

**PERCEPTION OF SOME SECONDARY SCHOOL EDUCATORS
TOWARDS INCLUSIVE EDUCATION IN MAOKENG.**

BY

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DECLARATION

I declare that this thesis entitled 'Perceptions of some secondary school educators towards inclusive education in Maokeng' is a work compiled by myself, by means of interviewing educators and using various literature sources relevant to the topic.

Signature:

Date:

DEDICATION

This study is dedicated to my late Grandmother, Francinah Matlhantsane, and Grandfather, Sholo John Mphunngoa, who brought me up to be a man who can contribute towards the transformation of the society in which I live. I will always remember their advice.

The study is also dedicated to my mother, Sarah Mphunngoa, and to my children Itumeleng, Tumelo Marumo and Lebohang Mofokeng, for their steadfast support to me, particularly when I was under pressure.

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ABSTRACT

The purpose of this study is to investigate the perceptions of secondary school educators towards inclusive education in Maokeng. "Inclusive education defined as schools, centres of learning and educational systems that ensure that all children learn and participate" (Van Rooyen & De Beer, 2006). Two secondary schools were chosen for this study, with eight respondents who are mainstream educators. There were four male educators and four female educators in the sample.

The qualitative methodology, in particular Textual Orientation Discourse Analysis (TODA), was used as the tool to obtain information from the respondents. The respondents, as educators at secondary schools, were selected according to their level of education, experience at work, their age and the way that they perceive inclusive education in secondary schools.

The main finding shows that there are educators who favour inclusive education and there are those who are not in favour of inclusive education. Some contributing factors for not being in favour were reported as, lack of information regarding inclusive education, the time factor, lack of resources, inadequate knowledge and skills of educators, need for training, lack of teacher support, efficiency of the support teacher, disruptive and unchallenged learners and their impact on schools.

Given the above findings and conclusion, the study recommends that educators should be sufficiently supported by well informed para-professionals, in order to make inclusive education a success. Resources should be well distributed to various institutions where inclusive education is going to be instituted. Government experts should work in collaboration with experts from the university with regard to the attainment of skills, in order to improve the work of educators at schools, particularly those who work with disabled learners. At school level, specialized educators and those who are able to identify learners with problems should be hired. The number of educators needs to increase, in

order to reduce large numbers of learners in each class, which will enable educators to reach each learner.

Acronyms

CL-q	The clarifying question
CUT	Central University of Technology
DBST	District Based Support Team
DoE	Department of Education
FAI	Free Attitude Interview
HOD	Head of Department
ISEC	International Special Education Congress
LSNE	Learner with Special Education Needs
NGO	Non-Governmental Organisation
NEPI	National Education Policy Investigation
OBE	Outcomes Based Education
PTC	Primary Teachers Course
RS	Reflective Summary
SADTU	South Africa Democratic Teachers Union
SBST	School Based Support Team
SGB	School Governing Body
SN	Special Needs
SPTD	Senior Primary Teachers Diploma
STD	Senior Teachers Diploma
TODA	Textually-Orientated Discourse Analysis
UNISA	University of South Africa
ZPD	Zone of Proximal Development

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CHAPTER 1: AN OVERVIEW

1.1 INTRODUCTION

This study analyzes and interprets the perceptions of some secondary school educators towards inclusive education in Maokeng. This chapter provides the background to the problem and the reason for undertaking the research. The statement of the problem, the demarcation of the research and the research question are indicated. An indication of the purpose (aim) of the study and its objectives is provided. This chapter further discusses the definitions of operational concepts. Brief reference is made to the research methodology and design, which was a qualitative interview opinion survey that was employed in order to investigate the research problem. The selection of respondents, instrumentation and data collection procedures that the research adopted are presented. This is followed by discussion of the data analysis, presentation of the results and interpretation, significance of the study, summary of the chapters in this dissertation, and finally conclusions and recommendations are provided.

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Currently in South Africa, education planners are stressing the importance of inclusive education (Department of National Education, 1991, 1994, 2000, 2001). The state has in mind a plan for bringing together people from diverse backgrounds, nations, organisations and professions to work towards common objectives for the improvement of humanity. The education of people in South Africa is not properly planned, and therefore restructuring needs to take place in order to accommodate everyone's needs and aspirations (Kriegler and Ferman, 1996). Csapo (1992) refers to quality education for all South Africans. According to Kriegler and Ferman (1996), the status quo might be best described as special education for whites, while services and resources in some areas are non-existent. Currently, some white schools, which collect about R4 000 000.0 in school fees a year, receive the same funding from the Department of Education as black disadvantaged schools.

As a result of the arrangements the state is planning, the following question arises: "How do educators, as the torch bears of learners, perceive inclusive education?" This question encouraged the researcher to explore the perceptions of some secondary school

educators towards inclusive education in Maokeng, in the Free State province (Fezile Dabi region).

Personal experience has shown that there are some educators who are in favour of inclusive education and some who are not. Similarly, in the literature, some studies show that there are some educators who are in favour of inclusive education (Eloff, Engelbrecht & Swart, 2000).

Those educators who say that inclusive education cannot work (Hay, Smit & Paulsen, 2001), stated the following reasons for their viewpoint:

- Teachers lack the necessary skills to handle learners with disabilities;
- The shortage of resources may impact negatively on the normal functioning of the school; and
- There are limited numbers of para-professionals or support teachers who can help the classroom teachers.

Some teachers felt that inclusion would bring little benefit to learners with disabilities and consequently, they questioned the advantages of inclusion (Heiman, 2002; Priestly & Rabiee, 2002).

Other teachers stressed their concern that as more students with disabilities are included, teachers would need tools and skills for coping with the social and emotional problems that accompany inclusive schooling (Idol, 1997). Vaughn, Schumm, Jallad, Sluster & Sammuell (1996) mention several aspects which might cause teachers to raise objections to inclusion, such as the large number of students in the class, budget shortages, the teacher's work load, and the difficulties of standardized evaluation.

Some mainstream teachers claimed that they had chosen to teach a specific discipline and not special education, and the inclusion policy forced them to enter areas they were unsure about or not interested in (Vaughn *et al.*, 1996). Mock and Kauffman (2002) describe a situation in which teachers were trapped as follows: on the one hand, teachers cannot be expected to answer the unique educational needs of every student with special needs, and on the other hand, teachers in inclusive classes teaching students with special needs, might have to function beyond their training and specialization.

Overcrowding of learners in the classroom may also cause a lack of discipline. For example, if a teacher has to pay special attention to a student with a disability, other students may become rowdy while her attention is with the disabled child. The International Special Educational Congress (ISEC) (2006) states that the paperwork for individual education programmes is too time consuming. This means the work cannot be completed during the allotted time and teachers will fall behind in their administration.

Teachers experience stress when including learners with special needs in mainstream classes. Two main themes from the study by Swart, Engelbrecht, Ellof, Pettipher & Oswald (2000) indicate that “the first group, which included learners with normal cognitive abilities, experienced significantly more stress than those in classes which included only learners with special needs”. Some activities may draw attention to a student’s disabilities if teaching occurs in general education classes, which may lead to stigmatization (Scruggs & Mastropieri, 1996).

Some parents burden educators with their children and do not give any guidance or assistance to their children (Engelbrecht 2001). When the child fails or is punished, the parent often comes to the school and blames the educators. Pottas (2005) found that “administrative issues that worried the teachers included having to take full responsibility for learners with specific educational needs, as well as for all other learners in the classroom”.

Those educators who see inclusive education as favourable stated the following reasons for their standpoint (Mastropieri & Scruggs, 1996).

- Inclusive education reduces stigma,
- Inclusive education is efficient,
- Inclusive education promote equality and
- Inclusive education is a civil right.

There are educators of the opinion that relevant pre-service training can contribute to shaping positive attitudes towards learners with special needs. Educators should be trained in line with a philosophy that incorporates a clear vision of inclusion and promotes acceptance of all learners, regardless of ability. Engelbrecht and Forhin (1998)

suggest that” the key to the success of inclusive education is collaboration between general and special educators, between those who do evaluation and placement and pedagogues, and between the providers of specialist services and general classroom teachers”. Working collaboratively was also found to be a facilitating element in accomplishing a life project that was related to school, up to a certain point (César & Santos, 2006).

(Salisbury 2006) stated that school principals presumed that all learners, including those with disabilities, should be enrolled in age-appropriate, general education classrooms. Instruction could be differentiated to meet the diverse needs of students in these classrooms, and individual learner needs (whether linguistic, cultural or ability) could be addressed using a variety of support personnel. Leo and Barton (2006) state that one assistant principal was of the opinion that inclusion is also about learners feeling safe enough to tell the principal they feel bullied or are called names in the playground, and staff feeling safe enough to question practice and to challenge each other where inclusion is threatened.

Parents and the community at large can make inclusion a success by working in collaboration with teachers. Parents should be in a position to tell educators about problems relating to their children, as they know their children better than anyone else. If this collaboration and sharing of information does not take place the child could be a failure in his/her life, and may become a burden to the government.

1.3 STATEMENT OF THE PROBLEM

South Africa is in the process of moving away from segregated education to inclusive education, thereby addressing the injustice and inhumanity to which learners with barriers have been subjected to for more than three centuries beginning from the institution of formal education in South Africa (Department of National Education, 1991, 1994, 1997, 2001). This change has brought frustration, doubt, confusion, restlessness and different perceptions regarding inclusive education. Some felt that they are no longer well accommodated in the education system, (Prinsloo, 2001, Geldenhuys & Pieterse, 2005; Heimann, 2006), while others felt that it will work for them (Heimann, 2002, Priestly & Rabree, 2002).

1.3.1 Demarcation of the research

The empirical investigation was conducted in two secondary schools in the Maokeng area of the Fezile Dabi district (formerly the Northern Free State). This area was chosen because it is well known to the researcher and most of the resources were easily accessible.

1.3.2 Research question

Given the above-mentioned problem, the research question that was investigated is:
How do some secondary school educators in Maokeng perceive inclusive education?

1.3.3 The aims and objectives of the research

The aim of this research is to evaluate, by means of a literature study and an empirical investigation, the perceptions of some secondary school educators towards inclusive education in Maokeng.

In order to achieve this aim, the following objectives for the study were formulated:

- To investigate the different perceptions of teachers according to their positions they hold at school, new teachers in teaching, teachers with long service, male and female teachers, teachers' qualifications and
- To investigate the causes of teachers various perceptions towards inclusive education.

1.4 DEFINITION OF CONCEPTS

1.4.1 Inclusive education

The concept 'inclusive education' consists of two words, namely 'inclusive' and 'education'. 'Inclusive', which is an adjective derived from the word 'inclusion', means to have part of the whole; contain or to enclose or to put in a total category (Collins Pocket Dictionary and Social Change of English Language, 1981).

The word 'education' refers to methods of teaching and learning. Gwinn, Norton and Mchenery (1992) describe education as a discipline that is concrete, in a particular context, to do with methods of teaching and learning in schools or school-like environments, as opposed to various informal means of socialization such as between parents and their children.

The subject of education is discussed, sometimes heatedly, in a number of articles in Makropaeda, which give a detailed overview of its historical development and the present day status of educational systems, institutions and goals.

Inclusive education, according to (Booth, 1996) "is seen as a process of addressing and responding to the diversity of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education".

According to my understanding, inclusive education thus suggests the practice of including learners (particularly those with disabilities and other special needs) in general classrooms, to receive the same tuition as their non-disabled peer groups. Furthermore, the concept does not suggest only the disabled and other special needs children, but also other racial groups e.g. blacks, coloureds and Indians, which were segregated during the past apartheid regime in South Africa. Inclusive education implies that racially diverse children should be placed in the same classroom and all receive quality education. I agree wholeheartedly with Booth's (1996) explanation with regard to inclusion because he covers all aspects, whereas the Makropaeda Collins suggests only the literal part of the concept and excludes other facets.

1.4.2 Perception

According to the Funk and Wagnalls (1981), the concept 'perception' means the act or process of perceiving, which means to become aware of something through the senses – see, hear, feel, taste or smell – or to come to understanding, to comprehend with the mind. Gwinn, Norton and Mchenery (1992) define 'perception' or 'to perceive' as “the process whereby sensory stimulation is translated into organised experience; that experience, or percept, is the joint product of stimulation and the process itself”.

My understanding of the word 'perception' is that it is a noun derived from the verb 'to perceive', which literally means 'to become aware of something'. Perception therefore means the process by which we become aware of changes either through the senses, such as sight, hearing etc., or through the mind. It means the power or act of perceiving.

The above description is the linguistic meaning of the word 'perception'. But in scientific studies, perception has an added connotation. It can be understood to mean that which has not undergone scientific testing. In scientific or academic circles a 'perception' is not a tried and tested fact. Perceptions are impressions or attitudes, which may trigger scientific or academic researchers whose intentions would be to verify such perceptions.

1.5 METHODOLOGY

In order to investigate the perceptions of some secondary school educators towards inclusive education, a qualitative research methodology was employed, which is described below.

1.5.1 RESPONDENTS

Eight educators were selected for this study, four males and four females, from two different schools. Three of the respondents obtained their teaching diploma at colleges of education and furthered their studies to obtain degrees from various universities. Two of the respondents obtained diplomas from a college of education and furthered their studies in the form of Advanced Certificates in Education. The remaining three educators obtained diplomas only.

1.5.2 INSTRUMENTATION

I employed the Free Attitude Interview (FAI) as a technique to collect data. According to Jordaan (1998; p.38) “interviews are useful in order to obtain data on people’s experiences, attitudes and behaviour.” The Free Attitude Interview can be characterized as a person-to-person method of obtaining information concerning an opinion, with the interviewer being non-directive. The interviewee is given more space than he or she is probably used to, in a normal social conversation (Meulenberg-Buskens, 1997).

1.5.3 Data collection procedures

I wrote letters to the respondents in order to get their permission to conduct interviews with them. Place and time were confirmed by both the researcher and the respondents.

1.6 DATA ANALYSIS

1.6.1 LEVEL OF TEXT

The data collected by means of the interviews were transcribed and analysed as text in order to extract the meaning constructed by the eight educators. The data was analysed using textually orientated discourse analysis (TODA), as formulated by Fairclough (1992). The textual ‘words’ of the respondents were interrogated in order to disclose the influence of the beliefs held by the respondents. This helped to reflect the respondents’ beliefs, so as to relate them to their practices.

Some of the categories in the framework for text analysis presented in section 4.2 appear to be orientated towards language forms, while others appear to be orientated towards meaning. This distinction is a misleading one, however, because in analysing texts, one is always simultaneously addressing questions of form and meaning.

Another important distinction in analysing texts is between the meaning potential of a text and its interpretation. “Texts are made up of forms which past discursive practice, condensed into convention, has endowed with potential. The meaning potential of a form is generally heterogeneous, a complex of diverse, overlapping and sometimes contradictory meaning” (Fairclough, 1990, p.99), so that text is usually highly

ambivalent and open to multiple interpretations. The interpreter usually reduces this potential ambivalence by opting for a particular meaning or a small set of alternative meanings.

Text analysis can be organised under four main headings, namely vocabulary, grammar, cohesion and text structure. These can be thought of as ascending in scale: vocabulary deals mainly with individual words; grammar deals with words combined into clauses and sentences; cohesion refers to how sentences are linked together; and text structure deals with the large scale organisational properties of text.

1.6.2 DISCURSIVE PRACTICE

Discursive practice involves the process of text production and distribution. The nature of this process varies between different types of discourse, according to social contexts. Some texts (for example, official interviews and epic poems) are recorded, transcribed, preserved and re-read, while others are transitory (Fairclough, 1992, p.108).

“There are specific socio-cognitive dimensions of text production and interpretation, which centre upon the interplay between the members’ resources which discourse participants have internalized and bring with them to text processing. The text itself is a trace of the production process, or a set of cues to inform the interpretation process” (Fairclough, 1992, p. 122).

“Processes of text production and interpretation are socially constrained in a double sense. Firstly they are constrained by the members’ available resources which are effectively internalized social structures, norms and conventions for the production, distribution and consumption of text, of the sort just referred to, and which have been constituted through past social practice and struggle” (Fairclough, 1992, p. 156).

