CHALLENGES FACING TEACHERS WITH REGARD TO THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE MASERU DISTRICT OF LESOTHO

by

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DECLARATION

I hereby declare that this dissertation entitled:

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is entirely my own work, except where reference to other sources has been indicated.

I further certify that this dissertation has not previously been presented for a degree by me at any other university faculty.

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      T KHOAEANE

DEDICATION

This study is dedicated to my dear grandmother, Mamahlaha Khoaeane, who has been the best inspiration in this research project and fully supportive of all my personal and professional efforts.

To my wife Mareabetsoe Khoaeane who has been my pillar of strength in almost all of my endeavours. She believes in hard work and commitment and I consider myself very fortunate indeed to have taken her example in this regard. She is an absolute motivational inspiration to me.

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ABSTRACT

The aim of this study was to investigate the challenges that teachers face with regard to the implementation of inclusive education in the Maseru district of Lesotho. The skill, training of teachers, planning and the way in which inclusive education is implemented has a great impact on learners. In this study, a quantitative method using survey research design in the form of a semi-structured questionnaire was applied to collect data from randomly selected teachers in two districts of Lesotho, namely Lithabaneng and St. Bernadette.

Questionnaires were used extensively because they provide an efficient way to obtain information about a wide range of research problems. The basic objective of the questionnaire was to obtain facts and opinions about a phenomenon from people who are informed on the particular issue.

The research study revealed two most profound results. Firstly, that teachers are not properly trained and consequently experience serious challenges when teaching learners with special needs in an inclusive classroom. Secondly, that inclusive education is not properly implemented because the results show that most Lesotho school buildings do not accommodate children with physical disabilities.

Furthermore, it became evident from the results of the study that implementation of inclusive education is not well monitored. The recommendations made in this study are that teachers need to be trained properly with regard to inclusive education and its implementation in Lesotho and for future construction of building structures by the Lesotho government ensures that provision is made for learners with special needs.

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ABBREVIATIONS

F.P.E:	Free Primary Education
MOET:	Ministry of Education and Training
E.F.A:	Education for All
L.C.E:	Lesotho College of Education
O.B.E:	Outcome-based Education
C.P.D.S:	Curriculum and Professional Development Service
N.C.S.N.E.T:	National Commission on Special Needs in Education and Training
N.C.E.S.S:	National Committee on the Education Support Services
E.S.S:	Education Support Service
DOE:	Department of Education
C.B.R:	Community Based Rehabilitation
S.P.S.S:	Statistical Product and Service Solution
J.C:	Junior Certificate
C.O.S.C:	Cambridge Overseas School Certificates
C.D:	College Diploma
U.C.D:	University Certificates and Diploma
U.D:	University Degree
O.C:	Other Certificates

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CHAPTER 1: AN OVERVIEW

1.1 INTRODUCTION

Lesotho is one of the developing countries that experiences problems regarding implementation of inclusive education. The face of schools in our evolving society is changing, and teachers must acquire skills in working with learners who are academically and socially disadvantaged. The creations of inclusive schools require more than merely the implementation of new policies (Swart, Engelbrecht, Eloff & Pettpher, 2002:175).

"Teachers are the key force in determining the quality of inclusion. They can play a crucial role in transforming schools, or bring about no change at all." (Swart *et al.*, 2002:177). Misunderstandings and misperceptions of the concept of inclusion appear to frustrate its implementation (Mohd Ali, Mustapha & MohdJelas, 2006 : 36).

Inclusive schooling is considered as the means of developing a classroom that caters for all children. The principle of inclusion seeks to achieve education for all by restructuring schools as institutions that include everybody, support learning and respond to individual needs. Inclusion may require full-time placement of children with special needs in the regular school with the aim of providing equivalent educational opportunities and experiences for the students (Eleweke & Rodda, 2002:114).

In order to respond to the diverse needs of all learners, the existing education system must be transformed from a system of separate education (isolating special education from regular education) to a single integrated system (Heiman, 2004:2). They further point out that in practice, the creation of inclusive school communities requires attending to the rights of all learners, shared responsibility among all school professionals, changing organisational structures to promote collaborative decision making and creative problem solving and necessary changes in existing professional role and school practices.

According to the Department of Education of South Africa (1998:5), some learners with disabilities may require specialised equipment of teaching and support in order to access the curriculum and participate effectively in the learning process. Teachers need to be trained in order to meet the needs of these learners. All barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities (Robert & Mvambi, 1999:73).

Stainback & Stainback (1999:4), indicates that in an inclusive classroom, all children are enriched by having the opportunity to learn from one another, grow to care for one another, and gain the attitudes, skills and values necessary for our communities to support the inclusion of all citizens. Practising teachers are the key to the successful implementation of an inclusive system and they will need time, continued support and in-service training.

Swart *et al*. (2002), emphasizes the fact that real changes therefore require a long-term commitment to professional development. They further point out that a significant observation among teachers who expressed a negative attitude towards inclusive education was that they favoured the present education system, with the continuum of special education services.

Ahmad & Abiddin (2011:179), point out that, teacher with more positive attitudes towards inclusive education and collaborative partnerships, identified educational and teacher support service as a prerequisite for the effective implementation of inclusive education.

 They further indicate that the successful accommodation of learners with special educational needs require facilities, infrastructure and assisting devices, which are in their opinion, presently lacking. The facilities and assisting devices referred to by the participants include more accessible buildings, appropriate to learners with special educational needs.

Eleweke & Rodda (2002:114), point out that including learners with special needs in regular schools remained a goal and challenge for most educational systems around the world. They further point out that the facilities essential for educating learners with

disabilities in many schools in disabled children are lacking or grossly inadequate where available. Clearly, evidence indicates that inadequate facilities, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries

Inadequate personnel training programmes is another problem of achieving inclusion in developing countries. Training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers such as interpreters, are not available in many of the developing countries. Research has indicated that in China, support personnel such as vocational counsellors, evaluators and work placement specialists are lacking in most of the educational institutions serving learners with special needs (Eleweke & Rodda, 2002:117).

Educational policies and financing arrangements should encourage and facilitate the development of inclusive schools and barriers that impede movement from special to regular schools should be removed and a common administrative structure organised. The progress towards inclusion should be carefully monitored through the collection of statistics capable of revealing the number of students with disabilities (Ministry of Education and Science – Spain, 1994:19).

Many countries have adopted policies in favour of early childhood education, by supporting the development of Kindergartens. Policy-makers at all levels, including the school level, should regularly reaffirm their commitment to inclusion and promote positive attitudes among children, among teachers and among the public at large (Ministry of Education and Science – Spain, 1994:19).

"Considering the importance of laws in the implementation of inclusive programmes in particular and the provision of appropriate services for individuals with disabilities in general, it comes as no surprise that Inclusive education and other services for these individuals in many developing countries remain at an embryonic stage due to the absence of mandatory laws and policies influencing the provision of these services.

Evidence indicates that legislative guidelines covering special needs provision are non-existent or antiquated in most developing countries" (Eleweke & Rodda, 2002:119).

In order for Lesotho to achieve inclusive education, the Ministry of Education and Training (MOET) has to embark on a project of Community Based Rehabilitation (CBR). Inclusive education is implemented through the combined effort of all people, their families, their organisations and the relevant government ministries such as health, education, and social security (Maqelepo, 2008:1).

1.2   PROBLEM STATEMENT

It is common knowledge that teachers are central to the successful implementation of inclusive education. However, it is reported that in Lesotho teachers are not trained with regard to inclusive education and do not have professional skills in working or assisting learners in the inclusive or mainstream class (Ministry of Education and Training – Lesotho, 2005:41). Furthermore, there is lack of support for teachers, for example, there is evidence that there is a high shortage of educational tools, and equipment to meet the needs of learners who need special care in the inclusive classroom.

It has been further reported that about a quarter of the primary school pupils do not have seats and there is a lack of qualified teachers to teach in an inclusive class (Ministry of Education and Training, 2005:40). Because of the above situation, it is very clear that the implementation of inclusive education in Lesotho will not achieve its set objectives if this situation continues. It is therefore, the intention of the researcher to identify some of the challenges and difficulties confronting teachers in their implementation of inclusive education, and suggest some possible solutions in addressing these challenges.

1.3   EXPECTED OUTCOMES (MAIN OBJECTIVES/CO-OBJECTIVES)

In this section the aims and objectives of this study are discussed in detail.

1.3.1   The aim of the study

The purpose of this study is to investigate the challenges and difficulties facing teachers, with regard to the implementation of inclusive education in primary schools of Lesotho.

1.3.2   Objectives of the study

To accomplish the above aim, the researcher has formulated the following objectives:

➢ To identify the challenges faced by teachers in their implementation of inclusive education.

➢ To suggest ways of helping educators to acquire professional skills in working with disabled learners.

➢ To determine the extent to which the Government, through its policy on education, caters for learners with special educational needs in an inclusive education system.

1.4 HYPOTHESES OF THE STUDY

The following hypotheses are formulated for the purpose of achieving the aims of the study:

Hypothesis 1:

Educators experience problems in teaching learners with special educational needs in inclusive classrooms.

Hypothesis 2:

Educators do not have professional skills and they are not trained with regard to inclusive education.

Hypothesis 3:

There is no proper effective planning as well as monitoring mechanisms prior to the implementation of inclusive education in Lesotho.

1.5 RESEARCH METHODOLOGY

According to Dawson (2006:14), research methodology is the philosophy or the general principle which guides one's research. In this study the research approach followed will be mainly quantitative and descriptive in nature. According to Burn (2000:43), quantitative research is a numerical method describing observations of materials or characteristics. In quantitative approach, the method of data-collection is rigid, strict and regimented. The research will be carried out by means of literature study, using the "descriptive method". According to Gall, Borg & Gall (1996:373), the descriptive method is the most basic of the quantitative research and it involves describing characteristics of a particular sample of individuals or other phenomena. Gall *et al.* (1996:374), further states that descriptive research is very important and it is a type of quantitative research that involves making careful descriptions of educational phenomena.

In this study, a survey in the form of a questionnaire will be used to gather data from the participants and it will enable the researcher to answer the objectives and research questions of this study. The questionnaire will be filled in by randomly selected participants.

1.5.1   Research instruments

These instruments are the tools used in research to collect data. The most common types are questionnaires and interviews. In this study a self-designed questionnaire will be used to collect data. De Vos, Strydom, Fouche & Delport (2005:166), define a questionnaire as a set of questions on a form which is completed by the respondent in respect of a research project. The self-developed questionnaire will consist of both closed and open ended questions, and its validity and reliability will be dealt with and deliberated upon in the methodology chapter, which is chapter 3.

MacMillan (2008:106), states that the advantages of a questionnaire are that: it permits a wide coverage at a minimum expense of time and money, it reaches people who are difficult to contact and it is useful when it is impossible to interview individuals personally. The questionnaire will be formulated in the form of a five point Likert rating scale, ranging from strongly agree to strongly disagree. According to Gall, Borg & Gall (1996:273), the Likert rating scale asks individuals to check their level of agreement such as, strongly agree undecided, disagree, and strongly disagree with various statements. The questionnaire will be divided into four sections namely; (Section A, Section B, Section C and Section D). Section A focuses on the particulars of the respondents. Section B focuses on challenges that teachers face in their implementation of inclusive education. Section C focuses on teacher training with regard to inclusive education. Section D focuses on planning and monitoring of inclusive education in Lesotho.

1.5.2   Data collection

The nature of this study is the quantitative research method. The data will be collected by means of a questionnaire. De Vos *et al. (*2005:166), defines a questionnaire as a set of questions on a form which is completed by the respondent in respect of a research project. The questionnaire is the most widely used technique. The self-administered questionnaire will be distributed among primary school teachers in Lithabaneng Centre and St Bernadette Centre. Maseru district is divided into 20 centres whereby schools are grouped. In Lithabaneng Centre, there are 29 primary schools and St Bernadette also has 29 Primary schools. The researcher will distribute 400 questionnaires personally and give the respondents a couple of days so that they can fill them in during their spare time. Finally, the researcher will collect the questionnaires later.

1.5.3   Data analysis

Data analysis is an important stage of the research process. According to Creswell (2003:190), the process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making

an interpretation of the larger meaning of the data. Neuman (2006:343), indicates that a researcher provides the charts, graphs and tables to give the reader a condensed picture of the data. The charts and tables allow the reader to see the evidence collected by the researcher.

In this study the interpretation of data collected will be shown in the form of tables, pie charts and bar charts. After the presentation of each table, the researcher will summarize and interpret the data to give more theoretical meaning of the findings. Tables and charts allow readers to see the evidence collected by the researcher.

