30, two (40%) responded positively, two (40%) negatively, and one (20%) had mixed

feelings. Between the age ranges of 31-40, two (33.3%) viewed FSSs as effective, two (33.3%) felt that they are ineffective, and two (33.3%) were uncertain about their standpoint in this matter. These were results extracted from six educators. Furthermore, 32 teachers between the ages of 41-50 comprised of 16 (50%) that felt optimistic about FSSs, 13 (41%) were pessimistic, and three (9%) were indeterminate. Teachers between the ages 51-60 were 20 altogether. A number of nine (45%) teachers viewed full service schools as ideal for all children, four (20%) of them felt that children with impairments need to be taught separately from those without impairments, and seven (35%) had mixed viewpoints. No educators were 61 years and above in the current study. This is presented in Figure 4.9.

Drawing from the above findings, one can identify that the majority of older participants seem to have positive experiences within the FSSs at Umlazi. This is evident in a study by Antonio, Polychroni, and Vlachakis (2006) where younger teachers are said to experience higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession.

On the contrary, some studies found younger teachers to be having more positive perspectives towards integrated classrooms than their older counterparts. Vaz et al., (2015) found that educators who were aged 55 years and over upheld more negative attitudes towards inclusion when compared to the 35-55-year-old subgroup. In the same way Cornoldi, Terreni, Scruggs, and Mastropieri as cited in Subban and Sharma (2006) revealed that older, more experienced teachers appeared to foster less positive sentiments when compared to younger teachers.

Figure 4.9: Teacher experiences in relation to their age

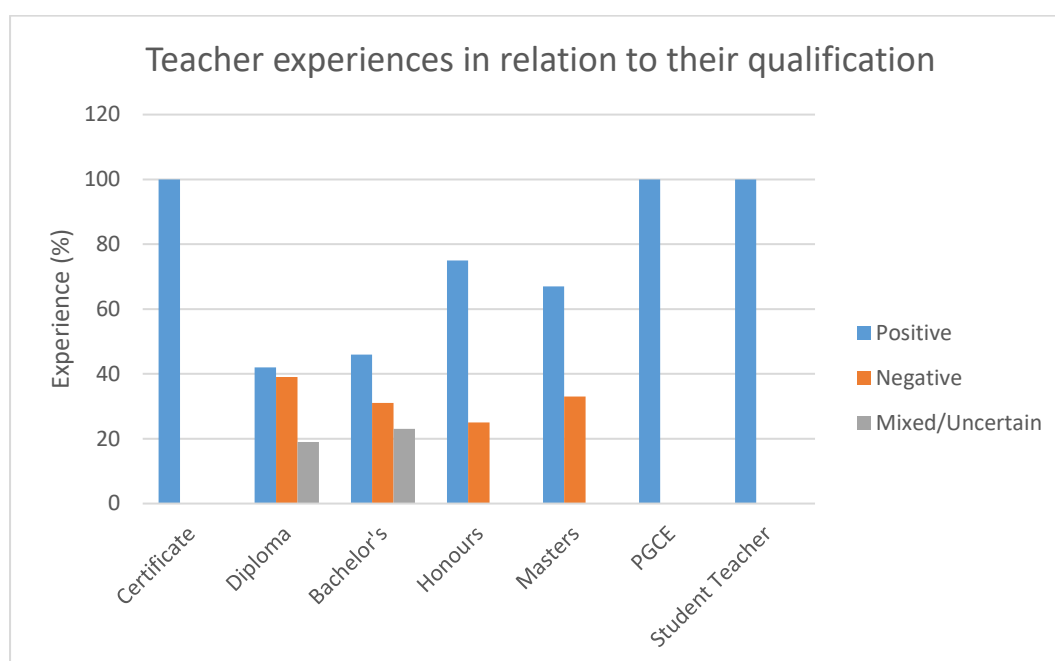


4.6.2.3. An analysis of teacher experiences in relation to qualification

The qualification variable on this research addressed teachers possessing Certificates, Diplomas, Bachelors, Honours, and Masters. Additionally, an option for any other qualification was provided, the resultant being one having a qualification in Post Graduate Certificate in Education (PGCE) and another one a Matric Certificate (student teacher). As presented in Figure 4.10., only one (100%) teacher with a certificate participated in the study and was uncertain about the effectiveness of FSSs. Most participants in the study had diplomas, 36 to be precise. Out of this number 15 (42%) carried positive attitudes, 14 (39%) had negative perspectives, and seven (19%) had mixed reactions towards the schools under study. Teachers holding the bachelor's degree were 13, six (46%) of them indicated that integrating learners with differences is a good idea, four (31%) disagreed, and three (23%) were in between in terms of their views. Participants with an Honours qualification were eight accumulatively, six (75%) had positive views about the schools of interest and two (25%) were against the idea of inclusion. Those having a master's degree were consisting of two (67%) that had positive experiences and one (33%) had negative experiences; these were extracted from a total number of three educators that held master's degrees in education. In the other category, one participant had a PGCE qualification and held a positive attitude towards FSSs. The other held a National Senior Certificate (Teacher Assistant) and indicated a positive attitude towards inclusion.

Avramidis and Kalyva (2007) demonstrated the importance of substantive long-term training in the formation of positive teacher attitudes towards IE. The current study also had similar results as it discovered that the higher the qualification, the more optimistic the teachers become about inclusion. Results indicated teachers holding Honours as their highest qualification had the most positive experiences, followed by the Master's group, and then the Diploma. For the Certificate, PGCE, and teacher assistant, findings could not be generalised as there was only one participant in each of those categories. Similar to the findings of the current study, Dupoux, Hammond, Ingalls, and Wolman (2006) mentioned that having a higher educational degree was positively correlated with attitudes toward integration.