“A major feature of the three-dimensional framework for discourse analysis is that it attempts to explore these constraints, especially the second, to make explanatory connections between the nature of the discourse process in particular instances and the nature of the social practices of which they are part” (Fairclough, 1992, p. 240).

1.6.3 SOCIAL STRUCTURE

Social practice has various orientations, which may include political, cultural, and ideological perspectives, without any of them being reducible to discourse. Discourse is a form of practice, though with important reservations, especially in the case of Althusser (1971). Althusser (1971) can be regarded as having provided the theoretical basis for the debate, although Volosinou (1993) made a much more substantive contribution.

There are three important theoretical claims about ideology. Firstly, there is the claim that it has a material existence in the practices of institutions, which enables the investigation of discursive practices as material forms of ideology. Secondly, there is the claim that ideology interpellates subjects, which leads to the view that one of the more significant ideological effects which linguists ignore in discourse is the constitution of the subject (Althusser, 1971). Thirdly, there is the claim that ideological state apparatuses are both sites of and states in class struggles, which points to struggle in and over discourse as a focus for an ideologically oriented discourse analysis.

A further substantive question about ideology is what features or levels of text and discourse may be ideologically investigated. A common claim is that meaning, and especially the meaning of words (sometimes referred to as 'content' as opposed to 'form'), has ideological implications (Thompson, 1984). Word meanings are important of course, but so too are other aspects of meaning, such as pre-suppositions, metaphors, and cohesion. A rigid opposition between context or meaning, and form is misleading, because the meaning of the text is closely intertwined with the form of the text, and formal features of the text at various levels may be ideologically investigated (Thompson, 1984).

1.7 PRESENTATION OF RESULTS

The data was collected by means of the interviews and analysed and interpreted by means of textually orientated discourse analysis. The results are presented in chapter 4 of this dissertation.

1.8 SIGNIFICANCE OF THIS STUDY

The fundamental significance of this study is derived from the vision of the world organisation for education and the government of South Africa for South Africa and South African education. That vision states, among other things, that the primary task of education policy makers is the establishment of a just and equitable education and training system, which provides relevant, high quality education accessible to all learners irrespective of race, colour, gender orientation, age, religion, ability of language and any form of disability.

Furthermore, South Africa subscribes to and has adopted the goals of various children's rights instruments (UNESCO, 1994). These are the goals that over 159 countries throughout the world pledged to pursue, during the 1990 United Nations World Summit for Children (UNESCO, 1994). That is why in the South African context, every ministry and development organisation needs to observe the following principles in all matters affecting children (UNESCO, 1994)

- The prohibition of discrimination affecting children or particular groups of children;
- The best interests of the child to be a primary consideration;
- The right to life and optimal development for all children; and
- The right to participation and respect for the views of the child.

Needless to say, the successful implementation of inclusive education depends entirely on substantiated facts, and that people need to move forward from informed premises if inclusive education is to be realised. This by implication further strengthens the significance of this study.

This study will also enhance social skills and community participation of people with severe disabilities, and in so doing, change the attitudes of both educators and students towards those with disabilities. The readers of this dissertation will understand the perceptions of some secondary educators towards inclusive education. This is something new in South Africa, and as a result, educators reading this study will be committed to doing their work more faithfully, in order to accomplish the mission of

inclusive education which is envisaged globally. New skills will be acquired, and understanding, growth and development will be promoted.

1.9 SUMMARY OF THE CHAPTERS

Chapter 1:

This chapter provides an overview of the research question that was interrogated and interpreted by the researcher, as well as the reasons for undertaking the research study. The chapter also briefly presented the definitions of concepts, the research methodology and design, and the significance of the study.

Chapter 2:

This chapter elaborates on the literature review and details regarding the constructs used in this study are explained and developed. The following concepts are discussed in detail in order to give meaning to the chapter. Definitions of operational concepts, which underly the research and description of historical background. The related literature is also discussed in details and lastly the conclusion.

Chapter 3:

In this chapter the researcher presents the research methods and design, including the techniques that were employed in order to collect, analyze and interpret the data.

Chapter 4:

The results are presented and interpreted in this chapter.

Chapter 5

The final chapter presents an overview of the findings, recommendations and conclusions, as well as making suggestions for future research. It summarises the research questions, the objectives. It concludes on the basis of findings whether the research questions are answered, so that the dissertation can be used as a guiding principle for further research.

1.10 CONCLUSION

Chapter one discusses the background to the research study, and presents the statement of the problem, demarcation of the research, the research question, and aims and objectives of the study.

A definition and discussion of operational concepts was presented, in order for the reader to understand the discourse on the topic of inclusive education and perceptions of educators.

The research methodology and design, respondents, instrumentation, data collection procedures and analysis of data were discussed, and lastly the significance of the study was substantiated. Its main objective was to give a bird's eye view of the study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter is organized along the following lines; the introduction which provides the reader with an overview of the chapter as a whole. The theoretical framework which

underlies the study, which is discussed under the following subheadings; historical background of constructivism, aim of constructivism, forms, steps involved, world view, rhetoric, values, my relationship as the researcher and the researched, my role as the researcher, and critique of the various theories. Finally the chapter discusses the perceptions of educators who are in favour of inclusive education versus the perceptions of educators who are not in favour of inclusive education, with reference of five countries: Australia, Spain, Israel, Canada and South Africa.

2.2 THEORETICAL FRAMEWORK

2.2.1 HISTORICAL BACKGROUND OF CONSTRUCTIVISM

In the past, parents and educators were inclined to ignore the physical aspects of the educational process (Verster et.al., 1982). Educators tended to encourage memorization and reproduction of information, without children participating actively in the learning process. Consequently this suppressed the child's individual talents, and reduced the probability of educating the child towards social usefulness. The talents of the child were not realised and children were not confronted with real life situations and problems.

The learner had to memorize facts; learning was viewed as linear; learners were seen as 'empty vessels' into which information was transferred by educators. Educators were seen as possessing the 'correct' answers and discouraged learners from forming their own points of view (Revised National Curriculum Statement, 2004).

In recent decades, psychologists have developed various theories which reflect the ways in which learners learn (Verster, Van Heerden & Van Zyl, 1982). The theory of constructivism is one of the prominent learning theories which emerged during the twentieth century. Constructivism basically encourages a learner to be active in the learning process, with the educator being a guide to the learner (RNCS, 2004).

The theory of constructivism is closely associated with many contemporary theories, notably the developmental theories of Vygotsky, Piaget, Bronfenbrenner and Von Glasersfeld. A historical overview of the work of each of these researchers is mentioned briefly below, and their theories are discussed more fully in section 2.2.3.

Vygotsky was one of the prominent psychologists of the twentieth century. He developed the theory of the Zone of Proximal Development, which advocates active, involved educators and learners.

Piaget was one of the most influential constructivist theorists during the period from 1926 to 1950. Piaget's epistemological theory proposes that humans cannot be given information which they can immediately understand and use. Instead, we need to 'construct' our own knowledge (RNCS, 2004).

In the past few years, ecological theory, which is concerned with the interaction between an organism and its environment, has reappeared and seems to have great potential for application in the education and treatment of emotionally troubled children. Bronfenbrenner is one of the most prominent psychologists who support this theory.

The main protagonist of radical constructivism is Von Glaserfeld who states that cognition serves to organise the learner's experiential world rather than to discover ontological reality. An objective reality cannot exist for learners and the highest and most reliable level of experimental reality can at most be tentatively called 'intersubjective' (Von Glaserfeld, 1995).

2.2.2 AIM OF CONSTRUCTIVISM

The aim of constructivism is to understand and reconstruct the constructions that people initially hold, aiming towards consensus, but still open to new interpretations as information and sophistication improve. The criterion for progress is that over time, everyone formulates more informed and sophisticated constructions. Advocacy and activism are also key concepts in this view (Carr, W., & Kermis, S., 1986).

Constructivism is an approach that acknowledges that both social processes and individual sense making have central and essential parts to play in the learning process (Ernest, 1996 as cited in Dos Santos, 2000). It aims to empower learners to contribute to the reconstruction of society and the world, by involving learners in taking a critical

orientation towards learning. (Dos Santos, 2000) states that the approach the educator adopts, will obviously influence learners' achievement.

The approach is adopted in this study that learners become doers and educators become facilitators in the current education system of South Africa. In order for educators to be compliant and to adhere to the principle of Inclusive Education necessary information needs to be acquired.

Constructivism is characterized by the following tenets, each of which is discussed further below:

- a. Co-operative learning;
- b. Problem solving;
- c. Self-regulated learning;
- d. Individual learning;
- e. Child-centred learning; and
- f. Collaboration and team work.

2.2.2.1 Co-operative learning

Due to participation in social practices, an essential aspect of constructivism is co-operative learning. Social interaction is essential for building individual knowledge, because learning occurs through the processes of interaction, negotiation and co-operation.

The co-operative method used in formative classroom assessment has the following purposes: it increases a learner's comprehension of concepts through verbal interaction with peers (Bandura, 1986, Johnson & Johnson, 1994, Vygotsky, 1978); it provides feedback to the instructor on the cognitive processes learners use to answer questions (Webb *et al.*, 1975); it reinforces the classroom learning environment (Brookhart, 2000, Griffin, 1994, Klecker, 2000); and it models a variety of assessment methods (Bonsman & Hartog, 1993, Linn & Groundhind, 2000, Sax, 1997).

2.2.2.2 Problem solving

Problems that learners encounter in their everyday classroom situation are used as a point of departure. Constructivism envisages that the learner will be able to solve problems experienced around him- or herself.

The main aim of the problem-solving process is to assess as accurately as possible the nature of the problem and to identify a set of realistic goals (Louw & Edwards, 1995). The following techniques enhance problem solving skills: seeking all available facts and information concerning the problem; describing these facts in clear and unambiguous terms; differentiating between relevant and irrelevant information; identifying the factors and circumstances that make the situation a problem; and setting realistic problem solving goals.

2.2.2.3 Self-regulated learning

This is the meta-cognitive aspect of effective learning. Here, the learner is able to manage and monitor his or her own learning. He is able to regulate learning, to provide feedback and perform judgements, in order to maintain concentration and motivation. As this progresses, the learner becomes less dependent on instructional support to regulate the learning process (RNCS, 2004, Watson, 2001 & Hickey, 1997).

2.2.2.4 Individual learning

The outcomes and process of learning vary among learners because of individual differences and due to the diversity of aptitudes that are relevant for learning. These aptitudes may include, *inter alia*, learning potential, prior knowledge, approaches to and conceptions of learning, self-efficacy and self-worth (RNCS, 2004).

2.2.2.5 Child-centered learning

According to the theory of constructivism, educators should guide the direction of the learning situation according to the specific needs and circumstances of the learners. Educators ought to be active partners during the learning process, and play the role of facilitators. Critical thinking, problem solving and a process-driven orientation of delivering the curriculum should always be priorities (Louw & Edwards, 1995).

Advocates of the child-centered or student-centered approach believe that if we are to optimize learning, then the learner must be active in his or her environment. Learning should not be separated from the ongoing lives of learners or students. The active learner uses additional strategies which have been proven by research to be effective (Louw & Edwards, 1995). The teacher has an important role as a guide, to aid learners, but also to measure progress in a way that informs the future.

Social constructivism is seen as a process whereby learners have an essential urge to construct a body of meaningful knowledge (RNCS, 2004). This happens best in a social context learners among learners, but in the presence of the teacher.

2.2.2.6 Collaboration and teamwork

Effective learning is not a purely 'solo' activity, but essentially a distributed one; that is, the learning effort is distributed over the individual learner, his partner in the learning environment and the resources and tools that are available (Salmon, 1995). Thus, this situated perspective stresses strongly the importance of collaboration in productive learning, reflected in such activities as exchanging ideas, comparing solution strategies, and discussing arguments.

Participatory knowledge construction occurs when learners explore issues, take positions, discuss these positions in a non-argumentative format, reflect on and re-evaluate their positions by means of negotiation (Gruender, 1996).

2.2.3 STRUCTURE OF THE THEORY

Four theories were chosen to inform this study, namely the theory of the Zone of Proximal Development, epistemological theory, ecological theory and radical constructivism. The main focus of all these theories is on the learner who can construct meaning, solve problems etc. on his or her own, but is guided by the educator.

2.2.3.1 Zone of Proximal Development Theory

The most influential writer on this approach was Vygotsky. This theory suggests the importance for learning in the social context and of interaction with others. (Vygotsky,

1978) proposed that an essential feature of learning is that it creates the Zone of Proximal Development (ZPD); that is, learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in co-operation with his peers. Once these processes are internalised, they become part of the child's independent developmental achievement.

Vygotsky (1978) conceived learning as preceding development. This implies that, with appropriate prompts, one can guide a child to the next stage of any skill, even if they cannot independently perform the task. Golbeck (1998) found that children improved their horizontal scores significantly more when they worked with peers than when they worked on a task alone.

The Zone of Proximal Development theory, it seems, begins to provide a new model of effective practice (Vygotsky, 1978). Perhaps this is because the approach recognizes the needs of learners to construct their own, meaningful understandings, as well as the strength of teaching itself. Such a teaching approach may take the form of an explanation by, or discussion with a knowledgeable person. It then involves debate among a group of children as they strive to solve a problem or complete a task. This theory embodies ideas of learners actively building their understanding, helped (or 'scaffolded') by other more knowledgeable persons, in their Zone of Proximal Development (ZPD), such as their teachers, and gradually becoming more aware of and able to regulate their own learning through meta-cognition (Watson, 2001)

The Zone of Proximal Development starts neither with the external world as its fundamental concern, nor with the individual mind, but with language (Richards, 1995, Gergen, 1995). Meaning in language is achieved firstly through social interdependence, secondly, it is context dependent, and thirdly it serves primarily communal functions (Gergen, 1995).

In a learning situation, if pupils are encouraged to follow up their own ideas they are more likely to see relationships between ideas and concepts, and to become problem finders as well as problem solvers.

2.2.3.2 Epistemological theory

Piaget was deeply concerned with epistemology and epistemological theories which try to explain how the subject and object interact to generate knowledge (Piaget & Carcia,1991, Smith,1998, 1999a, 1999b, 1999c). Because becoming conscious presupposes a distinction between the conscious subject as knower and the object of consciousness as known, for Piaget, the subject-object relationship lies at the heart of the problem of consciousness.

According to this theory, Piaget suggests that people learn through an interaction between thought and experience, and through the sequential development of more complex cognitive structures. According to Piaget, when children encounter a new experience, they both ‘accommodate’ their existing thinking to it and ‘assimilate’ aspects of the new experience. In so doing, they move beyond one state of mental ‘equilibrium’ and restructure their thoughts to create another state. Gradually children come to construct more detailed, complex and accurate understandings of the phenomena they experience.

2.2.3.3 Ecological Theory

Bronfenbrenner and Morris (1998) claim that a broad perspective on a child’s development is required. Their model of the ecology of human development can be used to examine the systems that surround children and their families, and to deepen our understanding of the effects of contextual variables on collaboration and special education.

Bronfenbrenner (1979) refers to the predominant tendency of modern psychology to attempt to improve understanding of children’s development and behaviour by studying very small bits of information, usually produced under artificial laboratory conditions. Bulboz and Sontag (1993), and Griffiore and Phenice (2001) remark that Bronfenbrenner’s psychological approach to human ecology recognizes that development is always embedded in, and expressed through behaviour in one’s own environment.

Every learner is born into a specific social environment and his or her learning and development then take place within those surroundings. A learner’s surroundings are referred to as his or her ‘social context’ and include physical places where learning

occurs, the learners' language, the family, school, peers, community, and the broader society. If one aspect of one's environment goes through a process of change (e.g. parental employment), it can affect the state of other levels, such as a child's interaction with his or her parents (Bronfenbrenner, 1979).

The ecological perspective of understanding children's development has been reviewed by a number of authors within early childhood education (e.g. Anning & Edwards, 1999, David, 1999, Abrey *et al.*, 2000). Woods (1998), for example, explains that the idea of understanding children's development as a process of interaction between internal/biological factors and external/experiential influences, bears some similarity to the notion of interactionism, and that the implications for adults is to provide a stimulating environment and to play a proactive role in their child's development. Pianta & Walsh (1996) and Sontag (1996) also applied the ecological perspective to their studies of children at risk of developing learning difficulties, by focusing on the interaction between the children's specific characteristics, such as their personal attributes and the process of their development.