All data will be analyzed and processed quantitatively. The services of a qualified statistician will be used with the intention of assisting the researcher with the accurate procedure of analyzing and interpreting data. A computer aided statistical analysis will be used to compute the results of the study. And the SPSS (Statistical Product and Service Solution) will be used to analyse the results. SPSS is a powerful computer program which is capable of a wide variety of statistical analysis (www.aspiresoftwareintl.com).

1.5.4   Population and Sampling

Walliman (2001:232) defines population as a collective term used to describe the total quantity of cases of the type which are the subject of the researcher's study. A population can consist of objects, people or even events. A sample is a selected number of cases in a population (Walliman, 2001). The major task in sampling is to select a sample from the defined population by a technique that ensures the sample is representative of the population as far as possible and not biased in any way.

In this study, stratified sampling will be used. Stratified sampling is a type of sample whereby subjects are selected from strata or groups of the population (McMillan, 1992:72).

In Maseru district, schools are clustered into 20 centres but for this study, only two selected centres will be chosen as population sample. For the researcher to obtain quantitative data for this study, 400 teachers will be selected randomly from both these centres to form a sample group. A random sample is a group of individuals

drawn by a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Gall *et al*., 1996:223).

1.6   SIGNIFICANCE OF THE STUDY

Teachers have an important role to play in the effective running of schools. The value of this study lies in its potential to alert the Ministry of Education in Lesotho to the challenges facing teachers with regard to the implementation of inclusive education.

The study will focus on the challenges facing teachers with regard to the implementation of inclusive education. The findings of the study cannot be generalised beyond the other districts of Lesotho.

1.7   THE CONTEXTUAL FRAMEWORK AND RESEARCH PARADIGM OF THE STUDY

Challenges facing teachers regarding effective implementation of inclusive education demands a rethink of the approach in dealing with it. The South African White Paper 6 posits that educationists are aware of the impact of psychological theory. Indeed, the majority of special education discourses are located within educational psychology frameworks. Many psychological theories of understanding learning breakdown believe that problems are located within learners. For example, very little is said about system deficiencies, social systems and their problems, exposure to intellectual work and poverty (RSA, 2005:6). The researcher strongly views realisation of thorough comprehension and effective implementation of inclusive education in Lesotho schools as a consequence attributable to both system deficiencies, in terms of infrastructure, and inadequate training or empowerment of teachers. Elimination of these barriers could guarantee not only optimally functioning systems but also accomplishment of national curriculum imperatives.

According to Denzin and Lincoln (2005:22) and Terre Blanche and Durrheim (1999:6), paradigms is the encompassing systems of interdependent practices and thinking patterns which defines to the researcher the nature of the investigation according to the three dimensions, namely: ontology, epistemology and the methodology. This basis sets the persuasion (the paradigm) and thus provides the direction of the action that is undertaken during the study. In order to understand this study it is necessary to first refer to the meaning of each of these 'inter dependent systems'. The ontology specifies the nature of the reality that is being investigated, the epistemology defines the nature of the relationship between the researchers and the knowledge which is being 'discovered', and the methodology refers to the manner in which the researcher goes to work in order to 'discover' the knowledge (Terre Blanche & Durrheim 1999:6 & Denzin & Lincoln, 2005:22).

Though most studies in psychology tend to be anchored within the interpretive paradigm because there is a firm believe that each individual forms an own understanding of the world in which he or she lives' (Coetzee, 2011:68), in this study, the researcher has opted to anchor this study within the quantitative and descriptive paradigm. According to Sullivan (2001:20), quantitative research uses numbers, counts, and measures of things. It is a type of research which describes existing achievement, attitudes, behaviours, or other characteristics of a group of subjects, it describes its phenomenon in numbers rather than in words. Thus in order to understand the reality of the individual there has to be an attempt to understand this 'own' meaning, a questionnaire will be administered to solicit response to pertinent issues. This is done because individuals are thus not passive follower in social, political and historical happenings, but also possess the inner capacity which allows individual judgement, perceptions and agency (Coetzee, 2011).

This study therefore, is premised within the position that because each happening can be explained at the hand of multiple, interactive factors (Garrick, 1999:149). It is necessary to take into consideration the manifestation of specific study needs

unique within each individual. Thus there should not be attempted to only understand the needs of the individual but rather understanding for the adaptation of assessment and the development of certain skills of educators to compensate therefore. The methodology, design and methods to understand the experience of educators of Inclusive Education and its effective implementation in Lesotho school is thus focussed within the understanding that individuals construe their own realities. The focus is thus the understanding of the situations and context which is interpreted through the researcher's framework.

1.8 DEFINITION OF OPERATIONAL TERMS

In this study, the following terms are elaborated:

1.8.1   Inclusive education

Inclusive education is a system of education that is responsive to the diverse needs of learners. It means that all students in a school, regardless of their strength or weaknesses in any area, become part of the school community (Nutbrown & Clough, 2006:42).

1.8.2   Mainstream education

It is the integration of special students in the general educational process. Students are considered if they spend any part of the school day with regular class peers (Salend, 1999:10).

1.8.3   Special educational needs

This refers to the needs or priorities which the individual persons or the system may have, which must be addressed in order to enable the system to respond to differences in the learner population, remove barriers to learning and promote effective learning among all learners (Ministry of Education and Training – Lesotho, 2005).

1.8.4   Learners with special educational needs

This refers to the group of learners with physical, sensory, intellectual or multiple impairments (Stainback & Stainback, 1996:4).

1.8.5   Disability

A disability refers to the affecting the individual, such as the movement difficulties associated with cerebral palsy. Children with disabilities have been referred to as having special needs (Porter, 2005:5).

1.8.6   Handicap

Is the social stigma and environmental restrictions that are often imposed on those with disabilities, but which are not usually an inevitable feature of their condition (Porter, 2002:5).

1.9   LITERATURE REVIEW

This section reviews literature on the challenges facing teachers with regard to the implementation of inclusive education in Lesotho. In order to respond to the diverse needs of all learners, the existing education system must be transformed from a system of separate education (isolating special education from regular education) to a single integrated system (Swart *et al.,* 2002:177). Swart *et al.* (2002:175), points out that, in practice the creation of inclusive school communities requires attending to the rights of all learners, shared responsibility among all school professionals, changing organizational structures to promote collaborative decision making and creative problem solving and necessary changes in existing professional role and school practices. According to the Department of Education in South Africa (1998:5), it is stated that some learners with disabilities may require specialized equipment of teaching and support in order to access the curriculum and participate effectively in the learning process. Teachers need to be trained in order to meet the needs of these learners. All barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities (Robert & Mvambi, 1999:73).

Stainback & Stainback (1999:4) indicates that in an inclusive classroom, all children are enriched by having the opportunity to learn from one another, grow to care for one another, and gain the attitudes, skills and values necessary for our communities to support the inclusion of all citizens. Practicing teachers are the key to the successful implementation of an inclusive system and they will need time, ongoing support and in-service training and the real change therefore require a long-term commitment to professional development (Swart *et al*., 2002:175).

A significant observation among teachers who expressed a negative attitude towards inclusive education was that they favoured the present education system, with the continuum of special education services (Swart *et al.,* 2002:184).

In a further account, they point out that – teachers with more positive attitudes towards inclusive education and collaborative partnerships identified educational and teacher support service as a prerequisite for the effective implementation of inclusive education. The successful accommodation of learners with special educational needs require facilities, infrastructure and assistive devices, which are in their opinion presently lacking. The facilities and assistive devices referred to by the participants include more accessible buildings, appropriate to learners with special educational needs.

Evans, 2002 (cited in Eleweke & Rodda, 2002:114) points out that including learners with special needs in regular schools remained a goal and challenge for most educational systems around the world. Evidence suggests that the lack of relevant facilities and materials is a major obstacle to the implementation of effective inclusion Evidence suggests that the facilities essential for educating learners with disabilities in many schools in disabled children are lacking or grossly inadequate where available.

Clearly evidence indicates that inadequate facilities, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries (Eleweke & Rodda, 2002). Training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers, such as interpreters, are

not available in many of the developing countries (Eleweke & Rodda, 2002). They go further and state that inadequate personnel training programmes are another problem of achieving inclusion in developing countries.

Research has indicated that in China support personnel such as vocational counselors, evaluators and work placement specialists are lacking in most of the educational institutions serving learners with special needs (Eleweke & Rodda, 2002). Educational policies and financing arrangements should encourage and facilitate the development of inclusive schools, barriers that impede movement from special to regular schools should be removed and a common administrative structure organized. The progress towards inclusion should be carefully monitored through the collection of statistics capable of revealing the number of students with disabilities (Ministry of Education and Science – Spain, 1994:19).

1.10 LIMITATIONS OF THE STUDY

As previously mentioned, this study is limited to Lithabaneng and St Bernadette centres in the district of Maseru only. The study will focus on the challenges facing teachers with regard to the implementation of inclusive education. The findings of the study cannot be generalised beyond the other districts of Lesotho.

1.11 STRUCTURE OF THE DISSERTATION

Chapter 1: states the research problem and defines the purpose and the scope of the study.

Chapter 2: reviews the literature on the challenges facing teachers with regard to the Implementation of inclusive education.

Chapter 3: focuses on the research design and the data collection method and the description of data analysis techniques.

Chapter 4: deals with research findings and analyses of data.

Chapter 5: gives the summary, conclusion and the findings as well as recommendations of the study.

1.12 CONCLUSION

In this chapter the following have been dealt with: introduction, statement of the problem, purpose of study, method of investigation, demarcation of the research area and the research outlay. The next chapter will focus on the literature study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the literature review pertinent to the study. Creswell (2003:33) indicates that literature review for a research study means locating and summarizing the studies about a topic. Lesotho is one of the developing countries which experience problems regarding implementation of inclusive education.

Implementing a more inclusive model of schooling for pupils with special needs requires the will to do it (Pijl, Meijer & Hegarty, 1997:114). The movement towards inclusive education has its roots in different places; it can now be seen as a response to a global social concern. Throughout the world, government and many stakeholders advocate quality education and education for all (Ministry of Education and Training Lesotho, 2005).

In order for the Ministry to establish an inclusive education and training system, it has to review all the existing policies and legislation for general further and higher education and training, so that all the policies and legislations will be consistent with the policy proposals (Education White Paper 6 – Building an Inclusive Education and Training System, 2006:27).

The trend in social policy during the past decades has been to promote integration and participation, and to combat exclusion. Inclusion and participation is essential to human dignity and to the enjoyment and exercise of human rights (Ministry of Education and Science – Spain, 1994: 11).

The right of every child to an education is proclaimed in the Universal Declaration of Human Rights and was forcefully reaffirmed by the world Declaration on Education for All (Ministry of Education and Science – Spain, 1994:5). According to the Ministry of Education in Spain, all schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children from remote or nomadic population.

The future of educational provision for pupils with special educational needs can be seen to be central to educational debate across Europe and the United States of America. Legislation from many countries has focused upon the means by which the achievement of a more inclusive education system can be achieved (Rose, 2002:67).

Rose (2002:67), suggests that the socio-political and moral arguments for inclusion have been well established, insufficient attention has been given to the development of an understanding of classroom practices, which are conductive to creating an inclusive education system. The moral imperative for inclusion is clear and few teachers would deny the fact that a move towards a more equitable education system should be regarded as a priority; yet, moves towards the achievement of greater inclusion have been slow. Research has indicated that under some circumstances inclusion can be efficacious, yet many teachers remain uncertain with regard to its implementation in their schools

Rose (2002:67), emphasises the fact that there is a need to move forward from debating the justification of inclusion and to shift effort in the direction of an analysis of effective classroom practice, to meet the needs of those pupils who are currently presenting the greatest challenges to teachers.

Educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend the neighbouring school that is the school that would be attended if the child did not have a disability. The policies should take full account of individual differences and situation (Ministry of Education and Science – Spain, 1994: 11).

2.2   DEFINITION OF INCLUSIVE EDUCATION

As stated in Engelbrecht & Green (2007:42), the term inclusive education is about changing and transforming the education system to accommodate all children, regardless of the strength or weakness in any area and have they become part of the school community.

The Education White Paper (2000), defines inclusion as an ending process rather than a simple change of the state. It is viewed as a process of increasing the participation of students in, and reducing their exclusive from culture, curriculum and communities of local centres of learning.