Figure 4.10: Teacher experiences in relation to their qualification



4.6.2.4. An analysis of teacher experiences in relation to race

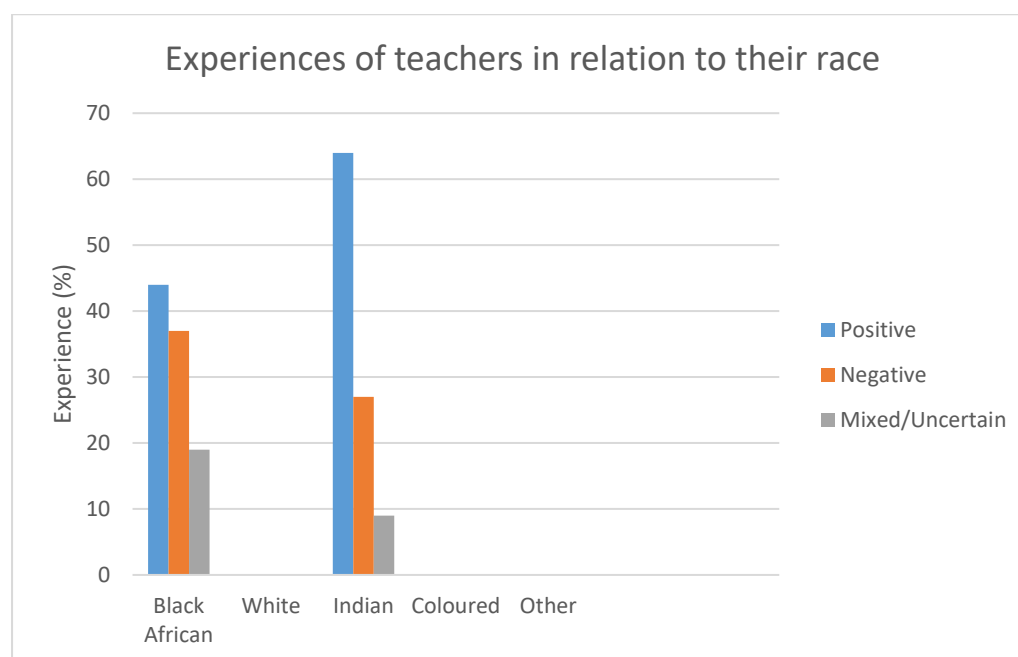
At the time of data collection, it was found that full service schools in Umlazi District contained black African and Indian teachers only. Black Africans covered the majority of participants in the study. An overall number of 52 black African teachers to be exact. Within this sample, 23 (44%) of them had positive reports about their experiences in FSSs, 19 (37%) reported bad experiences, and 10 (19%) gave mixed reports. Indian teachers were 11, 7 (64%) of them were confident about inclusive education, three (27%) of them were reluctant, and one (9%) was unsure whether they agree or disagree with the creation and operation of FSSs. This is shown in Figure 4.11 below.

Data analysis of the experiences of primary school teachers within Umlazi in relation to race revealed more Indian teachers as having positive experiences than black African teachers. By referring to the descriptive analysis above, it can be seen that black African teachers were disproportionately more than the Indian teachers. As a result, findings should be treated with caution.

It is intriguing that blacks would be found to be the ones having bad experiences within FSSs when the system was mostly created to try and create equality in the

education of the people of colour and the whites. Therefore, one would expect that the experiences of black African teachers would be favourable. As such, schools were designed as a means to put to an end the inequalities of educational instruction as a result of socioeconomic background, ethnicity, gender, age, and/or ability/disability. However, due to the past inequalities which led to the oppression of most blacks; it can be understood that their FSSs are packed as even those learners without disabilities are coming from marginalised backgrounds. This can be hypothesised to lead to early teacher burnout and unfavourable experiences.

Figure 4.11: Teacher experiences in relation to their race



4.6.2.5. An analysis of teacher experiences in relation to years of teaching experience

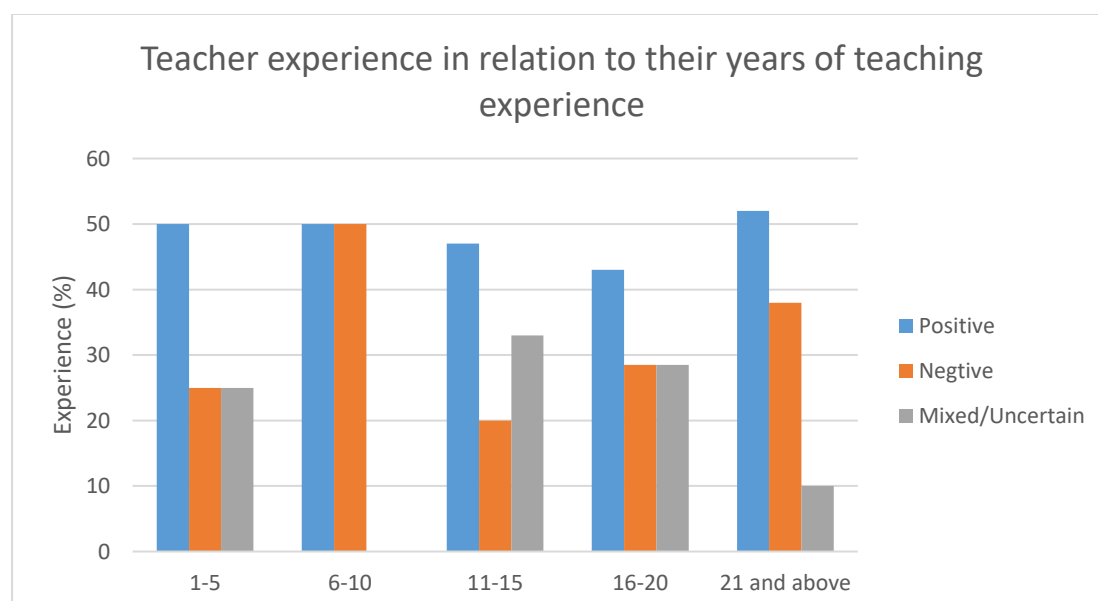
In terms of the total number of teaching experience, teachers who had between 1-5 years of teaching experience were 12. Out of the 12, 6 (50%) had positive attitudes towards FSSs, 3 (25%) had negative attitudes, and three (25%) had mixed opinions. Teachers who had between 6-10 years of teaching experience were eight. Four (50%) had positive experiences, the other 4 (50%) had negative experiences. Teachers who had 11-15 years of teaching experience were 15 altogether, seven