2.2.3.4 Radical Constructivism

“Radical constructivism has been defined as ‘an unconventional’ approach to the problem of knowledge and knowing” (De Zeeuw, 2001). The major tenet of this theory is that there is no mind-independent yardstick against which to measure the quality of any solution, not even in conventional situations. The theory is based on the assumption that knowledge, no matter how it is defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he knows on the basis of his or her own experience. What the learner makes of their experiences constitutes the only world that he or she consciously lives in.

Knowledge can be sorted in into many kinds, such as knowledge of things, self, others and so on. But all kinds of experience are essentially subjective, and though I may find reasons to believe that my experience may not be unlike yours, I have no way of knowing that it is the same. (Von Glaserfeld, 1995)

This definition shows a number of engaging features. It is interesting, yet it appears to require further explanation, even though constructivists have already used it as a banner.

It is inconsistent, as it suggests that radical constructivists are able to agree on a solution to the problem of knowledge and knowing; while at the same time claiming that ‘my solution’ must be ‘unlike yours’.

2.2.4 PROCESSES IN CRITICAL INQUIRY

2.2.4.1 CRITICAL INQUIRY

At the emancipatory level, the educator could question social implications of a communicative approach or situation that prevents learners from choosing what contribution they would make and when (Tripp, 1987). It is, therefore, imperative to take responsibility for normative moral issues of who should be able to do what and why, which eventually leads to critical enquiry that will be enabled to empower educators through shared understanding of social construction of reality (Livingstone, 1987). Knowledge of the various steps of critical enquiry is important as that would assist the educator to effectively apply social constructivism in his/her teaching.

Jay (1975) says initially, critical inquiry is a response to experiences, desires, and needs of oppressed people. Critical enquiry as a first step is meant to develop comprehension of the universal perception of participatory researchers. This phase of inquiry is purported to provide a foundation for intensive analysis and as Comstock (1982) states, a corrective to investigator pre-conceptions regarding a subject’s life-world and experiences.

The second step is that critical enquiry motivates and directs the dislodged in the cultural transformation process, which is a process that Mao characterized as ‘teaching’ Freire (1982). The essence of transformation is a mutual relationship, in which every teacher is learning and every pupil is an educator. .

Thirdly, critical inquiry pays attention to basic disputations which assist people in allowing their ideologically frozen understandings to serve their needs (Comstock, 1982). Progressive elements of participants’ present comprehension or partial penetrations are preceded by this search for disputation or contradictions (Willis, 1997).

Fourthly, participants' responses should give a sound, valid, critical account of their experiences or perceptions. The provision of an environment that attracts participants' critical reactions to researcher accounts of the world is most important.

The fifth step is the stimulation of a "self-sustaining process of critical analysis and enlightened action through critical inquiry" (Comstock, 1982, p. 381).

2.2.4.2 The application of a theoretical framework in a research study

The concept of research is a partial exercise whose objective is to involve the researched in a democratised process of enquiry characterised by negotiation, reciprocity and empowerment. A dialogue research design, which allows respondents to be actively involved in the construction and validation of meaning, enables praxis-oriented research (see also below) and the necessary conditions for people to engage in ideology-critique and transformative social action.

Vital educational commitment, based on individual moral rights to participate in activities that claim to generate knowledge about them, is an empowering approach. Doing research in an ethical way should protect participants from being managed and manipulated. Participants should be encouraged and stimulated into a self-sustaining process of critical analysis through the type of inquiry that is the researcher's task. In his research activities, Comstock (1982) joins participants in a theoretically directed programme of action, over a set period of time. As a way of empowering the researched, Comstock, a researcher, establishes reciprocity with participants by means of dialogic/encounter research designs.

Intimacy and reciprocity are mutually interdependent. In emancipatory research, there is a joint agreement between the researcher and the researched. Reciprocity is recognized as a platform to create or generate rich statistical information. Laslett & Rapoport (1975) remarks that research should be collaborative and interactive. Interviews should be co-authored and negotiated. Reciprocity also empowers the researcher since it builds/gathers useful theory.

Being 'praxis-orientated' also means to be critically aware that participants have developed to become self-critical Fay (1977). At the nucleus of change or

transformation is a “reciprocal-relationship in which each teacher is always an educator bringing about a mutually educative enterprise in this critical inquiry which is basically dialogic”. Theory must be fixed in the self-understanding of the dispossessed, in order to allow them self-assessment of their situation. This potential for mutual, dialogic research designs enhances people’s comprehension and the researcher’s efforts provide a change enhancing context.

Fay (1977) acknowledges that such research designs:

- (i) lead to self-reflection;
- (ii) provide a forum whereby the people for whom the theory is supposed to be emancipatory can participate in the construction and validation thereof.

The above steps show that praxis-oriented research requires that researchers use new techniques and concepts for the acquisition and definition of reliable data, in order to avoid unsuspected snares.

Lastly, the theory used should express the felt needs of a particular group in ordinary language.

2.2.5 WORLD VIEW

Constructivists believe that reality is constructed through human activity. Members of a society together invent the properties of the world (RNCS:2004). For social constructivists reality cannot be discovered. It does not exist prior to its socialism.

According to Decorte (1995) learning is not fixed; it is multiple, distributed and involves an active, self-guided search for understanding, in which learners construct their own knowledge, learners become sense makers and educators become cognitive guides who help learners. Therefore the learning process has the following characteristics:

- Learning is constructive. Learners are not passive recipients of information, but they construct their own knowledge and skills.

■ Learning is situated and collaborative. The idea that learning and cognition are situated emerged in the 1980s in reaction to the then mentality that viewed learning and thinking as highly individual and purely cognitive processes occurring in the head. In contrast, stativity theory, influenced by the work of Vygotsky (1998), proposes a conceptualized and social concept of learning and thinking. Learning is enacted essentially in interaction with the social and cultural context and artifacts, and especially through participation in cultural activities and contexts (Brown *et al.*, 1989; Kirshmer & Whitson, 1997).

2.2.6 VALUE

Constructivism theory maintains that all human research is value laden, as human beings cannot disinterest themselves from situations (Mahlomaholo, 1998). This implies that there is no neutral perspective, because everyone is socially located and thus any knowledge that is produced, including understanding, will be influenced by social interests. For example, educators in the sample for this study bring their own values to teaching situation and to the research situation.

2.2.7 MEANING CONSTRUCTION

To study educators' perceptions regarding inclusive education, the researcher had to investigate meaning and constructions about lived experiences and language. Constructivism theory pays particular attention to literacy and social expression. Language represents the voices of the researcher as well as the researched, and their beliefs. Language is a tool to gather information from the respondent. Lacan (2004) says that "the role of language relates to meaning, communication and speech as it relates to the role of respondent during interview".

2.2.8 RAPPORT BUILDING BETWEEN RESEARCHER AND THE RESEARCHED

The relationship between the researcher and the respondent must create a harmonious atmosphere. Must create freedom for interviewee to deliberate on his or her response to

the question asked during interview, barriers must be removed that can hinder the process of interview (Meulenberg – Buskens, 1997).

In constructivism research there are respondents who are subjects of the research. These approaches to human beings aims to empower the oppressed by amplifying their voices and in the process get them freed from the oppressive knowledge held by experts. Researchers are not divorced from the researched. The researchers analyses and interprets what the researched say and do. However the researched are free to construct their own world in their own words (Meulenberg – Buskens, 1997).

The researcher should be open-minded, which means the world is revealed to the researcher who is the receiver and open-hearted means the researcher is self revealing and honest (Smaling in Maso, 1995)

Open-minded researchers acknowledge the dynamism of the human beings and the fact that their experiences should be studied through particularly human methodologies that would enhance and respect their humaneness and subjectiveness (Mahlomaholo, 1998).

2.2.9 THE RESEARCHER'S ROLE

The researcher's role is to be an instrument that engages in situations and makes sense out of them. The researcher needs to ask permission from respondents to interview them, interview the respondents, observe and discuss the phenomenon being investigated, analyse the data, and interpret why the interviewees respond in certain ways. Any activities that help in collecting information form part of the role of the researcher. Ultimately the researcher's role is to contribute to the body of knowledge in a particular field.

Qualitative researchers do not detach themselves from the scene of research but engage themselves by way of observing, interviewing, describing, recording, interpreting and appraising what they experience (Eisner,1998). In this study, the role of the researcher is to study the impact brought about by the perceptions of educators regarding inclusive education. To do this, the researcher interviewed educators, and asked permission to visit and observe them in action, if they were agreeable. Every word and action was recorded, and later transcribed and analyzed by the researcher. The positive and/or

negative impact of educators was observed to see what resources they used, what skills they possess etc.

2.2.10 CRITIQUE

Vygotsky's writings were translated from Russian to English; consequently his ideas have not always been clear to the English reading public, both because of political constraints possible mis-translations (RNCS, 2004). Some commentators believe that Vygotsky is not a constructivist because of his emphasis on the social context of learning, but others view his emphasis on children creating their own concepts as being constructivist to the core (RNCS, 2004). There is a great deal of overlap between cognitive constructivism and Vygotsky's social constructivist theory (RNCS, 2004).

Criticisms of Piaget's theory of cognitive development have been offered, chief of these being directed against the division into phases of the child's development. Piaget's notion that the formal operational phase represents the culmination of intellectual development and is central to adolescence is also criticized, since not all adolescents attain this ability (Gilligan, 1987, Lloyd, 1985). Another criticism directed against Piaget is his overemphasis of the child's contribution to his own cognitive development and his failure to recognize the educator's contribution in this regard.

A further criticism is that society does not expect formal-operational thought as an accomplishment for all its members. Schikendanz *et al.* (1990) assert that formal-operational thought is more common among adolescents in the technological context of western culture than among adolescents in other cultural contexts, and among boys and girls who have had training in mathematics and science, than among those without such training.

2.3 RELATED LITERATURE

A comparative study of five countries was conducted, in terms of the perceptions of secondary school educators regarding inclusive education. Five places were considered to be sufficient for this study. The five countries selected are: Australia, Spain, Israel, Canada and South Africa. Australia and Canada were chosen because South Africa has adapted portions of their education systems. I wanted to compare the perceptions of

educators of these two countries to see whether they are similar or different from those in South Africa. The same motive applied to Spain and Israel. Such comparisons enabled me to make informed judgements and deductions from their experiences, in comparison with South Africa.

The following perceptions are discussed with regard to all five countries: secondary school educators who claim inclusive education cannot work and secondary school educators who claim inclusive education can work.

2.3.1 AUSTRALIA

2.3.1.1 Secondary school educators who claim inclusive education cannot work

Educators in Australia said that too much writing is required, particularly on the individual education program (IEP), which takes up much of the available time of the support teacher. Less time and work is devoted to collaboration with and supporting regular teachers to co-ordinate individual support integrated into regular teaching, classrooms, that is to make regular education more inclusive (Emanuelsson, 2001). These issues are certainly important, but when the amount of time is inadequate, this part of the workload receives low priority and ultimately creates a negative perception towards educators (Emanuelsson, 2001).

The issue of resources was also highlighted ~~the~~ the way they are distributed, with much of them being devoted to individual support, which results in inconvenience and lack of support to other educators (ISEC, 2000).

Historically, educators have not been favourably disposed to the policy of inclusion of children with special needs in regular classrooms (Center & Word, 1987; Forlin *et al.*, 1996). Their concerns include the amount of individualized attention required and the quality of work produced by children with special needs. Other concerns include a lack of support services, and deficiencies in their own training and preparation in the skills required to support inclusive educational practice (Bender, Vial & Scott, 1995; Tait & Purdie, 2000).

2.3.1.2 Secondary school educators who claim inclusive education can work

Some educators in Australia believe that they can achieve better results with regard to children with special needs if they are included in a regular classroom. Buell *et al.* (1999) report a positive relationship between educators' attitudes towards inclusive education and their belief that they can influence the education outcome of children with special needs.

Educators with more positive views of inclusion had more settings, and had to adapt classroom materials and procedures to accommodate their needs. It was reported that in all areas assessed, general classroom educators rated their self-efficacy, ability and understanding in relation to inclusive practice, to be lower than did special education educators, and expressed a greater need for related in-service training and increased supported and resources (ISEC, 2000).

2.3.2 SPAIN

2.3.2.1 Secondary school educators who claim inclusive education cannot work

For the past twenty years, Spain has experienced a dramatic increase in immigration patterns from northern Africa, eastern Europe and Latin America. Thus, Spanish educators at secondary schools are facing the challenge of educating an increasingly heterogeneous body of learners. This increasing diversity has resulted in numerous educational inequalities which are denounced in Spanish public schools, where learners from minority backgrounds routinely perform at lower academic levels than their peers (Amoros & Perez, 1993; Arnaiz & De Haro, 1997; Marchesi & Martin, 1998).

Marchesi and Martin (1998) provide possible explanations from secondary educators as to the academic failure of minority children, which has caused a negative attitude towards inclusive education. The curriculum content and materials in Spanish public schools are not representative of minority cultures. Educators' attitudes and training reflect the majority culture. Educators know very little about the values, beliefs and behaviours of ethnic minorities, so they cannot consider them when developing teaching strategies. Moreover, educators tend to have lower expectations towards these students

with predictable results, particularly with regard to low student motivation and self-esteem.

It has been reported that when instruction departs from simpler to more routine and formal, educators tend to 'dilute' the curriculum in order to control work more easily (Carter & Doyle, 1986). There is no continuity between the learner's family style and the school environment. This lack of cultural continuity makes learning harder, as family behaviour is often not in accord with the school's educational objectives.

Learners from the dominant culture tend to have negative attitudes towards members of minority ethnic groups, which may result in their social isolation, which in the end may complicate the good intentions of inclusive education. Fifthly, some public schools are becoming defunct ghettos with a high concentration of students with disabilities and those from minority ethnic or racial backgrounds. This may impact negatively on the quality of learning in an inclusive education situation.

2.3.2.2 Secondary school educators who claim inclusive education can work

In recent years, progressive Spanish educators and researchers have undertaken the task of understanding and promoting conditions that contribute to the creation of a climate of respect, solidarity and peaceful acceptance of students from minority cultures and those with different ability levels. It is their belief that the educational system must be able to adapt successfully to the challenges presented by demographic changes in schools. As such, it is the responsibility of the schools, in collaboration with the community, to adopt curricular and structural changes to address and celebrate positively the diversity of culture, background, gender, religion and ability, as a wealth inherent in human beings (Arnaiz & Soto, 2003).

Creating an environment where heterogeneous groups of student can learn to the best of their abilities demands training that few Spanish educators have received and skills that few have acquired (Arnaiz, 1999). These skills include a refined ability to detect and evaluate students with special needs, the use of a wide range of teaching strategies, and the capacity to address students' diverse learning styles and prior knowledge levels when presenting new information. Secondary school educators say inclusive education promotes teacher reflection on their daily practice, creativity and professional ethics.

Inclusive education serves as a model guiding their values and attitudes to teaching, ranging from general objectives to the methodology employed in classroom activities throughout the year (Sales & Garcia, 1997). They want their students to be able to understand things that are happening in the world, so they devote time to explaining and analysing current events, facts and problems. If they wish their students to learn to respect their peers from other cultures, they should include in the curriculum information about those other cultures, religions and lifestyles. In the case of immigrants, they should investigate the forces that caused them to leave their countries of origin. If they wish to make their students committed and supportive of their peers, they should provide information to enable them to understand the fundamental causes which force three-quarters of the world's population to live in poverty (Arnaiz & Soto, 2003).

2.3.3 ISRAEL

2.3.3.1 Secondary school educators who claim inclusive education cannot work

Some secondary school educators in Israel felt that they had not been actively involved in inclusive education and each school seemed to have used its own variation and interpretation of inclusion (ISEC, 2000). They identified several difficulties and issues related to inclusion, such as educator knowledge in remedial practices, lack of professional support, class sizes too big to be handled, behaviour problems and school climate. With regard to their understanding of the concept of inclusion, educators varied, and revealed somewhat blurred pictures. They further asserted that learners with disabilities hinder learning in general education classes (ISEC, 2000). Paperwork was too much, particularly for individual education programmes, which meant they could not cover the required work in the given time. Principals also complained that their schools would be stigmatized if they included learners who are disabled.