Inclusion is seen as the core to wise reform of the education system as a whole in an attempt to create a more effective and just society. The approach to inclusive education in the project is to create learner diversity and to ensure that all learners have the best possible opportunities to learn.

➢ Inclusive is dependent on continuous pedagogical and organisational development within the mainstream.

➢ Inclusion is concerned with developing partnerships between schools and communities.

➢ Contexts vary regarding the extent and nature of learners to learning and participation.

According to Stainback & Stainback (1996:11), inclusion is more than a model for special education service delivery. It is a new paradigm for thinking and acting in ways that include all persons in a society where diversity is becoming the norm rather than the exception.

In the expected expansion of inclusion, it will be necessary to monitor the effects of the financial constraint that is becoming a mark of our times. Genuine inclusion does not mean dumping students with disabilities into general education classes without support for teachers or students (Stainback & Stainback, 1996). Inclusive education is a seemingly uncomplicated term that is often assumed to be the same in all contexts. Dyson (2001:1) as cited in Eloff, Engelbrecht & Swart (2002:83), argues that there is in fact no commonly accepted notion of inclusion, but rather a range of varieties of inclusion. He identifies inclusion as placement, inclusion as education for all, inclusion as participation and social inclusion. In South Africa, inclusive education has been a human rights issue on the road to creating a non-discriminatory society.

Inclusive education can therefore be defined as a set of broad principles of social justice, school responsiveness and educational equity.

Eloff *et al.* (2002:83), states that inclusive education involves the "practice of including everyone irrespective of talent, disability, socioeconomic background, or cultural origin in supportive mainstream schools and classrooms where all students' needs are met" inclusive education is about the values of community, collaboration, diversity and democracy. It has also been said to be a vision of society, a road to be travelled, but it is an unending road, with all kinds of barriers, some of which are invisible and some of which are our heads and hearts

In other words, the primary goal of inclusive schooling is to adequately serve all students.

According to the Education White Paper 6 (2005:16), inclusive education and training is about:

➢ Acknowledging that all children and youth can learn and that all children need support.

➢ Accepting and respecting the fact that all learners are different in some way and have different learning needs which are equally valued and are an ordinary part of our human experiences.

➢ Enabling education structures, systems and learning methodologies to meet the needs of all learners.

➢ Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, and disability or HIV status.

➢ Enhancing attitudes, behaviour, teaching methodologies, curricula and the environment, to meet the needs of all learners.

➢ Maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning.

➢ Empowering learners by developing their individual strengths and enabling them critically in the process of learning.

2.2.1   The principles of inclusive school design

Department for Education and Employment (2001:7) states that;

➢ Inclusive design tries to break down unnecessary needs and disabilities should expect to be treated with dignity and respect as individual, with their needs being accounted for in the school surrounding.

➢ The school should provide an environment that is welcoming, safe and suitable for the educational needs of all pupils, including those with special educational needs and disabilities.

➢ The school buildings and grounds should be designed to enable all members of the school community to enter and move around the building so that they can enjoy and participate in all aspects of school life to the best of their abilities and interests.

2.2.2   Strategies for creating an inclusive classroom

According to Hannel (2007:34), the following strategies are useful for the teacher in the inclusive setting:

➢ Create a class identity where everyone belongs. Have a class name, motto, badge, code, flag, song or anything else that makes every student as a rightful member of the group.

➢ Do anything together as a class, organize a show for the rest of the school, go on a field trip, do community services or anything that involves everyone in the class on an equal footing.

➢ Refer to the class as a group of learners.

➢ Monitor how you deal with the students in your class.

➢ Make sure that all students have equal responsibilities.

- ➢ Make class rules that are inclusive, so everyone can keep them.

- ➢ Work with the whole class to look at inclusive strategies in play and socialization.

- ➢ Teach students to value diversity and individual differences by valuing themselves.

- ➢ Invite a range of guests into your class to speak to the students, so they can see that everyone has an amazing array of talents.

2.3 THE NEEDS OF THE LEARNER IN AN INCLUSIVE CLASS

Learners with disabilities need specialized instructions, tools, techniques and equipment. All of these supports for learners and teachers are to be integrated into and coupled with a restructuring of schools and classes. Support should be central and the benefits of inclusive schooling should benefit and reach all learners, teachers and society in general.

2.3.1   Learning support workers

Wall (2003:171), states that the way in which learning support workers are used and funded will greatly influence the success of inclusive practices. Many learning support workers are not qualified teachers but in many instances the expectations that are placed on them are considerable.

As inclusive education becomes more widespread the skills and expertise within existing special facilities could be accessed and used effectively via a range of training and support work to ensure that support workers have the necessary skills to provide for the needs of all children and support the practitioners (Wall, 2003).

To support full inclusion, settings also need to reflect on the use of support workers as it is important that they and practitioners work together to plan in a coordinated manner to ensure consistency for the child.

2.4 CREATING INCLUSIVE SCHOOL AND CLASSROOM CULTURE THAT WELCOMES, APPRECIATES AND ACCOMMODATES DIVERSITY

According to Stainback & Stainback (1996:52), creating an inclusive school where all students are acknowledged, valued, and respected involves attending to what is taught as well as to how it is delivered. In a further account, they indicate that the successful classroom and schools tended to focus on making students feel welcome, secure and accepted and on ensuring that they have friends among teachers and students while developing a feeling of belonging, positive self-worth and success.

2.4.1   The role of inclusive schooling

Schools are mandated to meet students' ever-increasing needs in many areas of their development.

➤ Schools must move beyond their traditional sole focus on basic academic learning.

➤ Schools are microcosms of society: they mirror both positive and negative aspects, values, priorities and practices of the culture that exists outside the schools walls.

➤ Schools also are training grounds where the youngest members of society develop attitudes, interests, and skills that they will use throughout their lives.

➤ Therefore, schools must assume responsibilities for improving and to reduce negative societal condition.

Wall (2003:162), indicates that the ultimate purpose of special education needs provision is to enable learners to flourish in adult life. These are therefore, strong educational, as well as social and moral grounds for educating children with special education needs with their peers. "We aim to increase the level and quality of inclusion within mainstream schools, while protecting and enhancing specialist provision for those who need it."

2.5 INCLUSIVE EDUCATION IN LESOTHO

The Government of Lesotho, through its Ministry of Education and Training (MOET), established a special education unit to implement inclusive education in 1989 and 1990. Inclusive education is a system that provides education to all children and welcomes all children including those with disabilities, to participate fully in regular schools and centres of learning (Maqelepo, 2008:1).

MOET policy on inclusive education identifies the government's intention to support attainment of education for all. MOET therefore developed a policy which reads; "Ministry will promote integration or inclusion of learners with special educational needs into the regular school system at all levels of education system to enable them to acquire appropriate life skills and education".

At the 2008 International Conference on Education for All, held in Lesotho, Maseru, much emphasis was on inclusive education. Maqelepo (2008:1), emphasises the fact that for inclusive education to succeed, teachers have to employ different learning styles as each learner is different. She also indicates the fact that teachers have to be trained on how to identify learners with special education needs, and to assess them.

In order for Lesotho to achieve inclusive education, MOET has to embark on a project of Community Based Rehabilitation (CBR). Inclusive education is implemented through the combined effort of all people, their families, their organisations and the relevant government ministries such as health, education, and social security (Maqelepo, 2008:1).

2.5.1 Lesotho's educational policy

The more global policy principle of the Ministry of Education and Training, guided by the Education For All (EFA), is that basic education is an integral part of social and economic development and that it is a fundamental human right. In the context of this principle, the following are the broad policies of the MOET:

➢ The government shall pursue the achievement of universal and equitable access and completion to ten years of basic education.

- Every pre-school child shall be provided with opportunities that enable him/her to develop physically, mentally, morally, spiritually, socially and emotionally in a free atmosphere and under healthy conditions.

- Access to secondary education shall be improved through the construction of additional schools, focusing more on remote areas and the densely populated districts.

- Enrolment and completion at all levels of education shall be expanded and the minimum quality standard shall be raised while enhancing equality particularly for children from the disadvantaged group.

- Basotho boys and girls shall be prepared for mid-level employment in the private and public sector through secondary education, technical and vocational training and life-long learning.

- The quality of instruction shall be improved by focusing more on teacher development towards learner-centred teaching methodologies.

- Functional literacy education shall be promoted through non-formal education.

- Assessment practices and student performance standards across the sector shall be reviewed and improved upon in order to secure quality education.

- The quality of education shall be improved by equipping schools and educational centres with the requisite skills through investing in teacher training and professional development and providing improved teacher supervision and support.

- Provision of and facilities such as teaching and learning materials as well as adequate school infrastructure, including classroom, administrative facilities, libraries and laboratories.

- Reforms of the curriculum at all levels of schooling and training shall be part of quality improvement and the strengthening of development relevance of the education system.

- Effective partnership with other stakeholders in educational services provision shall be developed, focusing on churches and other religious organisations.

- The government shall actively encourage the private sector to participate in educational services provision and training through public private partnership.

Pijl, Meijer & Hegarty (1997:152), are of the view that if the society is in favour of inclusion and parents and schools are willing to implement it in education, governments are more likely to provide the necessary policy and financial support. They also indicate that it is important that government, in its role as being ultimately responsible for education, clearly states that it supports inclusion.

It should formulate a policy statement about inclusion, making it clear to everyone involved what the goal for the educational community is. Local policy-makers, school principals and teachers then know what the government expects them to do. A clear policy statement on inclusion may act as a push in changing the attitudes of regular and special school personnel.

According to Ntaote (2003:33), basic education for all in Lesotho should be the main goal of Lesotho's education policy. During the 1887 and 1988 National Seminars on Clarification of Lesotho's Educational Policy and Priorities, special education was for the first time included in the Ministry's policies and priorities. It was during these seminars that the Ministry undertook to include special education among its programmes. It also accepted the policy guidelines and implementation strategies for special education, among several policy guidelines, the following general policy statement constitutes Lesotho's basis for the provision of educational opportunities for people with special educational needs: "MOET will promote the integration of children with special needs into a regular school system at all levels."

Educational policies and financing arrangements should encourage and facilitate the development of inclusive schools, barriers that impede movement from special to regular schools should be removed and a common administrative structure organised. The progress towards inclusion should be carefully monitored through the

collection of statistics capable of revealing the number of students with disabilities' (Ministry of Education and Science – Spain, 1994:19).

The government can also have an important role in stimulating early development in pilot schools. Schools that wish to implement inclusion should be supported and funded on an experimental basis. The experience of these schools can also be of use in disseminating the message that inclusion is an attainable option for other schools as well (Pijl *et al.,* 1997:152).

2.6   THE CHALLENGES TOWARDS MEANINGFUL INCLUSIVE EDUCATION

According to Engelbrecht *et al.* (1999:73), certain major physical dimensions may have to be changed in order to remove barriers to learning and all barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities.

Notably, many countries have adopted policies in favour of early childhood education, by supporting the development of Kindergartens. Policy - makers at all levels, including the school level, should regularly reaffirm their commitment to inclusion and promote positive attitudes among children, among teachers and among the public at large (Ministry of Education and Science – Spain, 1994:19).

Inadequate personnel training programme is another problem of achieving inclusion in developing countries. Training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers such as interpreters are not available in many of the developing countries

Research has indicated that in China, support personnel such as vocational counsellors, evaluators and work placement specialists are lacking in most of the educational institutions serving learners with special needs. Trained professionals are required in the provision of meaningful educational services to students with special educational needs in regular schools (Eleweke & Rodda, 2002:117).

The inadequacies of the teacher training programmes in view of the lack of relevant materials and facilities in the institutions in most of the developing countries, indeed, concerns about the inadequacies in personnel preparation programmes in developing countries are well documented (Eleweke & Rodda, 2002 :117).

According to Chaikind *et al.* (1993) (Cited in Eleweke & Rodda, 2002:117), the estimated cost of providing educational and other services to pupils with special needs could be 2 or 3 times greater than the cost of providing for students without special needs. Research has indicated that the financial provision for the educational and other needs of individuals with disabilities in undertaken largely by non-governmental organisations. Research has indicated that the mandatory policies and laws support the effective implementation on inclusive programmes in many Western countries, such policies and laws are essential to ensure that the required services will be provided and that a basis for quality control will be ensured (Eleweke & Rodda, 2002:118).

In a further account they indicated that mandatory policies and laws are necessary in the implementation of inclusive programmes (Eleweke & Rodda, 2002).