(47%) revealed positive experiences, three (20%) had negative experiences, and five (33%) had mixed feelings about their experiences. Teaching experience between 16-20 years accounted for seven teachers, three (43%) of them had favourable experiences, two (28.5%) had unfavourable experiences, and two (28.5%) had mixed experiences. Teachers who had 21 and above years of teaching experience were 21 in total, 11(52%) of them had positive experiences, eight (38%) had negative, and two (10%) had mixed experiences. Figure 4.12. illustrates this.

With regards to experiences of teachers in relation to teaching experience Alghanzo, Gaad and El (2004) found similar results to those of the current study. Their study suggested that the number of years of teaching experience of teachers was influential in determining teachers' acceptance of inclusion. As educators gained more experience in teaching (12 years or more), their acceptance of including students with disabilities increased, with the less experienced teachers demonstrating relatively lower levels of acceptance for inclusion.

Although a number of studies support the findings of the current research, a study about teachers' attitudes towards their included students with disabilities revealed that greater experience teaching in inclusive classes was associated with higher rates of concern nominations for included students with disabilities (Cook, Tankersley, Cook & Landrum, 2000).

Figure 4.12: Teacher experience in relation to their years of teaching experience



4.7. Summary

The aims of the study were (a) to determine the nature of experiences of primary school teachers in full service schools; and (b) to establish if there is any relationship between the teachers' experiences in full service primary schools and the variables of interest (i.e. gender, age, qualification, race, and teaching experience). This chapter has provided a comprehensive elucidation of data analysis for the current study. The experiences of teachers in FSSs at Umlazi district and the variables related to their experiences were presented. Considering both qualitative and quantitative analyses, it can be concluded that results were positive.

The following chapter shall provide a summary of findings, conclusion, implications and limitations.

Chapter V

Conclusion, Recommendations, Limitations and Avenues for Future Research

5.1. Introduction

The current study was undertaken at a time when there were mixed reports about the successes of IE in SA. Its relevance places emphasis on the progress of an integrative educational system in the post-apartheid era. This study has addressed the conceptualisation and operationalisation of the EWP6 policy requirements. The findings are intriguing, particularly because the study was conducted after more than two decades since SA was proclaimed as a democratic state. This policy was created to provide access to quality education to marginalised communities, especially those who were non-white. What makes the study valuable is that it provides feedback about IE at a time when opportunities are readily available to everyone including people of colour.

Findings of this research answered the following questions:

- i) What are the experiences of primary school teachers in full service schools?
- ii) Is there any relationship between the teachers' experiences in full service primary schools and the following variables of interest:
 - Gender
 - Age
 - Qualification
 - Race
 - Teaching experience

5.1.1. Methodology of the study

Chapter I provided the background of the research topic, statement of the problem, research questions, rationale of the study, definition of terms, and intended contribution to the body of knowledge. Chapter II reviewed the relevant literature and theoretical frameworks used for the conceptualisation of the study. This chapter also reviewed local and international literature on the IE policy and the progress of this policy outside the delimitation of the present study. In Chapter III, the research

design, data collection techniques, validity and reliability of the research instrument, data analysis measures, and ethical standards that were adhered to in the execution of this study were addressed.

Chapter IV paid attention to the quantitative and qualitative analysis of the data that was obtained. The results were interpreted in accordance with the aims of the study and the discussion of findings was made. The focus of this chapter, Chapter V, will be to provide a summary of findings and significant conclusions. Recommendations will be made for all stake holders in an attempt to minimise the challenges faced by teachers in Full Service Schools (FSS) as per their reports. Limitation of this study and avenues for future research will also be indicated.

5.2. Summary of Findings of the Present Study

5.2.1. Experiences of primary school teachers in full service schools

The first objective of the study was to investigate the experiences of the primary school teachers in full service schools. With regards to this objective, findings indicated the following unfavourable conditions that prevent IE to be implemented successfully:

- Teachers indicated that they do not receive support from the Department of Education (DoE).
- Teachers fear that they are incompetent to handle learners with disabilities because of their insufficient training.
- Further, teachers reported on the effects of insufficient resources within their schools.
- Also, a concern around the maltreatment of learners with disabilities was raised.
- Teachers reported that there is a lack of parental support and involvement in learning.
- Large class sizes were also raised as one major factor that affects effective teaching and learning in inclusive schools.
- Shortage of staff was reported as another barrier to effective teaching.

5.2.1.1. Lack of support from the DoE

In Chapter IV, the data presented showed that teachers are unhappy about the limited support that they receive from the DoE. A number of studies echo this finding as they indicate that teachers believe that they are not supported enough by the department in order to efficiently deal with the issue of inclusion (Memisevic & Hodzic, 2011; Mayaba, 2008; Avramidis & Norwich, 2002). The DoE should address this concern as it negatively impacts on the motivation of teachers who work in full service schools. Teacher support that the DoE needs to provide teachers with comes in various forms. This could mean the provision of adequate learner-teacher-support materials, infrastructure provisioning, adequately trained personnel and much more. In essence, the teachers echo this situation primarily because they feel left out to find means for survival in the classroom. This poses a challenge to effective teaching and learning in the classroom.