2.3.3.2 Secondary school educators who claim inclusive education can work

Some secondary school educators in Israel revealed advantages of inclusive education in the following ways. They felt that the special needs (SN) child would be socially advantaged, which includes the prevention of stigma and improvement of self-image and self-esteem. Educational advantages for SN pupils include an opportunity to excel

within a normative framework and an opportunity to study the subjects offered in the regular classroom. Inclusive education also yields social advantages for the other children in the class, including developing awareness, tolerance and acceptance of diversity.

Further areas related to the educators themselves and focused on the opportunity to work collaboratively (ISEC, 2000). They further asserted that if there are two educators in the class, the children can work mostly in small groups. Both the educators take responsibility for all the learners in the class. If the lesson being conducted is 'frontal', then one of the educators sits next to the SN children (ISEC, 2000). Sodak, Padell and Lehman (1998), Scruggs and Mastropieri (1996), and Blabton and Cross (1994) assert that the success of inclusive education depends on the general classroom educators, who should be more receptive to the principles and demands of mainstreaming. It is also claimed that the willingness of general educators to include learners with disabilities in their classes is critical to the successful implementation of inclusion (Bender, Vail & Scott, 1995; Vaughn, 1995).

2.3.4 CANADA

2.3.4.1 Secondary school educators who claim inclusive education cannot work.

Many secondary school educators expressed a deep concern that in too many cases the inclusive process is not working and is in fact creating educationally unsound situations (Alberta Teachers Association, 1993; Buski, 1997; Report... 1997). In this regard, they asserted the following reasons: there is a pervasive lack of support to handle any uncalled-for situations; classes are being hampered by large class sizes; there is inadequate teacher training; and there is a lack of outside support for the classroom teacher. They were particularly concerned about the inclusion of certain groups of students, (Galt, 1997) for example, black students might be rejected by white educators and students.

Some districts do support inclusive education, but what can hinder and discourage these educators, is that policy changes are required to ensure that integrated settings actually occur.

2.3.4.2 Secondary school educators who claim inclusive education can work

There are some secondary educators who claim inclusive education can work in Canada. They state the following reasons: inclusion is academically beneficial to children with special needs and their peers in regular classrooms, and 90 percent of educators benefit socially (Galt, 1997; Resistance, 1997). It also encourages collaboration and teamwork among educators, and labelling and stigmatization is minimized as the educators and learners become used to those with special needs. They indicated that there is a significant benefit for those with disabilities, who can be positively affected in terms of attitudes and enhanced self-esteem. These changed attitudes may well reflect the fact that more and more persons with disabilities are visible in society, and therefore also in schools, so educators are more aware of their abilities rather than their disabilities (ISEC, 2000).

Further evidence supports the fact that early placement in an inclusive setting, with an individualized programme, will be beneficial to a child, providing that adequate resources and qualified personnel are available (Scruggs & Mastropieri, 1996). The respondents further asserted that changes have occurred in other provinces where educators support inclusive schooling and have made fundamental changes. In New Brunswick and Nova Scotia, for example, educators have adopted integration.

2.3.5 SOUTH AFRICA

2.3.5.1 Secondary school educators who claim inclusive education cannot work

Much of the literature in South Africa regarding perceptions of educators towards inclusive education is generalized in terms of school levels. This means that in their research, many authors explored both primary and secondary schools. Nevertheless, I decided to also refer to such literature in my study.

The following were asserted by educators:

Educators were concerned about facing new education demands such as inclusive education, since they are still battling to master Outcomes Based Education (OBE). Their concerns are that they lack the adequate knowledge, skills and training to handle inclusive education (Hay, Smit & Paulsen, 2001, Prinsloo, 2001, Geldenhuys &

Pieterse, 2005, Pottas, 2005, Pithouse, 2001, DNE, 1997). City Press (2005) stresses that “many educationists warn that two obstacles will obstruct South Africa in attaining the intended goals of Curriculum 2005: the lack of a well trained teaching force and inadequate resources in the majority of schools”. In the same article, Professor Johan Beckmann, Head of the Department of Educational Management at the University of Pretoria, further claimed that “forty percent of the South African teaching force is not qualified to teach Outcomes Based Education. Most of them were trained in the apartheid colleges of education which did not provide adequate training. They need to be trained more extensively”.

Furthermore, the teachers felt unprepared and ill equipped to engage in inclusive education, as a result of lack of time, large classes and lack of teacher experience. They perceived their lack of competence to be the result of reported inadequate pre-service or in-service training to prepare them for inclusive education. They were afraid to engage themselves in diversity and a way of referral will be a problem for them (Swart *et al.*, 2002). Other concerns included the lack of educational and teacher support, insufficient facilities, infrastructure and resources. Stigmatization and negative attitudes of both teachers and learners may occur within the classroom, and as a result this may hinder the progress of tuition in various classrooms (Swart *et al.*, 2002, Mastropieri & Scruggs, 1996).

Other things that educators felt could possibly hinder inclusive education were the behaviour of the learner, the teacher’s perceived self-competence, and parents of the learner with specific educational needs, who have limited contact with the teacher and some may refuse to come to the school when problems arise (Engelbrecht, 2001).

Educators indicate that they are not provided with sufficient time to deal with LSEN. Most teachers indicated that assessment and other administrative functions keep them too busy to provide the necessary individual attention to learners (Geldenhuys, & Pieterse, 2005; Pottas, 2005).

The major obstacle or hiccup is the lack of parental involvement in the learner’s progress. Educators stated that parents usually lack the capacity to assist these learners. It is perceived, by educators, that poverty and parents own limited education being the main contributing factors (Geldenhuys & Pieterse, 2005; Pottas, 2005).

2.3.5.2 Secondary school educators who claim inclusive education can work

Little literature was found in which the success of inclusive education was recorded. The Free State Department of Education conducted an advocacy workshop on inclusive education, which was attended by the following people: educators and officials, principals, educators, union members, parents and SGBs. They asserted that teachers will be trained in how to handle learners with disabilities in terms of pace; use of pictures, sign language and Braille machines; how to handle emotional and behavioural problems and render support to learners; how to use adapted pedagogical methods in terms of the curriculum and assessment tools to cater for all learners (DoEFS, 2003).

Support teachers will be available to help educators in addressing these challenges. Schools will be upgraded to make them accessible to all learners, in spite of their special needs. The District Support Team will be called upon to render professional support. Learners will be able to receive physiological, occupational and other therapies at school. The number of educators will be increased and the budget will also be increased. Parental involvement will be promoted and SGBs, NGOs, business, and interdepartmental collaboration will be promoted. All the teacher representatives in the workshop asserted their opinions to their fellow colleagues and expressed the hope that these strategies will be successful.

(Swart, et al, 2002) indicated that practising is the key to the successful implementation of an inclusive system as they will use time, ongoing support and in-service training. This repeats Engelbrecht, *et al*, (1999) sentiments on change that requires of positive long-term commitment to professional development with the provision of positive, supportive and appropriate guidance. This will receive a favourable response from learners with disabilities as they create a comprehensive way of accommodating individual similarities and differences.

2.4 CONCLUSION

In this chapter literature review was conceptualized and addressed. This means, further that, it explained the concepts that operate within the investigation in order to

understand the findings of the study from literatures or previous researches point of view.

The first and most obvious finding seems to be of educators who are not in favour of inclusive education and those who favour inclusive education.

Educators who do not favour inclusive education present numerous reasons for their perceptions and opinions. These include, too much writing is required from educators and it subsequently takes a lot of valuable time for teaching and learning; lack of resources and lack of support which inconveniences teachers in executing their work effectively. It is further stated that there is an increase in immigration where these learners are from minority background, knowing little about their values, beliefs and behaviour. These learners perform at lower levels than their peers and this creates a negative attitude. Learner numbers in class becomes another issue that cannot be handled properly which results in behavioural problems. Inadequate staff results in overloading and disillusioned educators who thought they can cope with inclusive education as witnessed in some countries.

The following arguments are presented by educators who favour inclusive education. They say that, with increased in-service training, increased support and appropriate resources, inclusive education can be manageable. They state that they can positively influence the education outcome of children with special needs. It is the responsibility of the schools, in collaboration with the community to adopt curricular and structural changes to address and embrace positively the diversity of culture, background, gender, religion and ability, as a wealth inherent in humans. They wish learners to respect their peers' culture and a curriculum that is inclusive of information about other cultures, religions and philosophies of life is acceptable. Immigrants must understand the course that made them leave their countries of origin with clarity. They further argue that inclusion will socially advantage and prevent stigma. Real change, therefore, requires a long-term commitment to professional development. (Engelbrecht, 1999) says positive attitudes towards learners with barriers develop when appropriate guidance and direction from adults are provided in intergrated settings. This will lead to learners being sensitive to understand, respect and grow comfortably with individual differences and similarities among their peers.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In this chapter the research methodology and design that grounded the study are discussed under the following sub-headings: provides details of the eight respondents, describes the instrumentation used, under the following sub-sections: theoretical origin, the nature and purpose of free attitude interviews, how scientific was used, how the interview technique was used with the following sub-sections, information (I), the exploring question (ex-q), reflective summary (RS), the clarifying question (CL-q) and pause or silence (P). Further it describes the data collection procedures that were used, presents the data analysis and concludes with an overview of what is presented in this chapter.

3.2 RESPONDENTS

Respondents are located in the Maokeng area. This area is situated in Fezile Dabi district, northern part of Free State in South Africa. They were selected on the basis that they are educators, leaders and knowledgeable, as the topic is focused on educators' perceptions towards inclusive education. There are eight respondents in this study, four males and four females. Four educators were selected from each of two schools, two males and two females. Gender policy was considered in the selection of the respondents, in order to avoid discrimination and bias of any sort.

The real names of the respondents are disguised by codes for ethical reasons, mainly to preserve their anonymity. The respondents are labelled as follows; Respondent M (R-M), Respondent S (R-S), Respondent R (R-R), Respondent T (R-T), Respondent V (R-V), Respondent W (R-W), Respondent X (R-X) and Respondent Y (R-Y). The following sub-sections describe each respondent in detail.

3.2.1 Respondent M

Respondent M is a male educator, born on 16 December 1979 in the Kroonstad District and is now 26 years old. He is from a self-sufficient family and is brought up with due consideration of morals and good behaviour. Respondent M received his primary school education at Reaitumela Primary School in 1985, after which he went to Phephetso Secondary School where he completed his matric. He went to the former Mphohadi College of Education (now called Flavious Mareka College) where he obtained his Senior Primary Teacher's Diploma (SPTD). At the moment he is an educator at Tsubella Secondary School (the name of the school is a pseudonym). He worked as a voluntary educator at Tsubella Secondary School for one and half years, after which he was appointed in a permanent post. He has five years of experience and is currently at post level one. He is not married and has no children.

3.2.2 Respondent S

Respondent S is a female educator born on 29 September 1962 at Ondendaalsrus, and is now 44 years old. She lost her parents at the age of 8 and this resulted in a destitute family. She was raised by her two sisters. She says through hardship, she managed to complete her matric in 1983 at Phehella Secondary School at Ondendaalsrus (Free State). She furthered her studies at the Mphohadi College of Education and obtained the Senior Teacher's Diploma (STD) in 1987. She further obtained the following qualifications: BA Public Administration at UNISA in 2001 and BEd Honours at the University of Potchefstroom in 2003. She is a subject head at Tsubella Secondary School and has 18 years of experience in teaching. She is married with two daughters.

3.2.3 Respondent R

Respondent R is a male educator born on 3 March 1966 in the Kroonstad District (Free State) and is now 40 years old. He is from a middle class family, and his father also worked as a teacher. He received his primary education at Phomolong Primary School in 1984, and continued to secondary school at Kananelo, where he completed his matric in 1987. He furthered his studies at the Mphohadi College of Education in 1988. Furthermore he went to Vista University in Welkom (presently called Central University

of Technology). Currently he is doing his Master's degree at the Central University of Technology in Welkom. His qualifications are as follows: SPTD, BA, B.Ed Honours and Master's course work. He is at post level 1 and is an educator at Nonyane High School. He has 13 years experience in teaching and is a member of school governing body (SGB). He is married with one child.

3.2.4 Respondent T

Respondent T is a female educator, born in on 13 August 1972 in the Hoopstad District (Free State). Her father passed away while she was two years old and her mother is still alive. They were eleven children at home. She says life was very difficult for her, but her mother managed to send her to school. She attended Letsibolo Primary School in Wesselsbron in 1981-1989 and Secondary School at Ithabeleng in Wesselsbron in 1987. From there, she went to Virginia in 1990 to complete her secondary studies (matric) and then furthered her studies at the Mphohadi College of Education in 1995. She is an educator at Nonyane High School. She has two years experience in teaching and she is currently on post level 1. She is married and does not have children yet.

3.2.5 Respondent V

Respondent V is a female educator, born on 15 February 1967 at Maokeng (Kroonstad in the Free State). She is from a middle class family, as her father worked at a department store as a supervisor, and her mother was a teacher. She attended primary school at Seisovile Lower Primary School, then she moved from lower primary to Phomolong Senior Primary school and then completed her matric at Bodibeng High School. She furthered her studies at the Mphohadi College of Education where she obtained her SPTD III. She studied further at the University of Pretoria where she obtained a Diploma in Management and she is still registered with the University of Pretoria to complete her B.Ed Honours degree in management. She is an educator at post level one and has fifteen years of service. She works at Tsubella secondary school. She is not married but has two children.

3.2.6 Respondent W

Respondent W is a male educator, born on 28 September 1959 in Maokeng (Kroonstad in the Free State). He is from a self-sufficient family, although his father was the only person who took care of the family. He attended primary school at Dikubu Lower Public School, from there he went to Maokeng Senior Primary School and Bodibeng High School where he obtained his matric. He furthered his studies at the Mphohadi College of Education where he obtained his Senior Teacher's Diploma (STD). Currently he is doing the Advanced Certificate in Education at the University of the Free State. He works at Nonyane Secondary School, where he is the deputy principal. He has 20 years teaching experience. He is married with a family of five.

3.2.7 Respondent X

Respondent X is a male educator, born on the 28 July 1955 at Bothaville (Free State). He is the third child in a family of six, including his father and mother and four children. He started his education in 1962 at Batho community school in Bothaville; further he went to Matlosane Secondary School where he completed his junior certificate (Form III). He furthered his studies as a teacher at Strydom Training College where he did Primary Teachers Course (PTC) and further went to Vista University (in Welkom) to complete his Senior Secondary School certificate. Thereafter he acquired the Secondary Education Diploma at the same university and lastly he went to Potchefstroom University where he acquired his Advanced Certificate in Education 2005. He is currently at post level one and is the senior teacher and subject head in the Geography Department, with approximately 30 years of service. He works at Tsubella Secondary School. He is married with four children and two grandchildren.

3.2.8 Respondent Y

Respondent Y is a female educator, born on 5 December 1962 in Maokeng (Kroonstad, Free State). She is from a self-sufficient family, although her father was the only person that took care of the family of six. She attended primary school at Moepeng Public School, from there she went to Bodibeng up to Form III, and completed her matric at Mariazelle School. She furthered her studies at the Mphohadi College of Education. Thereafter she studied part time at the University of Pretoria, where she obtained the Diploma and Advanced Certificate in Education, and then her B.Ed Honours at the

University of Potchefstroom. She is the Head of the Department (HOD) of Mathematics and Science and has 21 years of experience. She works at Nonyane Secondary School. She is a widower with three daughters.

3.3 INSTRUMENTATION

3.3.1 Theoretical origin of the Free Attitude Interview (FAI)

According to Meulenberg-Buskens (1997) the term 'Free Attitude Interview' is a translation of the Dutch term: 'Vrije Attitude gesprek' as used by Vrolojk, Dijkema and Timmerman (1980). The Free Attitude Interview developed its characteristics from the field of industrial psychology, in particular the so-called Hawthorne research in 1929 in the United States (Meulenberg-Buskens 1997). The researchers discovered that when they gave interviewees the freedom to speak, the information obtained became more relevant than when they used a structured questionnaire. The open type of interview provided them with the type of information which could be used to solve problems in the labour situation. The method was affirmed by Carl Rogers, the psychologist in 1941 (Meulenberg-Buskens, 1997).