UNESCO as cited in (Eleweke & Rodda, 2002:118), indicates that the study pertaining to the laws on special needs provision in 52 member nations shows clearly that legislation is needed to ensure the rights of persons with disabilities to equal rights and opportunities and it can further help in securing the resources needed to translate abstract rights into practical entitlement. In many technically advanced countries, the importance and positive impacts of mandatory laws and policies on the implementation of inclusive programme are recognized.

"Considering the importance of laws in the implementation of inclusive programmes in particular and the provision of appropriate services for individuals with disabilities in general, it comes as no surprise that inclusive education and other services for these individuals in many developing countries remain at an embryonic stage due to the absence of mandatory laws and policies influencing the provision of these services". Evidence indicates that legislative guidelines covering special needs provisions are

non-existent or antiquated in most developing countries (Eleweke & Rodda, 2002:119).

In most countries in the Western world special schools have been founded for the education of students with special needs (Meijer, Pijl & Hegarty, 1994). Ramjhum (1995:3), states that the main problem is that some schools fail to specify exactly how resources had been targeted to support children with special educational needs.

It is encouraging to note that Engelbrecht & Green (2007:3) emphasise the fact that the government in developed countries did begin to take responsibility for the education of children with disabilities, it took the form of special education which develop as a system parallel to mainstream education.

MOET (2005:41), indicates that in 2003, pupil classroom ratio was estimated at 67:1 and the pupil ratio at about 46:1. The shortage of qualified teachers as well as overcrowding in classrooms is among the factors that contribute to the low quality and inefficiency of primary education. However, the total number of teachers increased steadily, more than doubling from 4,139 in 1974 to 8,908 in 2002, but the number of qualified teachers has not increased proportionately. The poor quality of teaching and learning was revealed in the Southern African Consortium on Measuring Educational Quality Survey carried out in 2001 and the baseline study on attainment in numeracy and literacy carried out in 2003 (MOET, 2005).

Both studies revealed that the majority of primary school pupils in Lesotho do not attain the minimum expected level of competency at both grades 3 and 6. The role played by inadequately trained teachers in this low achievement cannot be overstated. Week (2000) as cited in Prinsloo (2001:346), recognises the growing need of teachers to understand and assist learners with behaviour problems that serve as barrier to effective learning. In the past, the learners were accommodated in schools of industry and reform schools as a place of safety, which were part of the specialised education provided for learners. According to an NCSNET document (South Africa, 1997 as cited in Prinsloo, 2001), these learners have to be accommodated in the mainstream schools in their communities and they have to be provided with a supportive and effective learning and teaching environment.

Prinsloo (2001), goes further to point out that teacher find it very difficult to deal with the increasing number of children with behaviour problems in mainstream classrooms. These children are disruptive in the extreme and the learning climate in the classroom is negatively affected for all the children. The teacher's lack of the necessary knowledge, skills and expertise to understand and assist these learners, causes frustration. These cause serious feelings of inadequacy which disrupts effective teaching and successful learning.

According to Prinsloo (2001), if educators do not provide the necessary nurturing, stimulation, encouragement and protection to the child at various stages of development and withhold attention or make very little emotional or physical contact with the child, the child is emotionally neglected. Consequently, the self-concept of the learner is negatively influenced.

2.6.1   Other challenges facing the education system

According to Sibisi (2008:6), as reported in the Business Day publication, the following are some of the challenges facing the education system of South Africa:

➢   Fighting among educators and the principal.

➢   Low motivational levels and passion among educators.

➢   Late-coming by educators and learners.

➢   Minimal parental involvement.

➢   Confusion of roles and responsibilities among school governing bodies.

➢   In-adequate leadership and assertiveness by principals.

➢   Insufficient support from circuit managers.

➢   Derelict school buildings.

➢   No water and sanitation.

2.6.2   Rural Schools Face Major Problems

Ryan (2008:6), states that providing quality education is one of the most pressing challenges facing our country, but in rural areas it is much more outstanding. "It is clear that rural schools in South Africa, in addition to being generally under-resourced, are crippled by lack of appropriate leadership, sound management and teaching skills that reflect and actively promote the provision of good quality education.

2.7   EDUCATORS AND SCHOOL MANAGEMENT

Educators and school management are expected to be role models for learners, but when educators skip classes and school management does not seek to involve, the cycle of mistrust regenerates itself (Ryan, 2008:6). The unpleasant physical and social conditions in many schools that most children attend, is not conducive to an environment of proper learning. Most children in this country (South Africa) still attend schools with limited water and sanitation, an infrastructure that is extremely poor and overcrowded classrooms (Ryan, 2008).

2.8   THE ENROLMENT RATES OF PRIMARY EDUCATION OF LESOTHO

The enrolment rates are among the important indicators that offer a clear picture of the degree to which the education system is meeting demands. For the period 1974-1994, the number of primary schools as well as pupils increased on a consistent basis. MOET (2005:40), states that the economic difficulties from the mid 1990s resulted in significant declines in enrolment. The introduction of Free Primary Education in 2000 starting with Grade 1 resulted in a dramatic rise in intake and overall enrolment, which increased intake in Grade 1. The enrolment continued to increase in 2001, 2002, and 2003.

The following table below shows the actual number of boys and girls that were enrolled in primary school over the period 1999-2003.

Table 2.1: Enrolment Numbers and Primary School (Boys, Girls), 1999-2003

Primary Enrolment	1999	2000	2000	2002	2003
Total	364, 951	410,745	415,007	418,668	429,720
Males	176,365	202,760	206,665	209,024	214,746
Females	188,586	207,985	208,342	209,644	214,974
Number of schools	1,272	1,283	1,295	1,333	1,355
% Change in enrolments	-1.3	12.5	1.1	0.9	2.6

Source: Ministry of Education and Training, Lesotho's Education Statistics Bulletin, 1999-2003, Maseru, Planning Unit, Vol. 1. 2003

2.9 INADEQUATE KNOWLEDGE, SKILLS AND TRAINING OF TEACHERS FOR EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION

Jenkison (1997:29), indicates that teachers are faced with great challenges in the inclusive classroom. Commitment to a different professional role does not immediately empower teachers with the skills to carry out the new role successfully.

Engelbrecht & Green (2007:7), suggest that if teachers in the mainstream and special education want to implement inclusion within their classroom, they need to know how to consult as well as to instruct and how to collaborate as well as how to operate independently. They further indicate that providing guidelines to bring about a more successful inclusive education is an utmost important aspect in South African schools. Education scholars and policy-makers worldwide have attempted to design programmes that will meet the needs of learners and develop competent and confident citizens (Engelbrecht & Green, 2007:36).

In Denmark, initial teacher training, which is exclusively given in colleges and not at Universities, cover wide ranging pedagogical and psychological subjects. However,

little attention is given to special needs. This training offers teachers a choice of specialization in:

➢ Specific difficulties, i.e. children with language, speech or learning disabilities.

➢ Combined difficulties, i.e. children with problems related to personality, development and social circumstances (Pijl*et al.,* 1997:145).

Studies of the attitudes of Zimbabwean school personnel towards educating learners with special need reported negative teacher attitudes towards educating student with disabilities in an inclusive setting (Engelbrecht & Green, 2007:74).

Nind, Sheely & Simmons (2003:137), indicate that parents and siblings, like disabled children, are subject to stigma, marginalisation and discrimination. Disabled families in general face greater chances of (long-term) material deprivation than families without a disabled child.

The local Education Authority in question has not proposed closure of its special school, though it has increasingly, for many years, pursued a large unofficial policy of mainstreaming many pupils who would otherwise have gone to special schools (Nind *et al.,* 2003:189).

Pijl, Meijer & Hegarty (1997:9), point out that the way in which teachers realize inclusion in the classroom largely depend on their attitude towards pupils with special needs and on the resources available to them. They are of the opinion that if regular teachers do not accept the education of children with special needs as an integral part of their job, they will try to make someone else responsible for their pupils. They further maintain that there is a need for everyone to accept that the problem of supporting disabled pupils in mainstream school is a problem of the whole school (Pijl, Meijer & Hegarty, 1997:130).

2.10 PARENTAL INVOLVEMENT

Penh (2005:4), indicates that countries which have made the most progress towards inclusion in education are those countries with strong parents' organisations which

have campaigned for their children to be included. Penh (2005:16), states that parental involvement in their children is a key factor in education progress. It is even more important for those children who are vulnerable to exclusion and who have impairments which make learning more challenging.

Penh (2005:16), emphasises the fact that parent-teacher communication and collaboration is therefore crucial, yet it is often difficult to achieve and parents have a key role to play in supporting their children and in campaigning for inclusive education. Ibrahim (2003:45), points out that one of the major barriers to enrolment today is that parents no longer see the value of their children getting an education.

2.11 TEACHER EDUCATION AND DEVELOPMENT

Since teachers are such an important human resource in transforming education system, it is essential that an inclusive approach to teacher education is adopted (Penh 2005:17). Penh (2005), further maintains that teachers need on-going support and development and the type of training offered in most countries desperately needs to be transformed. Influencing teacher educators is therefore a key issue in implementing inclusive education.

In a further account, Penh (2005) noted that trainee teachers need to see examples of inclusion in action, and so ideally pilot projects and those projects should be developed in order to provide teachers with relevant experience. The role of specialist teachers and specialist teacher educators need to be re-oriented so that they can adapt their skills to an inclusive educational system.

In the Mpika Inclusive Education Programme (Zambia), there were only a small number of teachers who had special training, and the Mpika teachers were used to meeting regularly to share experiences and solve their problems, both within individual schools and between clusters of schools (Penh, 2005:18). "In Laos, teachers receive a short initial training course 3-5 days. They are provided with lots of follow up support and monitoring. In this way they are able to learn by doing. Their tutors can adopt a problem-based learning approach, using real situations in classrooms as opportunities for professional development, rather than simply

delivering a theoretical curriculum" (Penh, 2005). In a further account, Penh (2005) further indicates that teachers are able to share their experiences and find mutual solutions through a newsletter.

Teachers have gained confidence in their own local expertise and have developed their own locally appropriate solutions. Teachers can use a problem-solving approach to their own professional development (Penh 2005:18). With regard to inclusive education and special education, Engelbrecht *et al.* (1999:71), indicates that to support Inclusion of learners with special educational needs, teachers have to be sensitive, not only to the particular needs of individual learners, but also to their own attitudes and feelings.

Teachers may need training on how to identify and address special educational needs, over and above practical skills, teachers need to develop a critical understanding of common stereotypes and prejudices related to disability and reflect on how they have influenced their own attitudes (Engelbrecht *et al.,* 1999: 71).

"Inclusion is a process. We will never get there completely but we can try" (Nind *et al.,* 2003: 64). Many teachers are not well trained to help learners with special needs in Lesotho. The MOET has committed itself to improving the quality of primary education through upgrading of teachers qualifications to at least diploma level. The output of trained teachers from the Lesotho College of Education (NTTC) has not been able to keep up with this ever increasing need for qualified teachers (MOET, 2005:42).

2.12 STRUCTURING THE CURRICULUM FOR PUPILS WITH LEARNING DIFFICULTIES

Farrell (1997:91) indicates that without a coherent curriculum which is relevant to the needs of pupils for whom it was designed, the quality of education will suffer. In a further account, Farrell (1997:106) noted that the curriculum development for all pupils with learning difficulties should be an on-going and dynamic process with all teachers having an important part to play in shaping the curriculum in their own school.

The curriculum should reflect the overall aims of education that enable pupils with learning difficulties to develop skills and knowledge which will help them to live as independently in the community as possible, to make informed choices (Farrell, 1997:106).Integrating pupils with special educational needs into regular schools requires many changes within and outside the school. The integration of disabled pupils into the regular schools will not be achieved without modifications being made to the curriculum and to pedagogy (Pijl *et al.,* 1997:130).

Ibrahim (2003:37), states that when people address quality education, it must be clear that this goes beyond the bricks and mortar to the content of the curriculum, the quality of the teacher, the practical dimensions of the teaching aids, an education that allows the individual once he or she has acquired it to function in the economy and add value not only to him or herself but to the community at large. Education cannot be built in an environment of insecurity or one where the economic burden of debt and competing demands of rebuilding basic infrastructure are real issues (Ibrahim, 2003:39).

The education system must examine better structures and mechanisms to ensure that from school level upwards targets are set to measure learning achievements and strategies to ensure success, integrated into policy on curriculum, gender mainstreaming, teacher education and leadership skills (Ibrahim, 2003:45). The project stresses that the most important factor which makes inclusion works in the classroom is applying a child-centred methodology, underpinned by a sound

understanding of the principles of Outcome-Based Education which are embedded in the National Curriculum.