5.2.1.2. Teachers' perceived incompetency when dealing with children who have impairments

Findings of this study also revealed that teachers feel unprepared to teach children with disabilities due to their lack of training in special education. Swart, Engelbrecht, Eloff, and Pettipher (2002) in their study also found that teachers were of the opinion that they do not possess adequate knowledge or skills to address diversity or to teach learners with special educational needs. There is thus perceived inability to manage diversity, often leading to feelings of fear and hopelessness. Although most teachers were insecure when it came to handling children with disabilities, they reported that they preferred some impairments over others. They indicated that they would rather have learners with "manageable" impairments like vision which would require spectacles or hearing which might be enhanced by the use of hearing aids. Teachers will focus their attention to a certain category of learners over others, suggesting that learners with severe disabilities, or those with disabilities that teachers cannot handle; do not get proper attention which further puts the learners in a compromised teaching and learning space.

5.2.1.3. Insufficient resources

Insufficient resources in the form of human and material resources were found to be amongst the leading causes of teacher dissatisfaction with IE. EWP6 (2001) stipulated material resources as including funding; classroom resources such as text books, visual aids and computers; availability of programmes for learners with barriers; and assistive devices. Additionally, human resources were classified as those that include adequately and appropriately trained educators in every school; the ratio of educators to learners and the network of support within the school educator team. However, this stipulation has not turned into practice for some of the FSSs in KZN as teachers that participated in this study complained about the lack of human and material resources.

Allison (2011) conducted a study about challenges faced at FSSs. Findings revealed that the teachers are complaining about the lack of resources, such as teaching aids, student transport, and physical structures that can support inclusivity. The same study also indicated that participants mentioned that most students lived far away from the school. According to the participants, the majority of students with physical barriers travelled long distances to the school with their wheelchairs. In addition, they mentioned that the school's poor physical facilities (bathroom, classrooms, and sports fields) often prevented successful implementation of IE programs. These findings are synonymous to those of the current study.

5.2.1.4. Maltreatment of learners with impairments

Results from the previous chapter indicated teacher's concerns about the maltreatment of their disabled learners by those that are not disabled. A study conducted by Shah (2007) on preferences of disabled children between mainstream and special schools found that several young disabled people mentioned being victims of overt and covert bullying by non-disabled peers in mainstream schools. Disabled children indicated that making friends within special schools is easier than mainstream schools. They further went on to say that non-disabled peers are difficult to handle. Another teacher in a study conducted by Udoba (2014) mentioned that they were disappointed in how the society in general treats disabled children. Similarly, participants on this study seemed worried about the treatment that

disabled learners are receiving from the community and particularly from the school premises.

5.2.1.5. Lack of parental support

A number of teachers appeared to be discouraged by the lack of involvement shown by caregivers on their children within FSSs. Correspondingly, a study by Engelbrecht, Oswald, and Forlin (2006) reveals that parental and community non-involvement is considered a barrier to successful operation of FSSs. The same study further went on to say that the non-payment of school fees by a large percentage of parents can also be seen as a barrier that needs to be addressed in more innovative ways. As reported by the participants of this study, parents do not even attend parent meetings to see how their own children are progressing at school. This, in turn makes it difficult for teachers to be optimistic of IE when parents are not doing their part.

5.2.1.6. Large class sizes

Results from this study suggested that the large class sizes make teaching very difficult for teachers in full service schools, especially with the added demand of teaching diverse learners. Correspondingly, Ladbroke (2009) indicated that “for educators the stress of the challenge of large classes is often compounded by the teaching of children, who have limited support from home and are frequently considered by educators to lack identification with authority traditionally invested in their role as educators” (p. 64). The disproportionate learner-teacher ratio is a major setback in achieving fully inclusive institutions. It is apparent from the findings of the present study that teachers are faced with the challenge of overcrowded classrooms in FSSs. The DoE needs to attend to this issue by hiring more support staff and providing more infrastructural resources like building extra classrooms and skills workshops.

5.2.1.7. Shortage of staff

The shortage of assistant staff was also found to impact on the teacher’s negative perceptions towards integration. There is a real shortage of qualified staff specialising in working with people with disabilities. Schools do not have staff with proper qualifications and are short of teams to work with students with disabilities.

Currently, while many schools count special educators among their staff, there is a shortage of other types of qualified staff to work as social workers, occupational therapists, psychologists, speech therapists, etc. In some cases, schools contact an outside resource person to provide occasional services. A more permanent and consistent presence of qualified staff within the school setting would provide students with regular follow-up services (Wehbi, 2006).

5.2.2. Relationship between the teachers' experiences in full service primary schools and the variables of interest

The second objective of the study was to investigate if there is any relationship between the teachers' experiences in FSPs and the variables of interest (i.e. gender, age, qualification, race, and teaching experience). Findings addressing this objective revealed that:

- Males had positive perspectives and experiences towards FSPs when compared to their female counterparts.
- Older teachers seemed to have positive experiences within the FSPs than younger teachers.
- Teachers with the highest qualifications appeared to have more positive experiences than those with lower qualifications.
- More Indian teachers as had positive experiences than black African teachers.
- As educators gain more experience in teaching they seem to have more favourable experiences than teachers with less teaching experience.