3.3.2 How the Free Attitude Interview technique is used

An instrument is a tool that is used to collect information from respondents. For the purpose of collecting data in this study, the researcher constructed an interview schedule. The in-depth structured interviews were conducted with the aim of obtaining an in-depth understanding of the perceptions of the educators in Maokeng with regard to inclusive education.

In this study, the Free Attitude Interview (FAI) was used as a data collection technique, because it is emancipatory, it alternates answers of the respondents, and it allows the interviewer to pose probing questions to the respondents. Interviews are useful for obtaining data about people's experiences, attitudes and behavior (Jordaan, 1998).

Critical theory was coined by Horkheimer as a description of the stance of the Frankfurt "Schule" in 1920 (Cresswell, 1998). This school of thought came into being as a reaction against positivism, in the sense that construction cannot be generalized among co-

researchers. Each individual interprets reality in a unique way (Apple, 1999) and constructs his own version of reality from his own unique experiences (Sutherland, 1992). In the light of the above description, critical emancipatory theory aims at removing limits to human freedom and the causes of human suffering. However emancipatory cognitive interest considers the unfolding of ideologies that maintain the status quo by restricting the access of groups to the means of gaining knowledge, and raising consciousness or awareness about the material conditions that oppress or restrict them (Scott & Usher, 1996). This is the means of knowledge production which is best suited to the main objectives of this study.

3.3.3 Nature and purpose of Free Attitude Interviews

Personal and scientific approaches are intertwined in many ways. One could say that transformation of the 'scientific' into the personal takes place when the researcher meets the researched in the research context. The purpose of the researcher is to act as a researcher, by calling forth special knowledge from the researched, by means of acceptable research methods. The reverse process is a transformation of the personal to the scientific, when the researcher meets her fellow researchers in methodological discourse. Here she follows certain procedures and translates her findings in such a way as to be academically rigorous and acceptable to the audience (Meulenberg-Buskens, 1997).

Thus one could say that the research situation is the context in which scientific norms find personal justification, while conversely, methodological discourse is the context in which personal discovery finds scientific justification. Methodological discourse within a scientific community can therefore be interpreted not only as a quest for quality, but also as a quest and request for recognition, which enables sharing between researchers by establishing a platform for a dialogue. Without recognition, there can be no question of improving quality (Meulenberg-Buskens, 1997).

This study is valid in the sense that it empowers and informs educators about the perceptions of some educators in selected secondary schools in Maokeng and how they attach meaning to the concept of inclusive education. It is scientific because it empowers educators in terms of how they feel about inclusive education. It unpacks educators' understanding of inclusive education.

3.3.4 How scientific is used

Meulenberg-Buskens (1997) defines the Free Attitude Interview as a controlled, non-directive interview, because the interviewee is free to talk about anything she feels like, as long as it is within the framework of the starting question. The interviewer should be in possession of certain skills in order for the interviews to be successful, for example, a genuinely felt respect for, and interest in the interviewee (respondent); if such skills are not in place the interview could fail. This type of attitude needs to be well communicated to the respondent, in order to achieve the desired results and enhance the effectiveness of the interview. In the same vein, Seidman (1991) holds that although technique is important, it is not everything.

The following techniques are used in order to obtain information from the respondents.

3.3.4.1 Information (I)

The interviewer always starts the interview by giving brief information about oneself and providing the frame of reference for the interview (Schumacher & McMillan, 1993). It is also important to provide information to explain the Explorating Question that will be used in the interview. This could be done during the interview or earlier.

3.3.4.2 The Exploring Question (Ex-q)

For a question to be substantive, it must be formulated in an open and vague manner, and in its formulation an attempt should be made to avoid confirming any suggestions. The Exploring Question (Ex-q) should embrace the interviewer's opinion or hypotheses, which should be constructed in the form of a question. For the interview to be a real Free Attitude Interview, it is important that the interviewer should ask only one Ex-q at the beginning of the interview. Otherwise, since the interviewer inevitably influences the interviewee's explanation of the interview topic in question, it would not be a Free-Attitude Interview anymore (Meulenberg-Buskens 1997).

3.3.4.3 Reflective Summary (RS)

A reflective summary is a process whereby the interviewee's opinion and feelings are reported by the interviewer in his own words. It is not good to repeat literally what the interviewee has uttered. A reflective summary has a structuring function, namely to order the information provided by the interviewee. The open nature of the Free-Attitude Interview gives the interviewee more conversation space than anticipated in a normal social conversation. Some respondents can use this space to structure their own thoughts, without any help from the interviewer (Meulenberg-Buskens 1997).

The interviewee's reaction to the interviewer's reflective summary helps to establish whether the interviewee understood or did not understand. The summary should be proposed in a tentative or interrogative manner, for example "Is it your opinion that ...?" It is recommended that individual's tone be raised at the end of the sentence or utterance. This will have an evocative effect.

The interviewer should reflect not only the interviewee's actual words, but manifest some aspects of feeling behind them. The real meaning, the ultimate message, which is sometimes a latent aspect, has to be captured in as concrete a way as possible. The summary should reflect the nature as well as the intensity of the interview by using accurate formulations in the reflection. The stumbling that may be encountered during this process may yield good results, as it forces the interviewee to reflect and re-formulate opinions and feelings.

3.3.4.4 Silence or Pause

A silence or a pause can be very effective, giving both the interviewer and interviewee time to think. The effectiveness of a good, silent listener should not be underestimated. The interviewer should resolve the silence within approximately 10 seconds.

3.4 DATA COLLECTION PROCEDURES

Eight respondents were selected, from two secondary schools. Four males and four females were selected, in accordance with gender sensitivity in this study. In qualitative research the number of respondents is not the issue, but what is important is the quality of the information exchange. Letters were written to the respondents to request their participation and to inform them of the place and time where the interview was to be held.

Arrangements were made to interview educators in an environment that was comfortable and private e.g. after school at their homes. All the respondents were interviewed in English and each interview took approximately 20 minutes. A tape recorder was used so that the information could be captured, which might otherwise easily be forgotten during the process of the interview, or afterwards.

3.5 DATA ANALYSIS

The data collected by means of the interviews was transcribed and analyzed as text in order to extract the meaning constructed by the eight educators. The data was analyzed using textually oriented discourse analysis (TODA), as formulated by Fairclough (1992). The textual 'words' of the respondents were questioned in order to disclose the influence of the beliefs carried by the respondents' discourse practices. This helped to reflect the respondents' beliefs and to relate them to each respondent. This would help educators to go beyond their social stereotypes that have a fixed understanding about inclusive education.

3.6 CONCLUSION

This chapter discussed the research methodology and design of this study. The details of the respondents were presented, in terms of their age, background, qualifications, teaching experience and their position in teaching. Furthermore the instrumentation, data collection procedures, and data analysis were discussed.

This dissertation, entitled "Perceptions of some secondary school educators towards inclusive education in Maokeng" is work compiled by the researcher, by means of consulting different sources and by conducting Free Attitude Interviews in two selected schools.

CHAPTER 4

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

Chapter 2 laid a theoretical basis for chapter 4, which deals with the analysis and interpretation of data and reports the empirical findings of this study. In reporting the

results of the study, this chapter presents the researcher's interpretation of secondary school educators' perceptions towards inclusive education in Maokeng. This is done by identifying themes, which emerged notably from the researcher's interviews with educators. The themes include, among others, the contestational nature of inclusive education, training, lack of educational support and educator support, disruptive learners, unchallenged learners, efficiency of para-professionals, impact on education (negative or positive), some secondary school educators who claim inclusive education is good, some secondary school educators who claim inclusive education is not good, their gender, qualifications and the position teachers hold at school.

This is followed by a comparison of educators' perceptions in terms of how each educator argued, which is contrasted with the arguments of the others. Thereafter, the chapter addresses the issue of the relationship between educators' responses and their location in terms of perceptions as informed by the level of the text, and the level of discursive and social practices. Finally the conclusion summarizes what was presented in this chapter.

4.2 INTERPRETATION OF EDUCATORS' PERCEPTIONS

For reasons of anonymity, the following codes are used to identify the respondents: R-M, R-S, R-T, R-R, R-V, R-X, R-Y, and R-W.

4.2.1 The respondents' definition of 'Inclusive Education'

The first theme concerns how educators define inclusive education, which embraces the way that they understand inclusive education. It was necessary for the researcher to first find out whether educators understand the concept of inclusive education, in order to avoid any misinterpretation that may arise.

R-M: 'All learners disabled or able must learn equally'.

R-S: 'It is the inclusion of normal learners and exceptional learners ...exceptional learners, I mean the children who deviate form normal children and then in one education.'

- R-T: *'It is an education that caters for all.'*
- R-R: *'Inclusive education is whereby mixture is e-e normal people mix with disable.'*
- R-V: *'Inclusive education is when we take children with barriers to our normal schools.'*
- R-X: *'Inclusive education means those learners, who are physically handicapped will also get the opportunity to attend the school that are attended by the learners who are normal.'*
- R-Y: *'Inclusive education is an education whereby all the learners e-e will be taught at school including learner with special educational needs.'*
- R-Z: *'Maximizing the participation of all learners in the culture and curriculum of educational institution.'*

Chapter 1 in this dissertation explains the meaning of the concept 'inclusive education' (see 'Definition of concepts'). Educators might have learnt about inclusive education from pamphlets, newspapers, magazines, policy documents, or heard about it on the radio or television. Their understanding of the meaning of inclusive education is revealed by their responses. Their responses also depict the social structures in which the educators are located, which influence the manner in which they understand inclusive education.

The researcher is of the view that inclusive education is viewed as a new concept, although educators do have some knowledge as to what inclusive education entails.

4.2.2 Time factor

Five of the educators interviewed feel that inclusive education would take up much learning and teaching time. They said that much of the time will be spent on addressing the problems of learners with barriers. They are of the opinion that inclusive education should not be implemented in mainstream classrooms.

R-S: 'They are slow, they need time and supervision.'

R-T: 'Learners who are learning slow, will not get enough work or extra work.'

R-R: 'The learners need more time.'

R-V: 'You have to spent too much time on them.'

R-Y: 'They take a long time to do their work.'

The above-mentioned respondents are of the view that the time factor seems to be an issue that will be a barrier to inclusive education. This would also affect the pace of other learners in the classroom, which in turn, would affect the social growth and education, as the progress would be slow. Furthermore R-S indicated that they are given a specific time to complete a particular concept; consequently this would make them to fall behind as far as the syllabus is concerned.

In contrast, the three remaining respondents, that is, R-M, R-X and R-Z, are of the opinion that inclusive education is good, as it addresses imbalances that occurred during the apartheid era, and is cost effective.

R-M: 'It is a well informed education according to the history of our education... our education was restricted according to race, according to they way were, the disability that we have, right now we are going to include everyone in this education.'

R-X: 'I think inclusive education at secondary

school should be allowed...it will get rid of the mentality of discrimination...it will also help the government to save millions of rands. work or extra work.'

R-Z: 'It is a good aspect of learning and developmental of learners irrespective of their learning barriers.'

Based on the respondents' arguments, the researcher is of the view that although inclusive education may retard progress, the benefit is that it could abolish discrimination that was brought about by apartheid.

The above responses indicate the educators' level of social structures, the level of the texts and discursive practices. Their views on inclusive education seem to show two sides, with some respondents seeing it as delaying progress, while others view it as a good practice.

These two broad themes which emerged from the responses, namely that some educators claim inclusive education cannot work, while others claim it can work, are also evident in the international literature review that was presented in section 2.3.

4.2.3 Resources

The interviews with respondents revealed a lack of resources, which when including learners with problems, may result in the failure of inclusive education.

R-M: 'We must have resources, teacher must be well equipped.'

R-S: 'Education facilities won't be enough or won't be available at all.'

R-T: 'Educators does not have anything concerning the language of those learners.'

R-R: 'More facilities to normal school.'

R-Z: 'It also has its own shortcomings in terms of manpower, implementation and accommodation.'

According to the respondents, the successful accommodation of learners with special educational needs requires facilities, infrastructure and assistive devices, which are presently lacking. The resources referred to by the respondents include more accessible buildings, appropriate instructional material and equipment.

The researcher is of the opinion that inclusive education is not an easy task without the proper resources. Since the lack of resources may cause inclusive education to fail, resources should be prioritized before implementing inclusive education. Besides being evident in the responses above, the lack of resources was also documented in chapter 2 as one of the concerns of educators who claim that inclusive education cannot work.

4.2.4 Inadequate knowledge and skills of educators

The interviews with educators indicate that they have inadequate knowledge and skills for the effective implementation of inclusive education. Those educators who are positive towards inclusive education mentioned workshops that may be organised for preparing educators.

R-M: 'Teachers must be well-equipped according to this new education.'

R-S: 'Teachers in normal school will be unprepared to handle problems of typical learners.'

R-T: 'Educators does not have anything concerning the language of those learners.'

R-R: 'We educators we don't have that skills.'

R-V: 'You do not know how to handle them but you

are trying.'

R-X: 'We have being taught as only teachers who are teaching learners who are not mentally retarded, those who are not physically disabled.'

R-W: 'Inappropriate pedagogy.'

Respondents in this study are of the opinion that they do not possess adequate knowledge or skills to address diversity or to teach learners with special educational needs. Misunderstanding and misperceptions of the concept of inclusion also appear to frustrate the implementation thereof.

Respondents conceptualize inclusion as merely the placement of learners with disabilities in a mainstream classroom. This inadequate dissemination of information, or even downright misinformation, is prevalent, leading to resistance and disillusionment (Swart *et al*, 2002). Respondents are also of the opinion that the education they received initially was not directed towards learners with disabilities, and that during the apartheid era they were taught only how to impart knowledge. Consequently the notion of inclusive education leads to problems and resistance (Swart *et al*, 2002).

Some of the respondents are of the opinion that disabled learners belong to the special schools. However, respondents R-M and R-X showed a positive attitude when they asserted the following:

R-M: 'Because all workshops that we are attending right now, are workshops that are going to equip all the teachers, in order to include disabled learners in this education.'

R-X: 'This means that we might have many workshops that we simply have, people who will, for example, para-professionals given this information for those who were not trained.'

The above responses indicate the educators' discursive practices, social structures and the level of the text. It reveals how they view inclusive education, as they do not have adequate knowledge and skills for handling learners with disabilities. It further illustrates their lack of information regarding official policy documents regarding inclusive education.

Besides being evident in the responses in this study, the literature review also revealed that educators who claim inclusive education cannot work mention inadequate knowledge and skills, while those who claim inclusive education can work mention the possibility of offering workshops (see chapter 2).

4.2.5 Lack of teacher training

The training of educators regarding inclusive education is also a major concern, which is evident from the following responses.

R-M: 'All workshops that we are attending right now are workshops that are going to equip all of the teachers.'

R-S: 'I understand may be the government will try until teachers attend such training.'

R-T: 'Educators does not know anything concerning the language of those learners.'

R-V: 'Most teachers are not trained.'

R-X: 'Teachers are not well trained.'

R-Y: 'The educators will find difficult with completing their work.'

R-T: No (Refuse that educators are trained).

In the light of the above responses, the need for further training and ongoing learning is clear. It appears that current in-service training does not always meet educators' needs. Teachers in this study are of the opinion that their pre-service training did not adequately prepare them for educating learners with special educational needs. Furthermore, there appears to be a negative attitude towards in-service training, which does not always bring about the desired change. The complaint was also that they were only trained for a week and thereafter miracles were expected.

The above responses tell us how the educators' talk and what they do. They indicate how educators view inclusive education without proper training. Similar responses are evident in chapter 2 under the heading 'educators who claim inclusive education cannot work'.

4.2.6 Lack of teacher support

During the interviews respondents indicated that they lack educational support and teacher support. This is evident from the following responses:

R-M: 'Teachers are getting there.'

R-S: 'At the moment we do not have sufficient para-professionals for inclusive education.'

R-T: 'No they are not enough.' (Para-professionals)

R-R: 'Mm' (meaning 'yes' para-professionals are very few).

R-V: 'No, they are not enough.'

R-Y: 'Are not sufficient.'

R-X: 'I don't think we have sufficient para-professionals.'

R-W: 'At school level very small.'