"Many of our children come from poor home backgrounds, unstable homes-where there is poverty, alcoholism and substance abuse. The home environment is not conducive to learning and not supportive to the learners".

Difficult circumstances in schools and their communities impact on the morale of teachers at the project schools: poverty and unemployment, large classes, often more than 50 and, poor infrastructure in schools.

Social problems that place learners at risk: lack of basic services; problems with teacher commitment, lack of parental involvement, large number of overage learners.

Farrell (1995:62), indicates that children who experience difficulties have special educational needs as real as any other group, their difficulties involve not only curriculum and resource issues but more fundamentally, the policies, approach and ethos of the schools.

Farrell (1995:62), is of the opinion that children with any difficulties need schools which will understand their educational needs. Gray, Miller & Noakes (1994:79), states that there are factors that should be taken into account when providing support to teachers in mainstream schools who are experiencing difficult pupil behaviour.

Farrell (1997:106), goes further to point out that pupils with learning difficulties should have access to a broad, balanced and relevant curriculum in line with requirements of the national curriculum and the curriculum should incorporate carefully planned and implemented programmes of individual and group work.

This restructuring has significant implications for the realisation of the inclusion policy in the province. An inclusive system can only be brought about if curriculum and educators development moves in the direction of accommodating diversity at all levels. The Education Auxiliary Service comprising sub-units for guidance, sport, learners education needs (LSEN), psychological services, speech therapy, youth and

culture and learning integration was merged with the curriculum unit into a new curriculum and professional development service (CPDS).

2.13 THE IMPLICATIONS FOR THE ASSESSMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Assessment is a process that must enhance children's lives, their learning and their development.

2.13.1 Assessment for all

All children require continuous formative assessment to ensure that their educational needs are met, and summative recording of assessment results to facilitate continuity and progression is done. All children from time to time, have needs that are special, immediate and urgent (Wolfendale, 1993:37-38).

2.13.2 Principles of assessment

Wolfendale (1993:38), indicates that principles underlying assessment are increasingly shared and being made explicit among early years educators and generally accepted that assessment should include parents as active participants in the process and that measures used should reflect the child's cultural and linguistic background. According to Wolfendale (1993), assessment must be carried out with a proper respect for children, their parents and other educators. The interest of children must at all times be paramount. Assessment is a process that must enhance their lives, their learning and their development.

2.13.3 Special needs assessment

Special educational needs are no longer seen as solely by factors within the child. They are recognised as the outcome of the interaction between the strengths and weaknesses of the child and the resources and deficiencies of the child's environment (Wolfendale, 1993:49). Any assessment of a child's special needs should first be carried out in the context of the learning environment the child is

currently in just as the curriculum should be continuously evaluated and adapted to the assessed needs of the children (Wolfendale,1993:49).

2.13.4   Collaborative assessment, goal and intervention

Hoskin (1995:20), states that in order to develop more cohesive support for students with special needs, specialists should work collaboratively to assess the children's needs and provide the support they will need to be effective participants in their classroom environments. Hoskin (1995), goes further and indicates that assessments are part of an interactive process in which teachers, specialists and the students work together to find out how the students perform in a range of curriculum situations.

2.14 THE GOVERNMENT AND IMPLICATIONS FOR INCLUSIVE EDUCATION

According to Liphapang (2008:212), having a policy on paper is desirable, but giving skills to those who have to implement the policy is best. In a further account, Liphapang (2008:213) noted that it is fruitful that schools should have policies on inclusive education. A policy does not only show intent but is a guideline that commits the school to a particular standpoint. The goal of inclusive education cannot and should not be oblivious to differences and should not fail to acknowledge the diversity in school. The Education Department should do well to monitor these schools and not to visit them only to endorse what the schools are doing, and creating inclusive schools involves attending to what is taught as well as how it is taught.

Muthukrishua (2004), states that in all the above legislation and education policy documents that emerged between 1994 and November 1997, there is the implication that there are two distinct categories of learners: those who are the majority with "ordinary needs" and a smaller minority with "Special needs" who require support and special education.

Pijl *et al.* (1997:153), asserts that the major task of the government is to create the condition for inclusion in education. It is essential that the implementation of an inclusion policy is delegated to local policy-makers and school principals. They also

indicate that the implementation of an inclusion policy should always be a process in which appropriate influence at the level of the community or region is guaranteed.

Nind, Rix, Sheely & Simmons (2003:59), are of the opinion that inclusive education is part of human rights approach to social relation and conditions. The intentions and values involved relate to a vision of the whole society of which education is a part. Issues of social justice, equality and choice are central to the demand for inclusive education. Inclusive education is concerned with the well-being of all pupils, and schools should be welcoming institutions.

The Department of Education South Africa (1997) cited in Muthukrishna (2004), indicates that the Report of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on the Education Support Services (NCESS) is the first document to challenge the conceptualisation of special needs as it currently exists in South Africa and to highlight the limitations of this conceptualisation for a developing context.

The Report of NESNET and NCESS as cited in Muthukrishna (2004), argues that a range of needs exists among learners and within the education system, which must be met if effective learning and development is to be provided and sustained. The education system must be structured and must function in such a way that it can accommodate and be responsive to a diversity of learners and system needs. The Report further argues that a dynamic relationship exists between the learners, the centre of learning, the broader education system, and the social, political and economic context of which are all a part.

The priority of an education system should be to address those factors that lead to the inability of the system to accommodate diversity, or which lead to learning breakdown, or which prevent learners from accessing education provision. In South Africa, it is clear that applying the concepts "Special needs education" to categorise a small group of learners according to their defects or disabilities is problematic, and there are many children whom the system is fairly, and to whose needs the system remains unresponsive.

Mutukrishna (2004), indicates that poverty and unemployment are major social problems in the communities around the schools; most families are single parented, female headed households. There are many learners who repeat grades up to three and four times. He further indicates that teachers need braining and support on hour to respond to the needs of those learners.

Ramjhum (1995:3), goes further to point out that, conspicuous among this was an absence of details relating to teaching programmes and organisation and implementation, including the staff allocation needed.

The Adult Commission found that the majority of Local Education Authorities were taking far too long to complete the statutory assessment procedures for learners with special needs. Booth, Swann, Masterton & Potts (1992:15), express the idea that to support the wider inclusion of pupils with disabilities, there must be additional welfare assistants and specialist support teachers.

2.15 THE IMPLEMENTATION OF EDUCATION SUPPORT SERVICE WITHIN THE INCLUSIVE EDUCATION LESSONS FROM SOUTH AFRICA

The success of implementation of inclusive education will greatly depend on the quality and transformation of education support services. The support services in South Africa are struggling to change their paradigm and mostly operate within an (outdated) exclusive, placement paradigm with a Eurocentric focus (Hay, 2003: 135).

In a further account, Hay (2003) indicates that the human rights foundation of inclusive education suggests that a learner should be able to choose his/her classroom and school of preference and that adequate support should be provided in the chosen classroom, and even the parents of a learner experiencing barriers to learning should have a substantial say in the decision as to where their child is educated. The changed philosophy underlying inclusive education should obviously lead to a change in the service delivery of education support services. Education support services for the most is still rendered within the old, exclusive (placement) education paradigm which is certainly not supportive of inclusive education.

As stated in Hay (2003:136), the biggest challenge to ESS is probably to keep the learner in the inclusive class as against removing him/her from the setting. This implies that an ESS staff member-one should from now on focus on assisting the learner (and teacher) in the inclusive education and not place him/her in a separate setting.

This is a huge shift and will imply substantial creativity. ESS staff member will also have to resist the (old) implicit agenda of referring teachers to remove the learner from the classroom setting. Hay (2003:136), goes further to point out that some implications in this regard are that ESS staff will have to be knowledgeable, educationally trained staffs that preferably has experience in a classroom. The success of inclusive education in South Africa will largely depend on the ability to ESS staff to implement the necessary paradigm shifts in their mind and work. Hay (2003:137), points out that it is highly problematic if ESS does not align itself with the new way of thinking, all vending of support within the old paradigm will in effect be equal to no support at all.

Swart, Engelbrecht, Eloff, Pettpher and Oswald (2002:74), indicate that for the effective implementation of inclusive education, education legislation and policy should tress the role and responsibility of parents, viewing them as integral partners in developing a more inclusive system, where decision-making and the responsibility for outcomes are shared. In a further account Swart *et al.*(2002),states that implementing participation of all role-players, including teachers, managers, parents, learners and community members is vital.

Recent education legislation and policy South Africa recognises the role and responsibility of parents and emphasises their participation, parents are key informants of their children and can be a vital source of support for them and the school. Parents are viewed as integral partners in developing a more inclusive system, where decision-making and the responsibility for outcomes are shared. (Swart *et al.,* 2002).

According to Swart, Engelbrecht, Eloff, Pettpher & Oswald (2002:175), the creation of inclusive schools require more than merely the implementation of new policies.

Practising teachers are the key to the successful implementation of an inclusive system and they will need time, ongoing support and in-service training. Real changes therefore require a long-term commitment to professional development.

Swart *et al.* (2002), point out that in practice, the creation of inclusive school communities requires attending to the rights of all learners, shared responsibility among all school professionals, changing organisational structures to promote collaborative decision making and creative problem solving and necessary changes in existing professional role and school practices.

In order to respond to the diverse needs off all learners, the existing education system must be transformed from a system of separate education (isolating special education from regular education) to a single integrated system (Swart *et al*., 2002:177).

Students with moderate and severe disabilities are often socially ostracized, especially in adolescence (McNary, 2005:16).

According to Mcnary (2005:16), the social inclusion of students is hampered by several factors including;

➢ Lack of knowledge about disabilities, which lead to fear and uncertainty about how to interact with students.

➢ Peer pressure which discourages students from interacting with their classmates with disabilities.

➢ Nature of student disability, which hampers traditional communication and may also lead to inappropriate social interactions.

➢ Teacher attitude, which determines the tone of the class, and therefore the degree of acceptance of students.

Ibrahim (2003:37), indicates that on the downside, the environments in which people have to deal with these challenges are usually of conflict, crisis and socioeconomic instability.It is essential in addressing issues of access, inclusion and achievement." It

is essential we address the design and delivery of basic education within the realities of our countries, so that we avoid the disconnect between the well-meaning declarations we make and the realities of our environments in which we are expected to execute these goals, that is, universal primary education versus universal basic education: quality versus quantity: demand versus supply" (Ibrahim, 2003:38).

2.16 TEACHERS' ATTITUDES TOWARDS INTEGRATION AND INCLUSION

Avramidis & Norwich (2002:129), emphasises the fact that the successful implementation of any inclusive policy is largely dependent on educators being positive about it. The philosophies regarding the education of children with learning difficulties and/ or disabilities have changed dramatically over the past two decades and several countries have led in the effort to implement policies which foster the integration and, more recently, inclusion of these students into mainstream environments.

Research has indicated that inclusion implies a restructuring of mainstream schooling that every school can accommodate every child irrespective of disability. The researchers noted that teacher commitment often emerges at the end of the implementation cycle, after the teachers have gained mastery of the professional expertise needed to implement inclusive programmes (Avramidis & Norwich, 2002:134).

According to Avramidis & Norwich (2002:139), research has indicated that another factor that influences not only teachers reported attitudes towards inclusion, but their actual teaching style and adaptations in heterogeneous classrooms; that is, their view about their responsibilities in dealing with the needs of students who are exceptional or at risk. Furthermore, Lewis and Doorlag (1983:116), states that mainstreamed special students often suffer rejection during their school years; they may be rejected by their class peer, their teachers or parents of their classmates.

In addition, inclusive schooling is considered as the means of developing classrooms that cater for all children. The principle of inclusion seeks to achieve education for all

by restructuring schools as institutions that include everybody, support learning and respond to individual needs (Eleweke & Rodda, 2002:114).

Inclusion may require full-time placement of children with special needs in the regular school with the aim of "Teachers are the key force in determining the quality of inclusion. They can play a crucial role in transforming schools, or bring about no change at all" (Swart *et al.,* 2002:177).

Misunderstandings and misperceptions of the concept of inclusion appear to frustrate its implementation (Swart *et al.,* 2002:183). A significant observation among teachers who expressed a negative attitude towards inclusive education was that they favoured the present education system, with the continuum of special education services. Teacher with more positive attitudes towards inclusive education and collaborative partnerships identified educational and teacher support service as a prerequisite for the effective implementation of inclusive education, providing equivalent educational opportunities and experiences for the students.