5.2.2.1. Gender

Finding of this study with regards to experiences of teachers by gender proved to be uncommon. Male teachers reported more positive experiences working with diverse children than female teachers. However, although it is infrequent Chopra (2008) also revealed that male teachers' experiences were more positive towards IE as compared to their counterparts. The same study suggested that the results could have been related to the reason that the male teachers were more aware about the IE rather than their female counterparts. From the analysis of the current study, it was also found that male participants were usually older in age, had more

experiences, had higher qualifications, and held senior positions. The researcher also assumes that their favourable experiences might have been related to those attributes.

5.2.2.2. Age

The present study revealed that older more experienced teachers were more optimistic about their experiences in FSSs than younger teachers with less experience. Senior teachers who participated in this study mentioned that younger teachers usually refer learners to them when they feel they cannot handle them due to their disabilities. One teacher made an example of an epileptic learner that she is always called to attend when they have seizures. Nevertheless, Buford and Casey (2012) found contradictory results to those of the current study as they found that younger teachers have more positive experiences than older teachers. The above study asserts that, this might be because younger teachers have fewer years of teaching experience, as a result they are still far from feeling burnt out.

5.2.2.3. Qualification

An investigation about the correlation between teacher's qualifications and their experiences showed that the higher the qualification that the teacher possessed the more they become confident when working with learners who are different. Avramidis and Kalyva (2007) echoed the result of the present study as they reported that substantive long-term training is vital in the formation of positive teacher experiences in full service schools. From the results of this study, it was evident that more qualified teachers were content about working in FSSs than those who were less qualified.

5.2.2.4. Race

This study comprised only two races; Indians and black Africans. Between the two races, it was found that Indians had more positive experiences than black African teachers that partook in the study. The sample of this study comprised more black teachers than Indian teachers. This might be because most of the schools were all situated in the township areas (which are dominated by blacks) and only two of the schools were situated in semi-suburban areas (which are dominated by whites and Indians).

Johnson-Bailey (2002) mentions that race is the unspoken variable, but it is yet very significant. "When we participate in programs or classes as students, teachers, or planners, we bring the historical weight of race with us. It matters little whether we intentionally trade on or naively try to discard the privileges, the deficits, or standpoints of racial statuses. Such ranks, authorizations, honours, suspicions, and stereotypes cannot be cast aside" (Johnson-Bailey, 2002, pp. 39-50)

5.2.2.5. Teaching experience

Ross-Hill (2009) found that teachers who had been actively involved in teaching learners with special educational needs (LSEN) reported positive experiences than their counterparts with little or no such experience. Likewise, analysis and interpretation yielded results indicating that more teacher experience within a FSS results in the teacher becoming more confident about teaching integrated learners; vice versa, the less experience they have the less confident they become.

5.3. Implications of Findings

Findings from the analysis respond to the study's research questions and help to achieve its goals, which are to investigate the nature of experiences of primary school teachers in full service schools; and to determine if there is any relationship between the teachers' experiences in full service primary schools and the variables of interest. These findings have several significant implications for theory, policy and practice.

5.3.1. Implication for theory

In terms of the application of theory, it is apparent from this study that a number of social learning theories such as those that were used for the conceptualisation of the study are not put into practice. Those are: Social Model of Disability, Bronfenbrenner's Ecological Systems theory and Howard Gardner's Theory of Multiple Intelligences. These theories have been used in a number of studies concerning inclusive education (Ferguson, 2008; Kinsella & Senior, 2008; Paliokosta & Blandford, 2010; Reindal, 2008; Singal, 2006).

Firstly, findings of this study imply that the family and community are not taking an active part in making the implementation of the IE policy a success or at least any easier. Teachers who participated in this study reported that parents are not involved in the academic lives of their children. Once they leave them on the school gates, they forget about them. They further reported that the lack of support from parents exerts an extra strain on them as they feel that they have to play multiple roles, of which includes parenting these children because they are neglected by their own parents.

Bronfenbrenner's Ecological Systems Theory views a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Bronfenbrenner indicated that changes or conflict in any one of these layers would ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well (Ryan, 2001). This theory advocates for the importance of all systems, including the community and family in trying to assist the child to reach their full learning potential.

Secondly, findings of this particular study also imply that teachers are still employing syllabuses that were tailored as uniform ways of teaching. One example of such syllabuses is Outcome Based Education (OBE). Morcke, Dornan and Eika (2013) defines OBE as an educational theory that bases each part of an educational system around goals (outcomes). Meaning that by the end of the educational experience, each student should have achieved the goal. This form of teaching restricts learners from reaching their fullest potential. The theory of Multiple Intelligences asserts that individuals possess eight or more relatively autonomous intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 2003). Hence, it does not benefit diverse learners to be taught the same way.

Takahashi (2013) states that teachers are required to view school education from an individual-cantered perspective. However, in practice, current education models

have all children learn the same material, in the same manner, and at the same pace, and a standard, static, decontextualized instrument assesses progress. Gardner and Boix-Mansilla (1994) as cited in Takahashi (2013) suggests that the goals of education should be to understand each child in depth and help optimize development by matching a child's learning level with the appropriate teaching methods.

Lastly, with regards to the application of the Social Model of Disability from the results of this study it is eminent that learners living with a disability are still faced with challenges like being ridiculed, bullied, and even excluded from mainstream society. Oliver (2013) defines the Social Model of Disability as a theory that views society as disabling physically impaired people. The same study defined disability as something imposed on top of the impairments of the impaired by the way they are unnecessarily isolated and excluded from full participation in society. In most parts of society, they are still treated as helpless and entirely dependent on others for survival. Many parents indicated that the challenges of IE they faced with their children cannot be attributed to their children's disabilities per se, but to society's negative reactions to these disabilities. This situation has led some parents to actually hide their children to protect them from negative reactions; clearly this situation has contributed to more exclusion of children with disabilities and has not contributed to increased awareness (Wehbi, 2006).