Given the above responses, respondents are worried as to whether inclusive education will be a success in schools because para-professionals are few. The concern is that schools are many, but teachers' supports are very few, which may lead to the failure of inclusive education.

Respondent R-M tended to not show the same feelings as the other seven respondents. There is a positive sign in his statement when he asserted that "teachers are getting there", meaning that even if the lack of teacher support continues, they will be able to achieve their goal as far as inclusive education is concerned. They will gain experience in their meaning making in their respective classrooms.

In interpreting all eight responses, it is clear that there is lack of teacher support for inclusive education. Similar responses are evident in chapter 2 made by some secondary school educators who claim inclusive education cannot work. This shows the educators' discursive and social practices. It indicates how educators view inclusive education with regard to the lack of teacher support.

4.2.7 Efficiency of teacher support

The following statements asserted by educators in this study bear witness to the efficiency of para-professionals as vehicles to promote the success of inclusive education. These statements refer to the efficiency (or lack thereof) of para-professionals.

R-M: 'Teachers are getting there according to the workshops.'

R-S: 'The government will sent other for training and train them thoroughly, this means they must be trained thoroughly to teach exceptional learners.'

- R-T: *‘Some of them are skilled but they are very very few.’*
- R-R: *‘They are not well-skilled; they do not know how to handle a child with a problem when you tell them about the problem.’*
- R-X: *‘They are not because at my school I haven’t seen one.’*
- R-Y: *‘They are not efficient because the school is struggling with those learners who are supposed to be help by them.’*
- R-W: *‘To a less extent due to a partial training they have.’*

The above statements reveal three groups of opinions. One educator (R-M) implies that para-professionals are good in his statement that “Teachers are getting there according to the workshops”. Three other respondents, that is, R-S, R-T and R-W indicate that para-professionals are partially competent and need to be thoroughly trained. Respondents R-R, R-X and R-Y indicate that para-professionals are not competent, and claim that they are not skilled at all, because the schools are struggling having them.

The above responses show how educators perceive the efficiency of teacher support regarding inclusive education. Chapter 2 of this dissertation also reports similar feelings of educators in other countries in terms of those who claim inclusive education cannot work.

4.2.8 Disruptive learners

The interviews with educators revealed that inclusive education may give rise to many problems; these problems will be visible when the educator is rendering a service to the

disabled learner and normal learners are left unattended. These opinions are evident in their responses:

- R-M: 'Including disable learners is going to be more problematic.'*
- R-S: 'They will descript class by making noise and by fighting.'*
- R-R: 'If we include the learners with disability with those who are normal is going to be more problematic to focus on learner with disability.'*
- R-V: 'These learners that are able they will still need you, they will be doing silly things to get attention and after that you will find that you class can be disturbed.'*

The above responses indicate that including learners with learning problems will cause disturbances in the classroom. The normal learners may disturb the class because they also need the teacher to pay attention to them. The researcher is of the opinion that such a situation is possible because educators, as mentioned in previous sections, are not well acquainted with diversity, particularly in black schools.

Educators' perceptions of possible disruptive learners are also evident in Chapter 2, in the discussion of educators who claim inclusive education cannot work.

4.2.9 Unchallenged learners

During the interviews with respondents, one of the issues that emerged is that learners will underperform if they are not challenged in various ways in the classroom. They will become bored if no attention is paid to them.

- R-S: 'Normal learners in the very same class will get bored because they understand*

things early.'

R-V: 'Learners who are capable is gonna (meaning is 'going') to be boring. They are going to be bored.'

The above statements asserted by educators imply that learners in the mainstream also need to be helped by their educators. If no attention is paid to them they will get bored and begin to think that school is not their real world. They may begin to avoid going to school and increased absenteeism will be the result.

If unchallenged learners are forced to attend school, bad remarks and stigmatization may occur, which will cause further harm. The above responses show the educators' discursive practices and how they view inclusive education.

4.2.10 Impact on the mainstream

During the interviews two feelings regarding the impact that inclusive education could have on the mainstream were discovered. The two feelings were categorised into negative impact and positive impact that inclusive education could cause in schools. The following statements bear witness to these two opinions.

4.2.10.1. Negative impact

R-M: 'The impact will be disadvantage... we are still experiencing lot of problems to our learners, but including disability learners is going to be more problematic.'

R-S: 'I do not see any positive impact it cause... teachers are going to be bored with the new change and may be the teacher's performance is going to be deteriorated. Educators will resign in large numbers.'

*R-T: 'I think the impact is a or will be, the educators
Will be confused may be to educate these
learners in one class.'*

*R-R: 'The school will not work fine because
you concentrate on learner with average mind
or the learner with disabilities is going to
effect his abilities of his studies.'*

*R-Y: 'I think they have a negative impact at school
because the educators will find difficult
with completing their work to be done,
so as to keep up with rest of the class.'*

*R-Z: 'School Based Support Teams not well
Structured.'*

Six respondents are of the opinion that inclusive education may impact negatively on the mainstream, based on themes that were previously mentioned. Some of the reasons mentioned are lack of resources, not being trained for inclusive education, lack of teacher support, and inefficiency of para-professionals. They indicate that the quality of education currently offered will deteriorate and it may lead to a high member of educators resigning, because they will be confused. Furthermore learners who are not challenged will disrupt the class because they need their teachers' attention and know that the teacher will not punish them because they are protected by the constitution.

Again these responses reveal the educators' discursive practices and social structures and indicate how they view inclusive education. Similar opinions of educators who claim that inclusive education cannot work were also evident in chapter 2.

4.2.10.2 Positive impact

Some of the respondents maintain that inclusive education may impact positively on the mainstream. These opinions contrast the feelings mentioned by those who claimed that

inclusive education may impact negatively on the mainstream. The following statements bear witness to the opinion of a positive impact:

R-V: 'It has a positive impact if teachers are trained for that.'

R-X: 'No, the impact which I think will have at school, it will be the positive one, for simple reason that, in the apartheid era people are to undermine, underestimate one another and that bring a lot of hatred in our country...our children will know each other, attending the same schools, sharing opportunities that we have in our country.'

Respondent V alluded to the issue of training. She says if the educators are trained to handle learners with barriers, then inclusive education may have a positive impact in schools. Training is a major factor, because if one is never taught how to handle a situation, then everything is in vain. The issue of training was also mentioned in chapter 2 by educators who claim inclusive education can work.

Respondent X is of the opinion that inclusive education will eradicate discrimination among various population groups in the country, which the constitution is addressing. This discrimination resulted during the apartheid era in South Africa. Under that regime, there were various separate education systems, which benefited some groups more than others. He feels that learners will share opportunities and eliminate hatred among the people. This will also minimize stigmatization among learners (Scruggs & Mastropierri; 1996).

Based on the respondents' arguments, the researcher is of the view that inclusive education may be effective if teachers are well prepared for it and it will also bring harmonious interaction among the population groups in the country.

The responses reveal how educators view inclusive education. Similar ideas were mentioned in Chapter 2 by educators who claim inclusive education can work.

4.2.11 Some secondary school educators who are not in favour of inclusive education

During the interviews some of the educators indicated that they are not in favour of inclusive education. Their reasons, which support the following statements, were indicated in previous sections.

R-S: 'According to my perception I am not supporting inclusive education.'

R-T: 'According to my perception inclusive education is not very good.'

R-R: 'Is not going to be a normal thing for the society.'

R-Y: 'It is the difficult thing to do.'

R-W: 'Poor system in place.'

Five respondents in this study seemed to be against inclusive education. They believe that it is not intended for normal school and they indicated that it may cause confusion, frustration and wasting of time. Furthermore there are insufficient resources and they do not have sufficient skills for handling such a situation. Respondent R-R further indicated that it is not a normal practice in the society in which they are living. (Kriegler; 1989) asserts that in the past, in some communities, children born with certain disabilities were killed, as it was thought that they would bring bad luck to that particular family. (Verster et al; 1982) reports that the Athenians killed children who was born disabled. They claimed that such children would not be able to function in society; in particular, they needed healthy and strong children to become soldiers and protect their community.

Today the thinking is that children who are not educated, particularly the disabled, become the burden of the government, which is the reason why inclusive education was introduced.

The above responses reveal the discursive practices and social structures of the educators in the study and indicate how they view inclusive education. Similar opinions were reported in Chapter 2 under the heading “educators who claim inclusive education cannot work”.

4.2.12 Educators who are in favour of inclusive education

Although there are educators who are against changes being introduced in terms of inclusive education, some of them agree with the developments happening around them, and they will endeavour to do as required. The following statements bear witness to such opinions.

R-M: ‘It is well informed according to the history of our education... there are workshops that we are attending right now, are workshops that are going to equip all of the teachers.’

R-V: ‘It is going to affect the results of the school (if teachers are trained).’

R-X: ‘It is the right move by the government and those who promoted it.’

Three respondents are in favour of inclusive education. Indeed, they regard inclusive education as a well informed practice, because it accommodates different population groups and children with disabilities in the same setting. It is claimed that it is a good move to promote diversity where resources and other materials related to education in any country are concerned. However, they still point out that training is necessary to make it a success.

The literature review in Chapter 2 also supports the said statements. The researcher is of the view that respondents who claim inclusive education will work, will work hard to bring about changes in the society in which they live. That will contribute to removing misconceptions and stigmatization against other people. It will also contribute to the government being able to reduce spending, if people who can learn and work for themselves.

4.2.13 Gender, Ages, Qualifications, Experience, Positions

Four of the educators who took part in the research were female and four were male, with ages ranging from 26 to 55. Among them, the highest qualification was B.Ed Honours for three of them, two of the others had Diplomas and Advanced Certificates in Education, and the remaining three had educator's diplomas. Their teaching experience ranged from 3 and 32 years. One male educator is employed as a deputy principal, one female educator as head of department (HOD), two (that is one male and one female) as subject heads, and the remaining four as classroom educators. All of them are actively employed in classroom practice.

Five of the educators were not in favour of inclusive education, that is, three females and two males. Three of these educators were those who have the highest qualification, namely B.Ed Honours, and the other two have the educator's diploma. Their experience ranged from 3 to 22 years. Their specific perceptions were the lack of training to handle inclusive education, the lack of resources, the inefficiency of para-professionals, the time factor and disruptive learners.

Three of the educators were in favour of inclusive education, that is, two male educators and one female educator. Their ages were between 26 and 55 years and their teaching experience ranged from 5 to 32 years. Two of these educators have diplomas and Advanced Certificates in Education, and one has the diploma.

Their specific perceptions were based on the following reasons: it is a well informed educational practice; it will make the same education available to all people in the

country; it will contribute to eradicating discrimination; and learners will get to know each other and share opportunities.

4.3. CONCLUSION

This chapter discussed the analysis of data and interpretation of the results. Comparisons were made between the eight respondents about their perceptions towards inclusive education. During the discourse analysis, two broad perceptions emerged: educators who are not in favour of inclusive education and educators who are in favour of inclusive education. These broad perceptions were supported by the following themes which emerged: contestation of inclusive education, time factor, resources, inadequate knowledge and skills of educators, training, lack of teacher support, efficiency (or otherwise) of teacher support, disruptive learners, unchallenged learners, and impact on the school. The specific perceptions of educators towards inclusive education was then analyzed according to their gender, ages, qualifications, experience, and position currently held in the school .

CHAPTER 5

RECOMMENDATIONS AND FINDINGS

This chapter summarizes and highlights the major findings of this research. Recommendations are made and suggestions for future research are discussed.

5.1 Summary

5.1.1 Research aim restated

The aim of this study was to investigate the perceptions of some secondary school educators towards inclusive education in Maokeng.

5.1.2 Research procedures

Qualitative research methodology was used because it enhances the depth of understanding and meaning construction, particularly for a small sample of eight educators, as used in this study. A contrast and comparison approach was used as a means to ground the framework of this study, by showing the relationship between qualitative methodology and the current research study.

Eight secondary school educators were selected to participate in the investigation. These educators were selected on the basis that they are knowledgeable, are community leaders and educated. Therefore they were selected for in-depth interviewing. They were classified according to their gender, ages, qualifications, experience at work, positions at school level where they are teaching, and how they perceive inclusive education.

5.1.3 Findings

5.1.3.1 Respondents' knowledge of Inclusive Education

. White paper number 6 (2001) explains inclusive education as acknowledging that all children and youth can learn and that they all need support. This definition emphasizes the importance of accepting and respecting the fact that all learners are different in some way and have different learning needs which are equally valued and an ordinary part of our human experience.

The eight respondents were asked to explain or define the concept 'inclusive education'. The researcher found that the respondents do have some knowledge regarding inclusive education, but the knowledge they possess is little. The reason is that educators do not seem to engage themselves fully in acquainting themselves with the policies of the government and the department of education in particular. Their small amount of knowledge about the topic is obtained from newspapers, pamphlets, educational radio and television programmes and informal discussions.

The explanations given by the respondents were expected to carry much weight, as teachers are regarded by the community as people who are educated. They lead people in some way; therefore they need to be more knowledgeable regarding issues affecting them directly and indirectly. They are the people who must explain inclusive education to pupils and implement it at grass roots level.

5.1.3.2 Time factor

Some educators felt that learners with disabilities receive too much attention and the concern is that learners without disabilities are missing out on the attention and encouragement that they also need. This is due to the lack of training of educators to handle children with special needs; consequently this delays or retards the progress of the class.

Further they were concerned about the amount of paper work that is involved; it takes up much of the teaching time and they fall behind unnecessarily. They indicated that

including some learners with disabilities, or if the school were to become fully inclusive, would cause problems. The new approach of Outcomes Based Education (OBE) is still a problem, because educators are unsure as to whether or not they are doing the right thing, and learners cannot drive themselves in the learning process. All these issues currently cause major problems in schools; the worry is that if and when learners with disabilities are included, it will worsen the situation.

Oswald and Engelbrecht (2005) state that educators are prepared to accommodate learners with disabilities in their mainstream classrooms, should their academic progress be up to standard and their behaviour in class not detrimental to the progress of their peers. The preparedness of the educator to accommodate these learners also depends on the amount of additional responsibility and **time** that would be required of the educator.

5.1.3.3 Resources

Kriegler and Ferman (1996) argue that merely redistributing special education resources will be completely inadequate to service the Learners with Special Education Needs (LSEN) of South Africa. Therefore tinkering with the education system in small ways will not provide a solution ~~an~~ an overall intervention is needed.

The first issue raised by one respondent was that the learners do not have the textbooks they need, because the Department of Education constantly delays delivering them to the school, and sometimes the textbooks are never delivered. The respondent said it would be very difficult to continue with disabled learners in such a situation. Further they said that they do not know how to handle learners with problems because there are insufficient resources in schools.

The infrastructure is such that they cannot accommodate learners with disabilities. Most of the schools have upper storeys, and they do not know how such learners could move to other classes. Resources currently used at special schools would still be not enough to be used by schools identified for the pilot project, because the latter schools already have learners with barriers.

5.1.3.4 Inadequate knowledge and skills of educators

The necessity of training, and empowering educators to think and work in a new frame of reference, places the focus on perhaps the single greatest problem facing the new dispensation in South Africa. Some secondary school educators are confused and insecure because of a series of radical changes that have transformed their working environment.

They are not acquainted with the principles of outcomes based education; they find it difficult to seek and find their own learning material (relevant to each child's culture, interest and level of development); they struggle to involve parents and communities in the learning process; they feel themselves inadequate in person and training to deal with so much diversity amongst the large number of learners in their classrooms; and they suffer a lack of self-respect and self-assurance because of the labels of laziness and untrustworthiness that have been directed to them (Sethosa; 2001; Weeks; 2000).

In spite of many attempts by government and the Department of Education to train and support educators, they experience a sense of powerlessness and not being in control of their situation. Feelings of inferiority and fears of breaching learners' rights result in a lack of motivation and enthusiasm to meet the needs of all children in their classrooms. Now the issue of inclusive education emerges, which they do not know, and they wonder what it holds for them. These concerns are due to the fact that they have inadequate knowledge and skills regarding learners with problems.

During their training at the colleges of education and universities, educators were not taught how to help learners with problems; they were taught only how to impart knowledge to learners. It was the way the education of black people was structured during the apartheid era. They went to the training institutions for 2 to 3 years, but they are surprised if today they have to attend workshops for 1-5 days, after which they are expected to do miracles. Rather than becoming experts in their fields of work, they become more confused. The problem is that the same people who are running the workshops were teachers like them, but today they are called 'experts', yet they are still struggling with the other educators during workshops.