A study conducted by Avramidis & Norwich (2002:133) on teachers attitudes point out that other attitude studies from United States of America have suggested that general educators have not developed an empathetic understanding of disabling condition, nor do they appear to be supportive of the placement of special needs leaner in their regular classrooms.

Agbenyega (2007:44), indicates that beliefs about disability, ethnicity, attitude and concerns of teachers can influence the practice of inclusive education, the quality of educational materials and instruction students receive. Many regular education teachers who feel disabilities in regular classes display frustration, anger and negative attitude towards inclusive education because they believe it could lead to lower academic standards.

Evans 2002 cited in Eleweke & Rodda (2002:114), points out that including learners with special needs in regular schools remained a goal and challenge for most educational system around the world. Potts, Armstrong & Masterton (1995:180-181), states that special education for Blacks is in its infancy in South Africa and there is no

possibility now or in the near future of training an adequate number of Black special education personnel to meet South Africa's needs of Black children with disabilities.

Engelbrecht, Green, Naicks & Engelbrecht (1991:157), states that it is important to recognise that the practicalities of adapting classrooms to accommodate the learning needs of all learners have fallen mostly on class teachers. Teachers have to deal with complex dilemmas both in and out of the classroom in the process of delivering the curriculum in a way which is relevant to the diverse needs of their learners.

"This situation often creates stress and can exacerbate a feeling of loneliness and isolation". Teachers are consequently in need of concrete advice on handling difficult situations to enable them to cope (Engelbrecht *et al.,* 1991).

Teachers are human beings with individual attitudes to difference and disability, and many may initially resist the notion of inclusion, and teachers with little experience of people with disabilities are likely to have negative attitudes to inclusion (Engelbrecht *et al.,* 1999:71).

2.17 INSUFFICIENT FACILITIES, INFRASTRUCTURE AND ASSISTIVE

Evidence suggests that the lack of relevant facilities and materials is a major obstacle to the implementation of effective inclusion (Eleweke & Rodda 2002:116). They go further to point out that evidence suggests that the facilities essential for educating learners with disabilities in many schools in disabled children are lacking or grossly inadequate where available.

Swart *et al*. (2002:184), are of the opinion that the successful accommodation of learners with special educational needs require facilities, infrastructure and assistive devices, which are in their opinion presently lacking. The facilities and assistive devices referred to by the participants include more accessible buildings, appropriate instructional material and equipment.

McNary, Glasgrow & Hicks (2005:16), indicate that in some settings the idealistic assumption behind inclusion is often undermined. Clearly, evidence indicates that inadequate facilities, absence of support service, large class size and poor

infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries (Eleweke & Rodda, 2002:116).

2.18 TEACHERS AND INCLUSIVE EDUCATION

Hay, Smith & Paulsen (2001:213), indicates that a comparison of three studies done in Gauteng and the Western Cape to determine teacher attitudes towards inclusion indicated the following patterns:

➢ Inadequate knowledge, skills and training of teachers to implement inclusive education effectively.

➢ Lack of educational and teacher support.

➢ Inadequate provision of facilities, infrastructure and assistive devices.

➢ Potential effects of inclusive education on learners with special educational needs as well as other learners in the mainstream.

Hay *et al.* (2001:214), states that from this the deduction can be made that few teachers have made the paradigm shift towards inclusion. In a further account, these researchers are also of the opinion that relevant pre-service training can go a long way in shaping a positive attitude towards learners with special needs. They expressed the hope that pre-service training of teachers will be developed around a philosophy that incorporates a clear policy of inclusion and promotes acceptance of all learners, regardless of ability.

The effective implementation of inclusive education depends on high quality professional preparation of teachers at pre- and in-service levels to equip them for and update their knowledge in meeting the needs of a diverse classroom population (Hay *et al.,* 2001).They go on to emphasise the fact that major obstacles that hamper the implementation of inclusive education worldwide are; large classes, negative attitudes to disability, examination-oriented education system, a lack of support service, rigid teaching methods, assessment dominated by a medical model, a lack of parental involvement and a lack of clear national policies (Hay *et al.,* 2001).

These researchers believe that if teachers' beliefs about and their attitudes towards inclusive education are not internationally addressed, these beliefs and attitudes could become a critical barrier to learning and development and the successful implementation of the policy of inclusive education (Hay *et al.,* 2001). The above deliberations are not necessarily applicable in one country, but might be found to be relevant and applicable right across the board, Lesotho being no exception.

2.19 TYPICAL INCLUSIVE EDUCATION CLASSROOMS – A SOUTH AFRICAN CASE-STUDY

The implementation of Inclusive Education in Lesotho still persists as a daunting task for teachers, and other lessons drawn from other countries such as South Africa could shed some valuable light in how this challenge can be addressed. Prinsloo (2001:344) indicates that, in developing countries such as South Africa, where unemployment and poverty are rife and where government and community structures are inhibited by an unstable economy, it can be expected that provision of quality education for all learners, including those who experience barrier to learning and development, would be a formidable task. South African schools need to be structured, in terms of the review of the new curriculum, with the collaboration of various stakeholders.

Week (2000:23) as cited in Prinsloo (2001:344), claims that community-based involvement in this regard is essential, with numbers of the community becoming involved in actualizing the full potential of learners in the classrooms. Prinsloo (2001), emphasises the fact that special schools, with their skilled and experienced staff, have to offer assistance and support to the teaching staff at mainstream schools.

Teachers need to be trained in pre- and in-service programmes to focus on the strengths of learners and to regard the different cultural and ethnic backgrounds of learners as having the potential to stimulate a richer learning environment. They also need to understand the diverse needs of the learners in their classrooms, to identify their problems and to be able to give support to all their learners in order for them to learn and develop optimally (Prinsloo, 2001:345).

Prinsloo (2001), points out that the necessity of training the teachers to think and work in a new frame of reference, places the focus on perhaps the single greatest problem facing the new education dispensation. A distributing number of teachers in South Africa are confused and insecure because of a series of radical changes that have transformed their working environment.

2.20 COMMON PROBLEMS FACING TEACHERS IN THE INCLUSIVE CLASSROOM

➢ They are not acquainted with the principles of outcome based education.

➢ They find it difficult to seek and find their own learning materials 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 in training to deal with so much diversity amongst the large number of learners in the classroom.

➢ They suffer a lack of self-respect and self-assurance because of the labels of laziness and untrustworthiness that are attached to them (Sethosa, 2001:169-192); Week, (2000:258-259) cited in Prinsloo (2001:345).

Prinsloo (2001), asserts that many attempts of the government and education department to train and support them, they experience a sense of powerlessness and a sense of not being in control of their situation. Feeling of inferiority and fear of breaching learners' rights, result in a lack of motivation and enthusiasm to meet the needs of all the children in their classroom. To empower teachers to drive the restructuring process in schools requires the united support of the government, parents and communities. According to United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) as cited in Prinsloo (2001), recognises this need and states the following:

➢ All countries should have a clearly stated policy on inclusive education that is understood at school and wider community level

- The policy should allow for a flexible curriculum as well as additional and adaptations and provide quality materials, on-going teacher-training and practical support for teachers.

Prinsloo (2001:346), states that the need to support teachers in this transformation process is acceptable internationally. In South Africa, this need is well understood and policy-makers, educationalists and curriculum developers at training institutions strive to meet the needs of all teachers in service and at training level.

2.21 STRATEGIES TO TRAIN AND SUPPORT TEACHERS

Prinsloo (2001:346), indicates that, during the period of 2000 to June 2001, three models were developed at the University of South Africa and the University of Pretoria to motivate and empower teachers with the main focus on teachers in service. These models can also be incorporated in the curricula of teacher training centres and can be offer valuable support to teachers in the attempt to empower them to implement inclusive education effectively and successfully. These models are:

- A model for teachers to assist learners with behaviour problems in the classroom.

- An At Risk Disk as instrument to enable teachers to identify the nature and extent of the learning difficulties of learners with Intel.

- Lectural disability and specific learning disability in a step-by-step process.

- A manual to train teachers to assist mildly intellectually disabled learners in the foundation phase.

Mphunngoa (2008:83), indicates that all teachers 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 language and learning abilities. Mphunngoa (2008), further indicates that teacher oriented training must enable all teachers to recognise children's special

needs, to practice preventative teaching and collaborate with specialist in carrying out remedial and corrective instruction.

The training of specialists, resource teachers or learning-assistance teachers who will advise counsel and train other 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 specialist and expert in Universities must be enhanced (Mphunngoa, 2008).

The necessity of training teachers to think and work in a new frame of reference places the focus on perhaps the single greatest problem facing the new education dispensation. A disturbing number of teachers in South Africa are confused and insecure because of a series of radical changes that have transformed their working environment. Teachers struggle to involve parents in the learning process, and they feel inadequate in themselves as persons and in training to deal with so much diversity amongst the large number of learners in the classrooms (Nkone, 2008:52).

2.22 RESOURCES

Support teachers are also resources that are needed. Educators from special schools need to be distributed accordingly to those schools which are selected as pilot schools. Principals, deputy principals and heads of department from special institutions can be utilised as experts at resource centres for pre-service and in-service educator training to capacitate participants about changes that are certain to occur (Mphunngoa, 2008). Mphunngoa (2008), is of the opinion that in the face of resource shortages in the majority of schools, particularly in the Black schools, it may be a good idea if inclusion could also be piloted in some white schools.

2.23 TEACHER PREPAREDNESS FOR NEW POLICIES

"Teachers are key role-players in determining the quality of implementation of any new education policy, which includes the new policy on education" (Hay, Smith, & Paulsen, 2001:214). Hay *et al.* (2001), state that education has failed because insufficient attention had been taken of the current practices and needs of those who

are expected to part into effect. It appears that the empowerment of education/teachers is once again neglected in the South African policy documentation on inclusive education.

Hay *et al.* (2001), posits that if the implementation of changed policies fail in a so – called developed country such as Britain where educators are generally adequately trained, this could also be true of South Africa where a large percentage of educators are insufficiently trained. The implication is that current practices and needs of inadequately trained teachers (such as in South Africa and Lesotho) deserve serious consideration when compared to that of developed countries when implementing new policy.

2.24 CONCLUSION

In this chapter, the researcher reviewed literature on inclusive education both nationally (i.e. Lesotho) and internationally. Most importantly lessons which Lesotho education authorities can learn in their endeavours is to address the challenges facing educators in their implementation of inclusive education. The following chapter will focus on the research methodology pursuit or adopted in this study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter has explored both the local (Lesotho) and international arenas and their experiences of inclusive education. Extensive reviews of the literature on its implementation challenges, successes and failures. In order to obtain a specific Lesotho perspective on the implementation challenges of inclusive education, the quantitative research methodology was used and the choice of this method will be explained further on this chapter.

This chapter outlines in detail the method of research used in this research study and it describes the processes that were followed in terms of the research methodology, research design, data collection strategies, the population and sampling techniques, the statistical technique for data analysis and limitations of the study

3.2 RESEARCH METHODOLOGY

According to Wisker (2001:114), research is about asking and beginning to answer questions, seeking knowledge and understanding of the world and its processes. It is a systematic process of collecting, analyzing, and interpreting information in order to increase our understanding of the phenomenon in which we are interested or concerned. Similarly, Leedy & Ormrod (2001:2) indicate that research is a systematic and organized effort to investigate a specific problem that needs a solution. It is a series of steps designed and followed with the goal of finding answers to the issues that are of concern to us in the work environment.

Dawson (2006:14), defines research methodology as a philosophy or the general principle which will guide one's research. It is the overall approach to study one's topic and includes issues one needs to think about, such as the constraints, dilemmas and ethical choices within one's research. Research methodology is a study of the logic or rationale underlying the implementation of the Scientific Approach to the study of reality (Dawson, 2006). It therefore, logically answers the

following questions: "How much research be designed, structured and executed to produce reliable, valid and objective knowledge?"

The next section looks at the two research methods.

3.2.1   Quantitative Research

According to Burn (2000:43), quantitative research is a numerical method describing observations of materials or characteristics. In quantitative approach, method of data-collection is rigid, strict and regimented. Quantitative research is used to answer question about relationships among measured variables with the purpose of explaining predicting, and controlling phenomena. This approach is sometimes called the traditional, experimental, or positivist approach. Burn (2000), indicates that quantitative researchers choose methods that allow them to objectively measure the variables of interests. They also try to remain detached from the research participants so that they draw unbiased conclusion.