5.3.2. Implication for policy and practice

The findings of this study imply that when the DoE designs policies they do not consider the practicalities of implementing a policy like the IE policy. Teachers are expected to perform on guidelines that were designed as compensation for the inequalities of the past. Hence a clear trajectory to follow is not provided when it comes to the actual instruction provision within inclusive classrooms. A collaborative approach including teachers and all other stake holders should be taken in designing such policies. Mayaba (2008) similarly suggested that there needs to be a wide stakeholders' consultation in developing policies. The same study went on to say that, educators need to be involved when crucial decisions are made as they are the ones who implement policies in classrooms. Should this be done there will be improvement and their unfavourable perceptions might change.

Drawing from the findings of the current study it is also evident that educators are not sufficiently supported by the DoE. Support in this regard may indicate provision of workshops, provision of material resources, and employment of support staff. However, it is assuring to see that initiatives at the macro level are being undertaken by the national and provincial education departments who are conducting pilot projects for IE in a few of the most disadvantaged provinces in SA. These projects aim to develop an IE system through capacity building at district level, as well as developing and monitoring in-service training for educators including the development of relevant resource materials (Lomofsky & Lazarus, 2001).

From the findings of this study it is also evident that learners without disabilities have limited knowledge with regards to those living with disabilities. This study found that one of the major concerns teachers have about teaching integrated learners is that learners with impairments are ridiculed and bullied by their non-disabled peers. As a result, in an act of self-defence, they become aggressive and defiant. This causes more problems for the teacher as it indicates that the school and classroom becomes less manageable. This then shifts focus of learning academic material into trying to maintain order amongst the learners. However, Swart et al. (2002) found that inclusion can benefit both learners with and without disabilities in terms of facilitating acceptance and understanding of one another.

Engelbrecht, Oswald and Forlin (2006) mentioned that teachers, parents, communities and learners do not share a philosophy of IE, as awareness has not been raised for this educational initiative notwithstanding all the education policies recently published. The present study findings also imply that caregivers, despite reports that they are uninvolved in their children's academic lives are not supplied with sufficient information about IE and their role in making this policy a success.

Another implication of the current study's findings is that teachers are expected to teach and produce great results when the high learner-teacher ratio is appalling. Teachers who participated in this study lamented about large class sizes that are impossible to manage. Learner-teacher ratio should be decreased to reasonable proportions.

5.4. Limitations of the Study

In spite of the best of efforts to minimise all limitations that might creep in course of the research, there were certain constraints within which the research was completed. These are discussed below:

- (a) This study focused on teachers from Umlazi district primary schools; findings cannot be generalised to the whole of SA.
- (b) The sample size comprised 63 educators only. A larger sample would have been better in terms of validity and reliability, and a correlational study across different districts would indicate differences in terms of challenges, perceptions, and experiences teachers have within FSSs.
- (c) Although the instrument used was reviewed by an expert in the field who verified that it was connected to the objectives of the study; a standardised tool would have increased the validity and reliability of the current study.
- (d) The experiences of teacher of inclusion in special and general schools was not investigated. As a result, the findings regarding the experiences of “all teachers” cannot be generalized to these schooling environments.

5.5. Recommendations

5.5.1. Recommendations for all inclusive education stakeholders

The following recommendations are offered as solutions to the current challenges in the implementation of IE and unfavourable experiences in FSSs:

- i) Based on the findings of this study, the adjustment of the curriculum in higher education is recommended. Modules dealing with handling learners who require additional support should be mandatory for all teachers during pre-service training. Furthermore, judging from these results special education training does not seem to be sufficient in preparing teachers to teach in full service schools; where a diversity of learners is catered for. Perhaps the curriculum should be tailored in accordance with the guidelines of the EWP6 in an attempt not only to provide teachers with skills for teaching special learners but instead for teaching integrated learners.

- ii) Although recommendations are made for adjusting the curriculum for pre-service teachers, without shadow of a doubt in-service teachers are the ones currently facing challenges within FSSs. Therefore, it is recommended that they receive additional training in the form of conferences and workshops.
- iii) Increased support from senior personnel like school principals and district officials is suggested. This support would entail providing human and material resources such as teaching material, teacher assistants, and infrastructural changes to support learners with physical impairments.
- iv) To prevent maltreatment and discrimination of learners with disabilities, psychoeducation should be provided to all learners and teachers to advocate against this kind of treatment towards learners with disabilities.
- v) Psychoeducation in the form of community outreach programs and workshops should be provided to all caregivers in attempts to raise awareness about the importance of a caregiver's presence in the personal and academic life of a child.
- vi) The DoE must employ psychologists who are going to be on-site and occupy resource centers within FSSs. This will save teachers the trouble of going through a dreadful process when trying to get one of their students assessed.
- vii) Drawing from the findings of the present study, differentiated learning is recommended for educators teaching in FSSs. Morgan (2014) defines differentiated instruction as a way of recognising and teaching according to different student talents and learning styles. This may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

5.5.2. Avenues for future research

The following recommendations are offered for related research in the field of educational psychology and special needs:

- i) A larger sample size is recommended for generalisability of the research findings.

- ii) A correlational study across different districts would be interesting as it would also provide policy makers with information about the success of inclusive education across districts. Based on those findings, an action plan can be put in place to assist those districts that still fall behind in the implementation by adopting strategies that are used by districts where inclusion is successful.
- iii) Future researchers may revise the instrument used in the current study for gathering data to increase the reliability and validity of their studies.
- iv) An investigation into the experiences of special and general school teachers in full service schools may also be valuable.

5.6. Concluding Remarks

Overall, this study found that most primary school teachers in FSSs in Umlazi district have positive experiences within these schools. However, it was evident that although a number of the participants had favourable experiences, they did not share a total agreement of inclusion. This was caused by a number of disabling conditions such as: the lack of support from the DoE; teacher incompetency when dealing with disabled learners; insufficient human and material resources; maltreatment of learners with impairments; large class sizes and shortage of staff.