5.1.3.5 Training

The previous paragraph refers to the way educators feel about their training with regard to inclusive education, versus their initial teacher training. Engelbrecht *et al.*” indicate that the separate mainstream and special education teacher training programmes did not provide mainstream education trainees with the experience to develop the necessary skills and dispositions to handle learners with disabilities in their classroom”(Document not dated). Prinsloo (2001) states that the most important problem that has to be overcome, is the training and empowerment of teachers to identify and effectively support learners who experience barriers to learning.

This indicates that there is still a gap that needs to be bridged between educators in mainstream schools and educators in special schools. If there could be effective communication between the two types of institutions, problems would be minimized.

In order to be able to teach learners with barriers, teachers should be thoroughly trained for that particular type of education. The educators in this study indicated that this would place additional demands on them. In the previous section, the same point was made; namely that the education system in the past, particularly for black learners, focused on imparting knowledge to learners in normal schools, and sometimes referrals to child guidance clinic were done.

Some responses indicated signs of positivity, saying that if they can be trained properly, then they could overcome the problems, but as long as they lack skills or are not trained, then it will remain a problem. Therefore there is a clear need that educators need to be trained in inclusive education, so that they will be able to teach learners with problems.

5.1.3.6 Lack of teacher support and efficiency of teacher support

In the past, limited educational support services were disproportionately distributed across the different education departments and in some other areas were non-existent. The more privileged sectors of society (especially whites) received better services which they still retain, while the most disadvantaged sectors (Africans), and those living in rural areas, had little or no access to any support.

The area of formal education support services (including school health, social work, psychological, specialized education, guidance and counselling) has historically, and in terms of current educational initiatives, been relegated to the periphery of education. In all departments of education that existed in the past, the provision of support services lagged behind the estimated need (Donald, 1991). However, even in this research study, the findings show that there is still a dearth of support services.

Teachers say even though their schools are not fully inclusive, they struggle with learners with barriers, and it will be worse if their schools become fully inclusive (by not being fully inclusive, they imply that there are learners who have learning barriers e.g. abuse, poverty etc). They say when para-professionals are called for help, even in the case of emergency calls, the para-professionals take a long time to respond to the call. This is also evidence that they are either incompetent, or there is a shortage of such people.

Furthermore, one respondent indicated that she has never seen para-professionals where she is working, even though they have many learners who have barriers. This implies that if their school becomes inclusive, there is going to be a huge problem.

Other sentiments expressed were that there is an increasing demand to educate learners with disabilities in mainstream classrooms, but with little consideration of the challenges. The lack of teachers adequately prepared to provide quality inclusive teaching to these learners, and the limitation of existing support structures both impact on inclusion. In the same breath, some of the educators also indicated that very few para-professionals are well informed, even if they have been coming to their schools to help learners with barriers.

Altenroxel, as cited by Hay (2003), states that “educators, and especially support services professionals, are struggling to come to terms with the new way of doing things in education support services, specifically against the backdrop of ‘change overload’ from which South African educators are suffering at the moment”. The Education White Paper no. 6 on Special Needs Education (DoE, 2001) and the Draft Guidelines for the Implementation of Inclusive Education (DoE, 2002) make it relatively clear that the role of education support services needs further clarity.” It seems to be a priority to

align education support services with inclusive education and effective support” (Hay: 2003).

5.1.3.7 Disruptive and unchallenged learners

Teaching has never been easy (Van Rooyen & De Beer,2006). These days, however, it seems more difficult than ever before. Many teachers want to leave their jobs because they find there are too many problems with children in the classroom. They say the children are undisciplined and do not want to learn. Other educators say that learning is becoming too difficult for students because they do not know how to listen(Van Rooyen & De Beer, 2006).

Furthermore learners “have no respect for teachers, they do not listen, they are rude and defiant and if they are unable to learn well, they treat the teacher like an enemy”(Van Rooyen & De Beer,2006). All these points mentioned are also influenced by the increasing insistence on the rights of learners.

If inclusive education is implemented at their schools, then more attention will be paid to learners with disabilities, leaving normal learners unattended which could cause disruptive situations. This will occur because the normal learners also require the teacher’s attention and without it, will become bored or unchallenged.

Respondent S stated that including learners with disabilities would create many problems, in that normal learners will be disruptive by making a noise and fighting. This situation, in turn, will frighten female educators, particularly when these disruptive learners are of older ages and bigger size than is normal for their grade.

Respondent V further emphasized that these normal learners also need the teacher, and if unattended by the educator, they will do silly things. Respondents M and R talked about the problems that could arise during lessons when disabled learners are included in the mainstream.

Heiman (2006) indicated that in the B-C case, the student was prone to unpredictable vocal outbursts, said to be so startling and disruptive that one teacher reported prolonged headaches, chest spasms, cramps, diarrhoea and fearfulness. Furthermore, on

one occasion, the noise shook the teacher so much that he dropped a mug and cut himself on the shattered pieces.

All these problems also result when mainstreaming takes place in times of restricted school budgets. More funding is required, because the lack of adequate classroom support is putting more stress on educators who have to handle disruptive and unchallenged learners. Learners with severe behaviour problems require too much of the teacher's attention. Disruptive behaviour is stressful for the teacher and the whole class.

5.1.3.8 Impact on the mainstream

Respondents in this theme highlighted the fact that inclusive education can cause a significant impact on mainstream schools. Some said it would cause a negative impact, while others said it may cause a positive impact. The reasons mentioned during the interviews are summarized below.

Those who said it would cause a negative impact said that educators will find it difficult to complete their work at a specific time, because most of the time will be spent on learners with disabilities to help them to keep up with the rest of the class. There will also be confusion at schools, as well as in society, because there will be an unusual practice in the education system.

In communities in previous centuries,(primitive communities) children with disabilities were not regarded as people who could perform the work done by normal, healthy children(Kanner,1974; Preen,1976;Verster, *et.al*, 1982).

The implication is that inclusive education will disrupt school because normal learners will stigmatize disabled learners (Scruggs & Mastropierrri, 1996). Such stigmatization will disrupt tuition in the class, as disabled learners will lose their self-esteem and feel inferior.

Educators also indicated that they might resign in large numbers because they have not been exposed to this kind of education system. The valuable educators will quit their jobs; consequently the quality of education will deteriorate and this will cost the department a lot of money to train other educators.

As indicated in the first paragraph of this section, there were also educators who claimed that inclusive education may have a positive impact on the mainstream school. They asserted the following:

Inclusive education will contribute to eradicating hatred among various population groups, which occurred during the apartheid era. Learners will get the opportunity to learn together. The educators further alluded to the fact that learners will share opportunities, exchange ideas, love one another and know each other, unlike previously, where a bridge was built between the special school and mainstream schools. They will understand that learners with disabilities are people like any other person, and that all of them are equal before the eyes of God.

One respondent was of the opinion that it is very optimistic that better results will be attained if educators are trained for inclusive education, because their approach to learners will be a wise one, since they will know how to teach learners, and how learners can teach each other.

5.1.3.9 Educators who claim inclusive education cannot work versus educators who claim inclusive education can work

Chapter 2 of this study indicates that internationally, some secondary school educators claim inclusive education cannot work, and some secondary school educators say it can work. In this study, the secondary school educators who were sampled articulated the same two perceptions.

Eight educators were included in this study, four females and four males. Five educators were of the opinion that inclusive education cannot work. In this category, three were female educators whose qualifications range from the Diploma to B. Ed Honours; their experience ranged from 5 to 18 years and their ages ranged from 35 to 43 years. Two of these female educators are at post level 1 and one is an HOD (Head of the Department). Two of these supporters were male educators whose qualifications range from Diploma to B. Ed Honours; their experience ranged from 14 to 20 years; and their ages ranged from 38 to 47 years. One of the male educators in this category is at post level 1 and the other is deputy principal of the school.

There were three educators who said that inclusive education can work. Their qualifications ranged from Diploma, to Diploma and Advanced Certificate, their experience ranged from 5 to 33 years and their ages ranged from 28 to 55 years. They are all employed on post level 1.

5.2 CONCLUSION

Educators are an important component in the government sector. They contribute to determining the future of the country, because people who are not educated become a burden to the country. It is the duty of the government and the department concerned to empower educators with the necessary skills. There is an indication from this study that the government has not done enough for educators, regarding capacity building for teachers to enhance the quality of education, because they struggle to explain thoroughly what inclusive education is. They seem not to be exposed sufficiently to the policies of inclusive education. It is the duty of the government to engage teachers in policies regarding inclusive education.

During every lesson at school, time is very important. Certain aspects of the curriculum need to be covered thoroughly yet sometimes educators cannot manage their time efficiently. Many changes have occurred within the education system in recent years. During the apartheid era, teachers were trained on how to impart knowledge. In the new dispensation, outcomes based education (OBE) was introduced and re-training took place over a short period of time. It was suggested that OBE was ineffectively introduced and now that the revised curriculum is in place, inclusive education is being implemented, while educators are still struggling with OBE (Hay et al 2001). All these new approaches need time to be introduced properly in the classroom. The question is: will educators be able to manage their time efficiently?

Resources in an institution are important, in order to make the work easier and more efficient. From apartheid times, till today, black schools are struggling with relevant and proper resources to enable teachers to work properly. For example, the simple delivery of textbooks is late every year and the books are not sufficient. If learners who are disabled are included in mainstream classrooms, as it is happening in schools at the moment, serious confusion could be caused.

There is a serious shortage of resources in schools, particularly black schools. It was indicated in section 5.1.3.4 that workshops for re-training teachers in inclusive education took five days or less. However, for someone to qualify in a particular field, they need to go to university or college for 2 to 3 years. At the moment the Department of Education encourages educators to further their studies up to category 14, which is equivalent to four years of study. Yet proficiency in outcomes based education and inclusive education is expected to be acquired in five days, during which time educators cannot acquire the necessary knowledge and skills.

Another question is: who trained these educators at the workshops? Are they qualified for providing such training? The same educators stated that the people who presented the workshop were their colleagues and they were surprised that they were offering training, when they had previously all struggled together. As indicated above, one should be sufficiently trained in order to be able to pass knowledge to others. This situation shows that much has to be done to improve the training of educators, in order to deliver inclusive education at schools. Since educators are not well trained and are confused, they may fear their work and leave the profession in large numbers.

The numbers of para-professionals need to be increased. This was a problem from the apartheid era, and the government should try by all means to hire effective people from colleges and universities. Such support people are very important to educators, who are battling with radical changes. It will also help the Department of Education to retain teachers and alleviate their fears of losses to the profession.

If teachers are well trained, the researcher believes and hopes that they will be able to handle learners who are troublesome in the class. Classroom results could also be enhanced, while avoiding any negative impact of inclusive education. Learners with problems should be included in mainstream classes, because they are like any other learners living in this world: they simply are afflicted with a particular deformation. Other learners are mentally normal and just need someone who can teach and motivate them.

5.3 CRITIQUE AND LIMITATIONS OF THIS STUDY

The researcher visited two schools in Maokeng. It was not possible to visit more schools in the Free State. This means that this study is limited to findings from two particular schools with regard to the perceptions of some secondary school educators towards inclusive education. It is also limited to the Maokeng area.

The literature review was conducted and guided by the topic in order to justify fixed information doing further research in the field. The researcher used the qualitative research methodology for this study. If the qualitative method had been used, it would not have been possible to free the minds of the respondents about how they understand inclusive education. It became clear to me, as the researcher, that the concepts 'inclusive education' and the 'perceptions of educators' are dynamic, multiple and growing phenomena, which further strengthens the justification for the use of the qualitative method in this study.

The manner in which the data was collected, analyzed and interpreted suggests how meaning was constructed by the researcher, by focusing on the responses of the eight educators that were selected. Thus the interpretations that emerged from the data are not absolute. As a result, the researcher was not able to distance himself from the process of research reported in this study, nor are the findings generalizable to other situations.

5.4 RECOMMENDATIONS

5.4.1 Respondent's knowledge of Inclusive Education

Educators seem to have limited knowledge pertaining to inclusive education. This is a disturbing situation because educators are the 'torch bearers' of learners who are going to form the future of society. The intention of educating is to enlighten other people about what they do not know. Therefore the government must put some plans in place to capacitate educators in terms of inclusive education.

Although universities are autonomous, there should be a close relationship between universities and government experts regarding the education system. In the case of inclusive education, government experts should visit lecture rooms during teacher training lectures to observe whether what is intended is being achieved. Currently, if

one looks intently at the method of presentation and assessment, it is still exactly the same as it was in the past, during the apartheid era. Usually the majority of students are educators who are furthering their studies part-time. These educators often find the time to read only for examination purposes, because of the heavy load that they deal with at school.

It is also recommended that senior education specialists should be the people who handle workshops for educators, so that the participants may be capacitated thoroughly. Furthermore the work of the presenters should be monitored by experts from the university, because currently they are lacking in knowledge. In most cases they need to help one another and collaborate with educators during the workshops. This brings doubts about their expertise and the participants begin to take things for granted and to not even read the materials. Consequently educators do not gain further knowledge on the issues that affect them directly.

5.4.2 Time factor

Time is a very important factor at school, particularly where one works with year plans, work schedules, weekly plans and daily plans. If an educator loses some of his or her planned time, he or she will begin to be confused and the lesson will not be delivered as expected. Educators are also overburdened with paper work which consumes much of their teaching time. Outcomes based education needs time because it holds that learners learn individually and at their own pace. Inclusive education is now being introduced. The problem is whether the educators will be able manage to manage their time accordingly, with the additional load.

To avoid wasting time, every secondary school needs at least two teachers who are specialists in dealing with learning problems. Even where the majority of pupils are of average or above average ability, there will be those who have specific difficulties in some areas of work and who require specialist help in overcoming their problems. Wastage of time will be minimal if the classroom teacher is able to focus on finishing the syllabus according to the prescribed time.

In addition, there should be someone among the staff who makes a special study of the needs of pupils with exceptional ability (learners with problems). Since the school will

be taking in increasing numbers of pupils with serious physical disabilities of various kinds, teachers will need to become familiar with ways of teaching them (exceptional ones). This will also help in identifying learners with problems so that thorough investigations can be done quickly and referral can follow when necessary.

Respondents raised the issue that having learners with disabilities in the classroom can delay tuition time. Hopefully the above recommendations will minimize such delays, since they occur where there are no specialists in the school who can help regarding any problems pertaining to disabilities.

What should also be borne in mind is that special learners are very much fewer in numbers, compared to normal learners. The piloting of inclusive education, as indicated in the White Paper no. 6, will be implemented, and in most cases when special learners are sent to schools, resources should follow, in order to support educators in that particular school.

The government should employ more teachers because many classes are over-populated at the moment, which causes teachers to take more time to complete their work. If additional learners with problems are added, that will consume even more time. A pupil:educator ratio of 20:1 would be considered as good, and the numbers of disabled learners should also be taken into consideration.

5-4-3 Resources

In the face of resource shortages in the majority of schools, particularly in black schools, it may be a good idea if inclusion could also be piloted in some white schools. The reason is that schools in white areas were historically well organized and infrastructurally sound, particularly in terms of resources. This does not mean that no schools in black communities should be selected; rather that only a few schools in black communities should be chosen in order to minimize the costs of acquiring resources that are to be found elsewhere.

Support teachers are also resources that are needed. Educators from special schools will be distributed accordingly to those schools which are selected as pilot schools. Principals, deputy principals and heads of department from special institutions can be utilized as experts at resource centres for pre-service and in-service educator training, to capacitate participants about changes that are certain to occur.

Donald (1991) and Hickson and Kriegler (1991) state that the status quo might be best described as special education for whites, while services and resources for black pupils are vastly inadequate and even non-existent in some area. Green (1989) points out that resources for special education will be scarce for some time to come. Any available resources are likely to be channelled into separate provision for children with special educational needs will remain in the regular classroom.

According to Tungaraza (1992), the logical solution would seem to be simply to create a unitary education system for all ethnic groups, accept the present reality of ‘involuntary’ mainstreaming as a *fait accompli* (meaning: something already done and beyond alteration), and optimize it by a process of redistributing the services, resources, and personnel currently exclusively reserved for whites.