Quantitative researchers identify one or few variables that they intend to study and collect data specifically related to those variables. Quantitative researchers often formulate a theory by inductive reasoning for instance, by observing a few situation and then attempt to support their theory by drawing, and then testing the conclusions that follow logically from it. Similarly, Maykut & Morehouse (1994:2) states that quantitative research is based on observations that are converted into discrete units that can be compared to other units by using statistical analysis.

According to Neuman (2000:157), quantitative researchers use a wider variety of techniques to measure and create new measures while collecting data. The quantitative researchers extensively think about variables and convert them into specific actions during a planning stage that occurs before and separate from gathering or analyzing data (Neuman, 2000). Quantitative researchers want to develop techniques that can produce quantitative data which is data in the form of numbers. Thus, the researcher moves from abstract ideas, or variables, to specific data collection techniques to precise numerical information produced by the techniques.

In quantitative research, numerical information is an empirical representation of the abstract ideas. The quantitative researchers contemplate and reflect on concepts before they gather any data. They contract measurement techniques that bridge concepts and data. The measurement techniques define what the data will be and are directions for gathering them (Neuman, 2000). Qualitative research generally involves the collection of primary data from large numbers of individual units, frequently with the intention of projecting the results to a wider population.

In quantitative research managing numbers is an important part of understanding and solving problems. Numbers provide a universal language that can be easily understood and that provides a description of some aspects of most problems (Coldwell & Herbst, 2004:15). Essentially, the quantitative approach describes, infers and resolves problems using numbers. Emphasis is placed on the collection of numerical data, the summary of those data and the drawing of inferences from the data (Coldwell & Herbst, *2004*).

3.2.1.1   Characteristics of quantitative research

According to McMillan & Schumacher (1989:41), the following are the characteristics of qualitative research:

➢ Data appears as numbers.

➢ Instrument used in data collection.

➢ Data takes one form-response as determined by instrument.

➢ Data are tabulated and described statistically.

➢ Meaning is derivedfrom statistical procedures employed.

3.2.2   Qualitative research

According to Denzin & Lincoln (2002:2), qualitative research is a field of inquiry in its own right. The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational

constraints that shape inquiry (Denzin & Lincoln, 2000). Qualitative research involves the studied use and collection of a variety of empirical materials-case study: personal experience, introspection, life story, interview, artefacts, cultural texts and productions, observational, historical, interactional and visual texts (Denzin & Lincoln, 2005).

One common character of qualitative study is interpretive in nature, because the researcher believe that each individual forms an own understanding of the world in which he or she lives' (Coetzee, 2011:68). Thus in order to understand the reality of the individual there has to be an attempt to understand this 'own' meaning. Individuals are thus not passive followers in social, political and historical happenings, but also possess the inner capacity which allows individual judgement, perceptions and agency (Coetzee, 2011). Because each happening in action 13 can be explained at the hand of multiple, interactive factors (Garrick, 1999:149), it is necessary to take into consideration the manifestation of specific study needs is unique within each individual. Thus there should not be attempted to only understand the needs of the individual but rather understanding for the adaptation of assessment and the development of certain skills of educators to compensate therefore.

Hopkins & Antes (1990:269) are of the opinion that qualitative information forms the background of all research studies and is used to derive hypothesis. This means that in qualitative research hypothesis develops from data. Typically, hypothesis is tested through quantitative measurement. In qualitative or interpretive research data not tested through numerical data collection nor are they statistically based. Qualitative research describes its phenomenon in terms of words rather than numerical values. Gall, Borg & Gall (1996:231), indicate that qualitative research is more flexible with respect to sampling techniques than quantitative research. This flexibility reflects the emergent design of quantitative research, that is, the freedom it affords researchers to develop and adapt methodologies in order to gain new insights into the phenomena being studied (Gall *et al.,*1996).

Qualitative research is empirical in that the research collects data, organizes and studies it and compares it against ideals, hypothesis and categorical definitions to test them (Hopkins & Antes, 1990:270). Furthermore, the technique may involve interactions between the researcher as a participant or non-participant observer and individuals in the environment using tools as questionnaires, opinionnaires, attitudinal scales and other observational methods (Hopkins & Antes, 1990).

3.2.2.1   Characteristics of Qualitative Research

According to Marshall & Rossman (1999:3), the following are the characteristics of qualitative research:

➢ Qualitative research takes place in the natural world.

➢ It uses multiple methods that are interactive and humanistic.

➢ It is emergent rather than tightly prefigured.

➢ It is fundamentally interactive.

Similarly, Babbie & Mouton (2001:270), and McMillan (1992:214) outline the following characteristics of qualitative research in terms of the following features;

➢ Qualitative research is conducted in the natural setting of social actors.

➢ Qualitative researchers gather data directly.

➢ Qualitative research provides rich narrative descriptions.

➢ It is concerned with process.

➢ In qualitative research, data is analyzed inductively.

➢ Perspectives of participants are important

➢ Data collected without an instrument.

➢ Data appear as words.

➢ Data may take many form-field notes, documents, interview notes, or tapes.

➤ Meaning is derived from qualitative strategies employed.

3.2.3   The comparison and contrast of the two methods

According Neuman (2000:122), quantitative and qualitative researches differ in many ways, but they complement each other in many ways, as well. One of the differences between the two styles comes from nature of the data. Quantitative researchers rely on a positivist approach to social science. They are likely to use a technocratic perspective. They speak a language of "variables and hypothesis. They emphasize precisely measuring variables and testing hypothesis that are linked to general causal explanations (Neuman, 2000:122).

Qualitative researchers, by contrast, often rely on interpretive or critical social science. They are more likely to use a transcendent perspective, apply "logic in practice". Qualitative researchers speak a language of "cases that arise in the natural flow of social life" (Neuman 2000). Quantitative researchers apply more of the reconstructed logic, whereas qualitative researchers tend to apply logic in practice.Neuman (2000:123), further indicates that quantitative researchers describe the technical research procedures they use while qualitative research relies on the information wisdom that has developed from the experiences of researches.

In quantitative research, data are in the form of number from precise measurement while in qualitative, data are in the form of words and images from documents, observations, and transcripts. Neuman (2000:157), states that qualitative researchers use a wider variety of techniques to measure and create new measures while collecting data while quantitative researchers extensively think about variables and convert them into specific actions during a planning stage that occurs before and separate from gathering or analyzing data and measurement for qualitative researchers occurs in the data collection process, and only a little occurs in a separate, planning stage prior to data gathering (Neuman, 2000:157). Similarly, Bless, Higson-Smith & Kagee (2006:43), also indicate that quantitative research relies on measurement to compare and analyze different variables. In contrast, qualitative research uses qualifying words or descriptions to record aspects of the world.

3.3   RESEARCH DESIGN

It was mentioned that one of the characteristics of quantitative research is that quantitative data is more precise because one can test the hypothesis. The facts are value free and unbiased measurable (Neuman, 2000:122). The researcher decided to use this method because it generates statistics through the use of large-scale survey using methods such as questionnaires. This type of research reaches many more people, and the contact with these people is much quicker than it is in qualitative research (Dawson, 2006:14).For this proposed research, a questionnaire method was used to gather data that would be relevant to challenges facing teachers with regard to the implementation of inclusive education.

Furthermore, the researcher decided to use a questionnaire because it permits a wide coverage at a minimum expense of time and money, it reaches people who are difficult to contact and it is useful when it is impossible to interview individuals personally (Sarantakos, 2005:241).The questionnaire was in the form of a Likert scale. Kruger & Welman (1999), indicate that Likert scale is the most popular type of scale in the social sciences. Its popularity stems from the fact that it is easier to compile than any of the other attitude scales. The Likert scale may be used for multi-dimensional attitudes, which is not possible with the other attitude scales. In respect of each statement subjects have to indicate the degree to which they agree or disagree with its content on, say, a five-point scale. In the same way Gall, Borg & Gall (1996:273) indicate that the Likert scale asks individuals to check their level of agreement (for example, strongly agree, agree, undecided, disagree) with various statements.

According to Coldwell & Herbst (2004:36), research design is the strategy for the study and the plan by which the strategy is to be carried out. This implies that it will specify methods and procedures for the collection, measurement and analysis of data. Coldwell & Herbst (2004), further indicate that research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project, the sample or groups, measures, treatments or programmes, and methods work together to try to

address the central research questions. Coldwell & Herbst (2004), are of the opinion that research design can be thought of as the structure of the research.

In the same way, Kumar (2005:84) defines research design as a plan structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. Kumar (2005), states that research design is the arrangement of conditions, collection and analysis of data in a manner that combines relevance to the research purpose with economy. In this study, the researcher used only quantitative approach.

The term research design is widely used in the social sciences, particularly in disciplines that champion experimental method. However, there is a lot of hype around the term, and it is too frequently taken to mean a fixed set of procedures and methods that constitute a sort of 'periodic table' of the social sciences (Kumar, 2005). It is perhaps better to take a more fluid view and to think of a research design as a plan or protocol for a particular piece of research. The plan defines the elements (for example, variables, and participants), their interrelationship, and method (for example, sampling, measurement) that constitute the piece of research.

Similarly, Kruger & Welman (1999:46) define research design as a plan according to which people obtain research participants and collect information from them. Kruger & Welman (1999), go further and state that in the research design, therefore, researcher have to specify; the number of groups that should be used; whether these groups are to be drawn randomly from the populations involved or whether they should be drawn randomly and also be assigned randomly to groups; and what exactly should be done with them in the case of experimental research. McMillan & Schumacher (1989:158), define research design as a term that refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research questions. The design shows which individuals will be studied, and when, where, and under which circumstances they will be studied. The goal of a sound research design is to provide results that are judged to be credible. Credibility refers to the extent to which the results approximate reality and are judged to be trustworthy and reasonable (McMillan & Schumacher, 1989).

Planning a research involves thinking about the adequacy of the piece of research. The main task is to specify and combine the key elements and methods in such a way as to maximize validity. Research design can be viewed, then, as kind of cost-benefit balancing; it is a plan for a piece of research that is constructed to maximize the validity of its finding, subject to the costs and practical difficulties of doing so.

That research design is about balancing the need for valid findings with the need to conduct practically feasible research. It is clear from this definition that the notion of validity is central to the way in which we think about research design.

3.3.1   Population and sampling

Prior to determining the actual population and sampling of this study, it is vital to take note of the professional status of Lesotho teachers as captured in table 3.1 below.

Table 3.1: Teachers in primary schools by qualification and sex, 1999-2003

YEAR	DEGREE		CERTIFICATE AND DIPLOMA		UNQUALIFIED		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
1999	253	1549	854	3760	523	1286	1630	6595
2000	240	1571	807	3744	653	1563	1700	6878
2001	239	1578	824	3917	683	1521	1746	7016
2002	229	1517	828	3892	746	1996	1803	7405
2003	229	1514	783	3733	924	2111	1936	7358

Source:Ministry of Education and Training, Lesotho's Education Statistics

Bulletin,1999-2003. Maseru, Planning Unit,vol.1.2003

Table 3.2: Characteristics of participating centres

Name of the centres	Total number of teachers N=634	Total number of schools N= 58
Lithabaneng	N =386	29
St Bernadette	N =257	29

Source: (Ministry of Education Lesotho 2009)

The table above indicates the characteristics of both centres; Lithabaneng and St Bernadette. This is where the researcher to conducted the study. The total number of teachers in both centres is (N= 634) and the total number of schools is (N=58).

McMillan (1992:69), defines population as a group of elements or cases, whether individuals, objects, or events, that confirm to specific criteria and to which we intend to generalize the results of the research. In a further account, McMillan (1992) indicates that the specification of the population begins with the research problem and review of the literature, through which a population is described conceptually. It is also important to distinguish the target population from a list of elements from which a group of subjects is selected, which is termed the survey population (McMillan, 1992).

The population is the study object which may be individuals, groups, organizations, human products and events, or the conditions to which they are exposed (Kruger & Welman, 1999:47). They are of the opinion that the size of the population usually makes it impractical and uneconomical to involve all the members of the population in a research project. Kruger & Welman (1999), state that, consequently, researchers have to rely on the data obtained for a sample of the population. Similarly, Sekaran (1984:225), defines population as the entire group of people, events, or things of interest that the researcher wishes to investigate. Coldwell & Herbst (2004:74), also define population as a group of individual persons, objects or items from which samples are taken for measurement.

The population frame is a listing of all the elements in the population from which the sample is to be drawn (Sekaran, 1984). The population of this study consisted of 400

primary school teachers randomly drawn from two centres in Lesotho namely, Lithabaneng and St. Bernadette. The composition of the two centres is indicated in table 3.3.1 above.