With regards to attributes related to teachers' experiences in FSSs, results of this study indicated that males had more positive experiences within FSSs than their female counterparts. It was also observed that older teachers seemed to have favourable experiences when compared to younger teachers. Furthermore, it was discovered that teachers with higher qualifications were more content with their work in FSSs than teachers who had less qualifications. Notably, black African teachers seemed less satisfied with their experiences as teachers in FSSs than Indian teachers who participated in the study; and older more experienced teachers were found to have more positive experiences in FSSs than the younger, less experienced teachers.

Judging from the findings of the study, it can be concluded that there is hope in the success of FSSs provided that all stakeholders actively play their roles. The DoE should make attempts to provide teachers with all the human and material resources

that they need; parents should also be actively involved in the academic and personal lives of their children.

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Annexures

Annexure A: University of Zululand Ethical Clearance Certificate

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



RESEARCH & INNOVATION

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

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/254									
Project Title	Experiences of the primary school teachers in Full Service Schools									
Principal Researcher/ Investigator	SYN Cele									
Supervisor and Co- supervisor	Prof MM Hlongwane					Dr SP Zulu				
Department	Educational Psychology & Special Education									
Nature of Project	Honours/4 th Year		Master's	x	Doctoral		Departmental			

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

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

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

Please note that the UZREC must be informed immediately of

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

Classification:

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

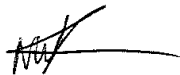
The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

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

The UZREC retains the right to

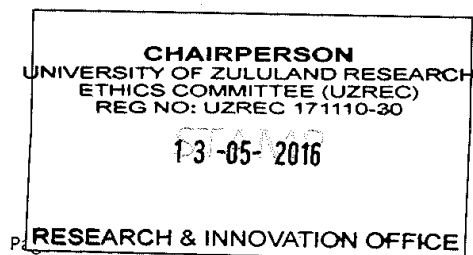
- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request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

The UZREC wishes the researcher well in conducting the research



Professor Nokuthula Kunene
 Chairperson: University Research Ethics Committee
 13 May 2016

SYN Cele - PGM 2016/254



**Annexure B: Access Letter Requesting Permission to Conduct Research
(HOD)**

University of Zululand
PO Box X1001
KwaDlangezwa
3886

The Head of Department

Private Bag X 9137
Pietermaritzburg
3200

Dear Dr Sishi

Request for Permission to Conduct Research

I am a registered Master's student in the Department of Educational Psychology and Special Education at the University of Zululand. My supervisor is Prof M.M. Hlongwane.

The proposed topic of my research is: *Experiences of Primary School Teachers in Full Service Schools in Umlazi District.*

The objectives of the study are:

- (a) To determine the nature of the experiences of primary school teachers in full service schools.

- (b) To establish if there is any relationships between the teachers' experiences in full service primary schools and the variables of interest:
- Gender
 - Age
 - Qualification
 - Race
 - Teaching experience

I am hereby seeking your consent to approach primary school teachers in Umlazi District. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
(b) A copy of the research instruments which I intend using in my research

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

Miss S.Y.N Cele (student)

(031) 906 6416

Sanelisiwe0606@gmail.com

Prof M.M. Hlongwane (Supervisor)

(035) 902 6341

HlongwaneM@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Miss S.Y.N Cele

Annexure C: Permission to Conduct Research in Kwa-Zulu Natal Schools



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/878

Miss SYN Cele
University Of Zululand
P/Bag X1001: Internal Box 315
Kwa-Dlangezwa
3886

Dear Miss Cele

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPERIENCES OF THE PRIMARY SCHOOL TEACHERS IN FULL SERVICE SCHOOLS AT UMLAZI DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 August 2016 to 01 December 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehlogile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

uMlazi District

Adv. MB Masuku
Acting Head of Department: Education
Date: 23 August 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehlogile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

Annexure D: Access Letter Requesting Permission to Conduct Research
(District Manager)

University of Zululand
PO Box X1001
KwaDlangezwa
3886

The District Manager

.....
.....
.....

Dear Sir/Madam

Request for Permission to Conduct Research

I am a registered Master's student in the Department of Educational Psychology and Special Education at the University of Zululand. My supervisor is Prof M.M. Hlongwane.

The proposed topic of my research is: *Experiences of Primary School Teachers in Full Service Schools in Umlazi District.*

The objectives of the study are:

- (c) To determine the nature of experiences of primary school teachers in full service schools.
- (d) To establish if there is any relationship between the teachers' experiences in full service primary schools and the variables of interest:

- Gender
- Age
- Qualification
- Race
- Teaching experience

I am hereby seeking your consent to approach primary school teachers in Umlazi District. To assist you in reaching a decision, I have attached to this letter:

- (c) A copy of an ethical clearance certificate issued by the University
- (d) A copy of the research instruments which I intend using in my research

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

Miss S.Y.N Cele (student)

(031) 906 6416

Sanelisiwe0606@gmail.com

Prof M.M. Hlongwane (Supervisor)

(035)902 6341

HlongwaneM@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Miss S.Y.N Cele

Annexure E: Access Letter Requesting Permission to Conduct Research
(School Principal)

University of Zululand
PO Box X1001
KwaDlangezwa
3886

The School Principal

.....
.....
.....

Dear Sir/Madam

Request for Permission to Conduct Research

I am a registered Master's student in the Department of Educational Psychology and Special Education at the University of Zululand. My supervisor is Prof M.M. Hlongwane.