5.4.4 Inadequate knowledge and skills of educators

Thulasi Nxezi, the general secretary of the South African Teachers Union (SADTU), said that educators still struggle to cope with outcomes based education (Lesedi Radio Station, 10th April 2007). Professor Jansen from the University of Pretoria said if outcomes based education is going to be introduced, let all schools be closed and teachers go back to colleges and universities for re-training (Felicia Mabuza Shuttle television programme). And it is said that outcomes based education is an approach that should also be applied to inclusive education (White paper no. 6, 2001).

It will be wise for the government and Department of Education to appoint teachers at schools to study issues relating to inclusive education. Thereafter, the same person/s should come and be the person who teaches other teachers skills and capacitate them with knowledge. In any school at which inclusive education is to implemented, educator capacitation is needed.

The courses offered at universities for teachers to be able to acquire skills should be balanced in terms of theory and practice. If educators are trained in educational psychology or as remedial teachers, then they must also undergo practical training, so that if there is a child with a problem, the educator will be able to counsel or assist the child. Only then will the educator be considered as being qualified in that field.

Bursaries are given annually for educators to further their studies. But the departments offering bursaries do not channel educators to study relevant areas of specialization. Each educator chooses his or her own course of studies, qualifies for that, and thereafter remains at a school teaching their particular subject. It is advisable that the department of education should control and monitor the award of bursaries to focus on relevant skills, and educators should be prepared to attain those qualifications. Educators should not be encouraged to further their studies merely so as to be in category 14 (category D), but rather to study necessary subjects in order to enhance their knowledge and skills.

Educators are mostly part-time students who are teaching and attend classes in the afternoons. This workload causes them to study superficially, only to pass the courses, without being involved in them. The recommendation is that teachers who have been granted bursaries be allowed to attend their classes on three Fridays in a month (without having to do their usual school duties) and Saturdays, so that they will be able to acquire information in a meaningful way, and be involved in as much practical training as possible. Their classes at school will be supervised by staff management and non-teaching educators and extra work will be given to the learners.

5.4.5 Training

All educators need a thorough grounding in multiracial and mainstream education, to enable them to provide quality service for children with a great variety of linguistic backgrounds, interests, cultural expectations, mother tongue languages and learning abilities. This general teacher-oriented training must enable all teachers to recognise children's special needs, to practice preventive teaching and collaborate with specialists in carrying out remedial and corrective instruction.

Educators must be able to provide support for all children and locate relevant expertise when support services are necessary. Every teacher should therefore receive training in the basics of special education. Naudé *et al.* (1993) advocate the development of a guidance support model, and for this purpose they stress that all prospective and practising teachers need to be thoroughly grounded in the first phase of identification and support of children with special needs.

The training of specialists, resource teachers or learning-assistance teachers who will advise, counsel and train others is another important task, with a view to providing the number of specialists required in every school, in addition to increasing the existing expertise in the field.

Collaboration between government specialists and experts in universities must be enhanced. Experience has shown that universities, in most cases when training educators, do not apply an outcomes based education (OBE) approach and inclusive education is not sufficiently taught and practised. The recommended collaboration will help both government specialists and university experts to improve the quality of training with regard to inclusive education.

The High Education Qualification Council must not focus only on qualifications which may be redundant or ineffective; they must also engage in monitoring whether the regulated training courses are properly implemented. That means there must some times visit lecture rooms to see as to whether everything is practiced as suggested. Pre-service and in-service teacher training should be implemented and monitored as the White paper suggests.

5.4.6 Lack of teacher support and efficiency of support teacher

Donald (1991) agrees that the individual referral system will remain inadequate and inappropriate because of the huge lack of trained personnel. The lack of trained personnel applies to special educators, school counsellors, remedial teachers and other professionals who are trained to work with children with special needs. Furthermore, past and present training has not resulted in educational psychologists or other special educational personnel being adequately or appropriately prepared for the problems of African pupils, schools and communities (Kriegler, 1988).

Each school should have a 'school based support team' (SBST) which assists regular teachers with aspects such as early identification and programming, and when necessary, refers children to the 'district based support team' (DBST) for further assistance. Although some primary schools have school based support teams, they are not functional because they do not know what should they do and they lack sufficient capacity. Most secondary schools do not have school based support team. Learners move with their problems from primary school to high school, which intensifies the need for this support in secondary schools. The school based support team should consist of specialists such as those mentioned above, because they are knowledgeable regarding identifying and helping learners with barriers to their studies. The fact is they should also be thoroughly trained in their field of expertise and should be based at a particular school, as suggested by the name 'school based support team'.

The district based support team should meet regularly to discuss problems experienced when visiting schools, or learners who were brought to them at district level seeking assistance. Further, they should share with each other how they overcame problems. In cases where there is a lack of knowledge, the chief of that particular section should invite experts from the universities to work in collaboration with the DBST. These measures will definitely minimize the problems of drop-out of learners at schools.

The district based support teams should consist of speech, language and reading specialists, with psychologists and other professionals being members of back-up teams who can further empower regular educators and school based support teams. Teachers should be empowered to work within a collaborative problem-solving culture, forming dyads, groups and networks.

5.4.7 Disruptive and unchallenged learners

Oswald and Engelbreght (2005) found that educators who reflected on an autocratic approach with regard to school and class rules, defended their viewpoint by saying that it teaches learners to accept certain responsibilities to prevent chaos in society.

To avoid disruption in the class, rules should be written down and implemented consistently. The rules must stipulate what is expected of each learner e.g. good

behaviour, homework must be done etc., and must be very clear and written in a simple language which each learner will understand. Rules should be equally applicable to everyone and should not be biased.

Because we are living in a democratic country, in which every learner, adult, and even animals have rights, it is advisable that the educator should involve the learners during the making of these rules. In other words, learners must contribute to drafting the rules and then be committed to adhering to them. This will avoid the situation where they could claim that the rules were not formulated by them and are oppressive. Every learner must write his or her signature after their name on a typed list stuck on the wall where it is visible to everyone who enters the classroom.

The number of classrooms should be increased and each classroom should carry a minimum of 20 and a maximum of 25 learners. This will enable the educator to reach all his/her learners. At the moment in black schools classes range from 45-57 learners in the same setting and this prevents the educator from engaging with all the children equally and worsens discipline problems.

Preparation is the most important aspect in the teaching fraternity. When preparing lessons, educators must bear in mind the needs of all learners. In other words, lessons must accommodate all learners in their classroom, i.e. slow learners, average learners, highly intelligent learners and learners with problems. It is possible for all learners to receive attention, because clever ones can do their task in groups while the educator is busy with the learners with problems.

5.4.8 Impact on the mainstream

Two views emerged under this theme. Some educators say that inclusive education will have a negative impact on schools, asserting reasons that have been classified in this study into sub-themes already discussed, for example, lack of training regarding learners with disabilities. On the other hand there are educators who say that inclusive education has a positive impact, the main reason being that it will enhance co-operation and enable learners to experience things that they have not experienced before, including other learners' cultures.

The focus in this section is on the opinion that inclusive education will have a negative impact on the mainstream. An orderly education system is necessary to bring about desirable results. Therefore the government should not implement changes in haste before they have investigated whether all stakeholders have been prepared and are ready to adopt the new practices. At the moment there is serious confusion, although it appears that the principles are good.

Let the educators be thoroughly prepared, enough resources be allocated and all the schools in the pilot project be known to the community at large. The infrastructure of those schools should be prepared for inclusive education, in which case the educators will wish to be involved. Furthermore all the themes identified in this research study should be addressed.

5.4.9 Educators who claim inclusive education cannot work versus educators who claim inclusive education can work

Two themes emerged from the responses made by educators: there are some educators who claim that inclusive education cannot work, while other educators have the opposite view in saying that it will work. The focus in this section is on educators who say that inclusive education cannot work.

The need is that inclusive education should be implemented and be functional. It will only be functional when educators are trained and well equipped. The government should do justice to the educators' willingness to be involved, by giving them the necessary resources to be able to work effectively. The government should hire sufficient educators and specialists in order to enable inclusive education to be successful. In hiring specialists, the interview and appointment process should be transparent and accountable.

Inclusive education is an obligation which is supported by the constitution of the country and the National Education Policy Investigation (NEPI). The constitution indicates that all learners have the right to learn at any institution of their choice; therefore it is apparent that this choice cannot be prohibited by any person and there is a need to implement inclusive education in the correct manner.

5.5 SUGGESTION FOR FUTURE RESEARCH

There is still a need for further research to be done regarding the perceptions of some secondary school educators towards inclusive education. The purpose of further research would be to hopefully bring about transformation in our education system and enhance the quality of education. Future studies can be conducted in a setting different from this one, and different respondents could be used which will assist in confirming, checking or refuting the findings of this study.

Further research should also be done to develop specific programmes that could be used by the government, Department of Education and private schools, to serve the same purposes as above (to enhance the quality of education in South Africa), particularly with regard to inclusive education. It should be research that transforms the mental state of the reader, and be conducted and organized by someone who will be able to implement it.

Considering this study, it is suggested that further research be conducted to find out whether similar findings could be repeated. This study further proposes that all researchers interested in the findings about the perceptions of some secondary school educators towards inclusive education should embark on research that will produce knowledge aimed at strongly contesting traditional studies.

5.6 FINAL WORD

Constructing meaning is laborious work, but at the same time it is an eye opener. Interpreting and analyzing the words of the respondents, and at the same time identifying themes, was a very demanding aspect of this research study. It was important and beneficial to me as a researcher to hear different views of educators towards inclusive education. It was also a challenge to convince educators to accept my request to interview them. Educators do not like to be questioned or to express themselves, because they think one is testing their knowledge and wanting know about their background, ages and qualifications, information which they regard as personall. However, the researcher managed to capture their comprehension and cooperation by ensuring them of the confidentiality of the data and the findings..

This research process has transformed the ordinary knowledge and experience of the researcher. It was a real challenge.

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APPENDIX A

P. O. Box 5204
P.O. Lengau
KROONSTAD
9503

30.01.2006

Dear Sir or Madam

INVITATION FOR AN INTERVIEW

This letter confirms the arrangement we made with you regarding my studies (Research) at CUT. Remember the topic regarding the research is PERCEPTION OF SOME SECONDARY SCHOOL EDUCATORS TOWARDS INCLUSIVE EDUCATION IN MAOKENG.

I request your assistance in this regard. I would like to ask you questions regarding the above-mentioned topic and the information which I will get during this interview will be of much importance to me. If you accept this request, we shall both confirm a comfortable place, day, time and when to me.

Yours faithfully
Mphunngoa M.E.

Respondent

In response to the letter dated 30th .01.2006 for interview regarding your research, I am fully prepared and give the necessary help.

As tomorrow this will also benefit me in one way or another.

Yours faithfully

APPENDIX B

1.2 Introduction

This chapter provides the background to the study or that the reader may become aware as to what gave rise to this investigation.

TRANSLATED TRANSCRIPT OF INTERVIEW

1. What is your perception towards inclusive education?

A. CONTESTATION OF INCLUSIVE EDUCATION

R-M: All learners disabled or able must learn equally.

R-S: It is in the inclusion of normal learners and exceptional learners...exceptional learners I mean the children who deviate from normal.

R-T: It is an education that caters for all.

R-R: Inclusive education is whereby mixture of normal people mix with disable.

R-V: Inclusive education is when we take children with barriers to our normal schools.

R-X: Inclusive education means those learners, who are physically handicapped, will also get the opportunity to attend the schools that are attended by the learners who are normal.

R-Y: Inclusive education is an education whereby all learners will be taught at school including learner with special education needs.

R-Z: Maximizing the participation of all learners in the culture and curriculum of educators.

B. TIME FACTOR

R-S: They are slow, they need time and supervision.

R-T: Learners who are learning slow, will not get enough work or extra work.

R-R: The learners need more time.

R-V: You have to spent too much time on them.

T-Y: They take long time to do their work.

C. RESOURCES

R-M: We must have resources, teacher must be well equipped.

R-S: Education facilities won't be enough or won't be available at all.

R-T: Educators does not have anything concerning the language of those learners.

R-R: More facilities to normal school.

D. INADEQUATE KNOWLEDGE AND SKILLS OF EDUCATORS

R-M: The teachers must be well-equipped to this new education.

- R-S: *Teachers in normal school will be unprepared to handle problems of typical learners.*
- R-T: *Educators does not have anything concerning the language of those learners.*
- R-R: *We educators we don't have that skills.*
- R-V: *You do not know how to handle them but you are trying.*
- R-X: *We have being taught as only teachers who are teaching learners who are not mentally retarded, those who are not physically disabled.*
- R-W: *Inappropriate pedagogy.*

E. LACK OF TEACHER TRAINING

- R-M: *All workshops that we attending right now, are workshops that are going to equip all the teachers.*
- R-S: *I understand many be the government will try until teachers attend such training.*
- R-T: *Educator does not know anything concerning the language of those learners.*
- R-V: *Most teachers are not trained.*
- R-X: *Teachers are not well trained.*
- R-Y: *The educators will find difficult with completing their work.*

R-T: *No (Meaning educators are trained).*

F. LACK OF TEACHER SUPPORT

R-M: *'Teachers are getting there'.*

R-S: *'At the moment we do not have sufficient para-professionals for inclusive education'.*

R-T: *'No they are not enough'. (Para-professionals)*

R-R: *"Mm" (meaning 'yes' para-professionals are very few)*

R-V: *'No, they are not enough'.*

R-Y: *'Are not sufficient'.*

R-X: *'I don't think we have sufficient para-professionals'.*

R-W: *'At school level very small'.*

G. EFFICIENCY OF TEACHER SUPPORT

R-M: *Teachers are getting there according to the workshop.*

R-S: *The government will sent other for training and train them thoroughly, this means they must be trained thoroughly to teach exceptional learners.*

R-T: *Some of them are skilled but they are very,*

very few.

R-R: They are not well-skilled; they do not know how to handle a child with a problem when you tell them about the problem.

R-V: They are not because at my school I haven't seen one.

R-X: Not all of them are efficient.

R-W: To a less extent due to a partial training.

H. DISRUPTIVE LEARNERS

R-M: We are still experiencing lot of problems to our learners but including disability learners is going to be more problematic.

R-S: They will disrupt class by making noise and fighting.

R-T: If we include the learners with disability with those who are normal is going to be more problematic.

R-R: These other learners will have a problem,

I. UNCHALLENGED LEARNERS

R-S: The normal learners in the very same class will get bored because they understand things easily.

R-T: The other learners will have a problem.

J. IMPACT ON THE MAINSTREAM

i) Negative impact

R-M: The impact will be the disadvantage can be the whole lot difference... we are still experiencing lot of problems to our learners, but including disability learners is going to be more problematic.

R-S: I do not see positive impact can it cause... Teachers are going to be bored with the new change and maybe the teachers performance is going to be deteriorated. Educators will resign in large numbers.

R-T: I think the impact is a or will be, the educators will be confused maybe to educate these learners in one class.

R-R: The school will not work fine, because if you concentrate on learner with average mind of the learner with disabilities is going to effect his abilities of his studies.

R-Y: I think is has a negative impact at school because the educators will find difficult with completing their work to be done, so as to keep up with the rest of the class.

R-Z: School based Support Teams (SBST) not well structured.

ii) Positive impact

R-V: It has a positive impact if teachers are trained for that.

R-X: No impact which I think will have at school, it will be a positive one, for the simple reason that in the apartheid era people used to undermine, one another and that brought hatred...our children will know each other attending the same school, sharing opportunities that we have in our countries.

K. EDUCATORS WHO ARE NOT IN FAVOUR OF INCLUSIVE EDUCATION

R-S: According to my perception I am not supporting inclusive education.

R-T: According to my perception inclusive education is not very good.

R-R: Is not good to be a normal thing for the society.

R-Y: It is the difficult thing to do.

R-W: Poor system in place.

L. EDUCATORS WHO ARE IN FAVOUR OF INCLUSIVE EDUCATION

R-M: It is well informed according to the history of our education...they are workshops that we are attending right now, workshops that are going to equip all of the teachers.

R-V: It is going to affect the results of the school if teachers are not trained.

R-X: It is the right move by the government and those who have promoted it.