The proposed topic of my research is: *Experiences of Primary School Teachers in Full Service Schools in Umlazi District.*

The objectives of the study are:

- (e) To determine the nature of experiences of primary school teachers in full service schools.

- (f) To establish if there is any relationship between teachers' experiences in full service primary schools and the variables of interest:
- Gender
 - Age
 - Qualification
 - Race
 - Teaching experience

I am hereby seeking your consent to conduct research at your school. To assist you in reaching a decision, I have attached to this letter:

- (e) A copy of an ethical clearance certificate issued by the University
- (f) A copy of the research instruments which I intend using in my research

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

Miss S.Y.N Cele (student)

(031) 906 6416

Sanelisiwe0606@gmail.com

Prof M.M. Hlongwane (Supervisor)

(035)902 6341

HlongwaneM@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Miss S.Y.N Cele

Annexure F: Participant Informed Consent

Informed Consent Declaration

(Participant)

Project Title: Experiences of Primary School Teachers in Full Service Schools in Umlazi District

Miss S.Y.N Cele from the Department of Educational Psychology and Special Education, University of Zululand has requested my permission to participate in the above-mentioned research project.

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

I am aware that:

1. The purpose of the research project is:
 - (a) To determine the nature of experiences of primary school teachers in full service schools.
 - (b) To establish if there is any relationship between the teachers' experiences in full service primary schools and the variables of interest:
 - Gender
 - Age
 - Qualification
 - Race
 - Teaching experience
2. The University of Zululand has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards the expansion of the body of knowledge by providing the Department of Education with perhaps shortcomings in the implementation of full service education.
4. I will participate in the project by completing a questionnaire.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research.
7. There are no risks associated with my participation.
8. The researcher intends publishing the research results in the form of form of a thesis and article in learned journals and conference presentations. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. Any further questions that I might have concerning the research or my participation will be answered by:
 - Miss S.Y.N. Cele (Student): (031) 906 6416
 - Prof M.M. Hlongwane (Supervisor): (035) 902 6341
10. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
11. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

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

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

.....

Participant's signature

.....

Date

Annexure G: Researcher's Declaration

I, Sanelisiwe Yenzile Nicole Cele declare that:

- I explained the information in this document to:

.....

- I requested him/her to ask questions if anything was unclear and I have answered them as best I can.
- I am satisfied that s/he sufficiently understands all aspects of the research so as to make an informed decision on whether or not to participate.
- The conversation took place in isiZulu / English.
- I used/did not use an interpreter.

.....

Researcher's signature

.....

Date

Annexure H: Research Questionnaire

QUESTIONNAIRE

**Research Title: Experiences of primary school teachers in full service schools
in Umlazi District**

NB: This Questionnaire consists of 2 sections

SECTION A

You are requested to fill in the sections below by placing a cross (x) in the appropriate space provided with information applicable to you.

1. What is your gender?

Male	
Female	

2. What is your age?

21-30	
31-40	
41-50	
51-60	
61 and above	

3. What is your race?

African	
White	
Indian	
Coloured	

4. How many years of experience in total do you have as a teacher?

1-5	
6-10	
11-15	
16-20	
21 and above	

5. How many years of experience do you have in full service education?

None	
1-5	
6-10	
11-15	
16-20	
21 and above	

6. What qualification do you hold?

Certificate	
Diploma	
Bachelors	
Honours	
Masters	
Other	

If other, please specify.....

7. In your training as a teacher were there aspects that dealt with children with Special needs that were included?

Yes	
-----	--

No	
Uncertain	

If yes, please provide brief details.

.....

.....

.....

.....

SECTION B

This section contains different statements about teachers' experiences in full service schools. Answer all statements by putting a cross (x) to the response which most closely represents your experiences with full service schools.

For the purpose of this study the following terms shall mean:

- ❖ **Learning difficulty**- Barriers to learning that do not affect general intelligence (e.g. hearing impairments, visual impairments, and speech or language impairments).
- ❖ **Learning disabilities**- Are linked to overall cognitive impairment (e.g. intellectual disability, autism, Down's syndrome, cerebral palsy).
- ❖ **Inclusion/Inclusive education**- when children with or without disabilities participate and learn together in the same classes. This includes those who are physically handicapped.

Keys:

Strongly Agree – **SA**

Agree – **A**

Uncertain – **U**

Disagree – **D**

Strongly Disagree –**SD**

Statement	SA	A	U	D	SD
1. As an educator I am sufficiently experienced to teach all learners including those with special needs.					
2. I lack the necessary skills to teach learners with learning difficulties.					
3. In my experience learners with learning difficulties can be accommodated in the full-service classroom.					
4. In my experience learners with mild mental challenges can be included in full-service classrooms.					
5. Learners with learning difficulties do not have the academic capacity to cope with academic challenges.					
6. Special schools are good with children with special needs.					
7. Including learners with learning difficulties within the full service classroom equips them with social skills.					
8. Learners with learning difficulties require much more of the teacher's time.					
9. Including learners with learning difficulties into the full service classroom negatively affects others.					
10. All learners benefit in the integrated classroom environment.					
11. There is too much responsibility in teaching learners with learning difficulties.					
12. Learners with learning difficulties can be trusted with responsibilities within the classroom.					
13. I have knowledge of different learning difficulties.					
14. Support teams in the full service schools are functional.					
15. Most schools are properly constructed to cater for learners with learning difficulties.					

Statement	SA	A	U	D	SD
16. My experiences as a teacher are sufficient to assist me in the identification of learners with learning problems.					
17. Teachers receive regular support from the district education department.					
18. Schools employ assistants to support the teaching and learning of learners with difficulties.					
19. Learning materials are not adequate in full service schools to support learners with learning difficulties.					
20. It is my experience that full service schools are efficient when dealing with learners of all types.					

Thank you for your participation!!!