3.3.2   Sample size

According to Sarantakos (2005:170), sample size refers to the number of participants or objects which are used for research projects. The purpose of sampling is to obtain a group of subjects who will be representative of the larger population. The degree of representativeness is based on the sampling technique employed. According to Sarantakos (2005:170), a sample is a subset of the population.

Sample size comprises some members selected from the population. It is the process of selecting a sufficient number of elements from the population so that by studying the sample, there is understanding of the properties or the characteristics of the sample subject. Coldwell & Herbst (2004:740), define sample as the act, process or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population.

A sample provides a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, a sample can be defined as a set of respondents selected from a larger population for the purpose of a survey (Coldwell & Herbst, 2004). According to Sullivan (2001:186), a sample consists of one or more elements or cases selected from some larger grouping or population. Sampling allows the researchers to study a workable number of cases from the large group to derive findings that are relevant for all members of the group.

In this study, four hundred (n=400) teachers were chosen as a sample from a large population of 634 (n=634) teachers in both centres.

3.3.3 Types of sampling procedures

There are different types of sampling procedures namely; Simple random sampling, Systematic sampling, Stratified Sampling and Cluster sampling. For this study the researcher used stratified and simple random sampling to choose participants. For the purpose of this study, the targeted sample size was more than fifty percent of the total population (64%). This figure is far above the norm because according to McMillan (2008: 124), in many educational studies conducted in the field, higher numbers of subjects are needed, so achieving this figure is accepted. In a further account, McMillan (2008) indicates that if the survey sample is too small, it is likely that the results obtained cannot characterize the population.

The purpose of sampling is to obtain a group of subjects who will be representative of the larger population (McMillan, 1992:70). The degree of representativeness is based on the sampling technique employed. The following are different types of sampling procedures that are often used in research projects.

3.3.3.1 Simple random sampling

According to McMillan (2008:113), simple random sampling is a type of sample which gives each member of the population the same chance of being selected. This method is often used with a small number in the population, for example, putting the names or numbers of all population members in a hat and drawing some out as the sample. This approach is not convenient if the population is large and not numbered. McMillan (1992), further indicates that the most common way of selecting a random sample from a large population is by computer. These are computer programs that will assign numbers randomly, and then print out the names of people corresponding to the numbers.

3.3.3.2 Systematic sampling

McMillan (2008:114), asserts that, in this type, the first case is selected randomly, preferably from a random table. All subsequent cases are selected according to a particular interval, for example, each fifth or tenth case on a list of names, depending on the percentage sample needed. Alternatively, the researcher can decide from the

beginning that each tenth case on an alphabetical list will be selected, for example, 10,20,30,40 and 50. Effort is saved by this method, but it entails the danger of bias in that the selected interval could accidentally coincided with one or another characteristics of the study group (Strydom *et al.,* 1998). According to Babbie (1990:85), systematic sampling is considered of higher value than simple random sampling.

3.3.3.3   Stratified sampling

Stratified sampling is a modification of either simple random or systematic sampling in which the population is first divided into homogeneous subgroups (McMillan, 2008:144). Stratified sampling is one of the techniques whereby the population can be divided into strata on one or more variables. The method of stratifying a random sample allows equal allocation from each population class stratum to the sample and retains randomness through equal probability of selection. The procedure for creating proportionally stratified random sample requires information about proportions within specific population (McMillan, 2008).

3.3.3.4   Cluster sampling

McMillan (2008:117), indicates that cluster sampling involves the random selection of naturally occurring groups or areas and then the selection of the individual elements from the chosen groups or areas. Examples of naturally occurring groups would be Universities, school divisions, classrooms, city blocks, and households. McMillan (2008), goes further and states that clustering procedure could be employed by first, listing all school divisions in the state and then randomly selecting thirty school divisions from the list. One middle school could then be selected from each division, and students selected randomly from each school. This is a multistage clustering procedure. McMillan (2008) is of the opinion that although clustering saves time and money, the results are less accurate than other random techniques.

3.3.3.5   Justification for using stratified sampling

Stratified sampling is a type of sample whereby subjects are selected from strata or groups of the population (McMillan, 2008:114). A modification of either simple random or systematic sampling is first to divide the population into homogeneous subgroup and then select subjects from each subgroup, using simple random or systematic procedures, rather than the population as a whole. This is termed as stratified sampling.

Stratified sampling is used primarily for two reasons. First as long as the subgroups are identified by a variable related to the dependant variable in the research (for example, socioeconomic status in a study of achievement) and results in more homogeneous group, the sample will be more representative of the population than if taken from the population as a whole. Second, stratified sampling is used to ensure that an adequate number of subjects are selected from different subgroups (McMillan, 2008).

For the purpose of this study, stratified sampling and simple random sampling was used. A simple random sampling technique was used to select the sample. In a simple random sampling, all members of the population have an equal and independent chance of being included in the sample. The first 10 teachers that the principal met had chance to fill the questionnaire. In other schools where teacher are less than 10, the questionnaire was distributed depending on the number of teachers in that school.

When such a random sample is selected, the researcher can assume that the characteristics of the sample approximate the characteristics of the total population. In this study only two selected centres were chosen as sample. (Lithabaneng Centre and St Bernadette Centre).

In the centre of Lithabaneng, there are 29 schools and St Bernadette also has 29 schools. For the researcher to obtain quantitative data for this study, 400 teachers were selected randomly to form a sample group.

3.4 DATA COLLECTION

According to Gall, Borg & Gall (1996:288), data collection methods typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals. Questionnaires and interviews are the most extensively used in educational research to collect information that is not directly observable. Gall *et al.* (1996), states that a wide range of educational problems can be investigated with questionnaires.

In this study, a self-designed structured questionnaire was distributed among 400 primary school teachers. Firstly, the researcher wrote a letter to ask for permission from the Department of Education to conduct his research project in different schools, and then he visited some schools personally with the letter from the Department of Education and asked for permission from a principal to conduct his research project. In other schools, the researcher phoned the principals and asked for an appointment to conduct his research project. Then after, the researcher gave 10 questionnaires to the principal and asked him or her to give them to the first 10 teachers he met to answer them. The researcher also asked the principal to tell all 10 chosen teachers to return the questionnaires when they were completed to him. The chosen teachers were given five days to complete the questionnaire. Lastly after the principal collected them from the teachers, the researcher collected them from the principal.

3.4.1   INSTRUMENTATION

Melville & Goddard (2001:46), state that any device that researchers use for measurement is called instrument. Questionnaire is, an instrument most used in research projects. In this study, the questionnaire will be used as instrument to gather information from the participants.

3.4.1.1   The questionnaire

McMillan (2008:166), defines questionnaire as a written document containing statements or questions that are used to obtain subject perceptions, attitudes, beliefs, values, perspectives, and other traits. Questionnaires are used extensively because they provide an efficient way to obtain information about a wide range of research

problems. They can be used to assess different kinds of traits and can take several formats (McMillan, 2008:167). Although the term questionnaire suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. Questionnaires are probably the most generally used instruments of all.

3.4.1.2   Advantages of the questionnaire

➢ It allows a wider range and distribution of the sample than the survey interview method.

➢ It provides greater access to more educated respondents and to persons in higher income brackets.

➢ It provides an opportunity for respondents to give frank, anonymous answers.

➢ It can be constructed so that quantitative data are relatively easy to collect and analyze.

➢ It can be designed to gather background information about respondents.

➢ It facilitates collection of large amounts of data in a short period of time.

➢ It can be completed at the leisure of respondents- within time limits (Sarantakos, 2005:263).

3.4.1.3   Disadvantages of the questionnaire

➢ Does not allow respondents to qualify ambiguous questions.

➢ If the prepared instrument does not arouse respondent emotions (for example, when the questionnaire is too impersonal), valid responses might not be elicited.

➢ Poorly worded or direct questions might arouse antagonism or inhibitions on the part of respondents.

- Some potential respondents may be antagonistic towards questionnaire, regardless of the purpose or quality of the instrument distributed.

- Verification of the accuracy of questionnaire responses might sometimes be difficult, or even impossible.

- Uneducated subjects might not respond to a list of printed questions.

3.4.1.4   Characteristics of a good questionnaire

According to and Melville & Goddard (2001: 48) the following are the characteristics of a good questionnaire:

- The questionnaire must be clear and precise on what information is to be obtained

- It must be well structured, attractive and neatly printed and;

- On the other hand, it must be long enough to incorporate all questions, so that a situation does not arise later where information is missing.

- Is complete. That i.e. gets all the data one need

- Asks only relevant questions.

- Has a precise, unambiguous and understandable question

- Has objective questions i.e. does not suggest answer

- Starts with general questions and have appropriate questions.

- Put sensitive questions at the end.

- Use mostly closed questions, often with a four-point scale.

3.4.1.5   Types of questionnaires

According to Melville & Goddard (1996:43), there are two types of questionnaires; the closed or structured questionnaire and the open or unstructured questionnaire.

3.4.1.5.1   Open questionnaire

Open questionnaire do not suggest answers. They call for the respondent's free response in his own words. No clues are provided and provision is made for a greater

depth of response (Melville & Goddard, 1996:43). In a further account they state that a respondent reveals his frame of reference and the reason for his response. This kind of questionnaire is difficult to interpret, tabulate and summaries. In responding to open questionnaires, subject may omit certain points or emphasize things that are of no interest to the researcher and of no importance to the research.

3.4.1.5.2 Closed questionnaires

Similarly, Sarantakos (2005:239), also states that closed questionnaires call for short, check responses. They provide for a 'yes' or 'no', a short response or for checking an item from a list of suggested responses which cannot be anticipated. Providing an 'other' category permits the respondent to indicate what his most important reason might be, one that the compiler of the questionnaire may not have anticipated. The closed- form questionnaire is easy to fill, takes little time, keeps the respondent on the subject, is relatively objective and is easy to tabulate and analyze. It also minimizes the risk of misinterpretation.

3.4.1.6 Pilot study

According to Nicholas (2001:282), a questionnaire should be pre-tested on a small number of people in what is called a pilot study. It is best to test it on people of a type similar to that of the intended sample, so as to anticipate any problems of comprehension or other sources of confusion. Nicholas (2001), is of the opinion that when sending out the questionnaire, one should courteously invite the recipients to complete it, and encourage them by explaining the purpose of the survey, how the results could be of benefit to them and how little time it will take to complete. Simple instructions on how to complete the responses are also required. Some form of thanks and appreciation of their efforts should be included at the end (Nicholas, 2001:283).

In this study, the service of a qualified statistician was solicited in the compilation of the questionnaire prior to piloting it.

The results of the pilot study indicated some mistakes, for example in section D the open ended question was written as follows: "How do you 'feel' about inclusive

education in Lesotho?" The entire question was rephrased and incorrect spelling for the word "feel" was incorporated as well.

This process was repeated until the researcher was satisfied. In the pilot study, 10 teachers from Teya-teyaneng English Medium School were given a chance to complete the questionnaire. The school is found in the district of Berea in Lesotho. After the pilot study, the researcher asked for feedback from the teachers on the evaluation of the questionnaire and asked them for advice on how it could be improved. Once the corrections were affected by the researcher, the qualified statistician together with the Supervisor checked if it can be analyzed. From there the questionnaire was the duplicated.

3.4.1.7   Construction and administration of the questionnaire

Neuman (2000:251), indicates that a good questionnaire gives the researcher valid and reliable measures. The aim of the questionnaire was to gain information regarding challenges facing teachers with regard to the implementation of Inclusive education in Lesotho. In this study, a structured questionnaire consisting of 29 closed ended questions and one open-ended question was used. The questionnaire was divided into four sections namely; (Section A, B, C and D).

Section A: focused on the biographical data of the participants concerning age, gender and educational level. Section B probed on challenges that teachers face in their implementation of inclusive education. Section C looked at the professional skills and training of teachers with regard to inclusive education. Section D enquired on effective planning and monitoring of inclusive education in Lesotho. A five-point Likert-rating scale ranging from "strongly agree 5", "agree 4", "neutral 3" "disagree 2" to "strongly disagree 1" was used to assess items of the closed ended questions. At the end of every section, space was provided for respondents to answer an open ended question.

All the questionnaires were accompanied by a covering letter and on the front page of every questionnaire; the purpose of the study was indicated. The questionnaires were

personally distributed by the researcher to all 58 participating schools in the two afore-mentioned Centres of Lithabaneng and St Bernadette in the Maseru district.

The reason for the researcher to select these centres is because it was easy for him to distribute the questionnaires and the schools are not too scattered from each other so it minimized the cost of travelling and it was easy to collect them.

3.5 DATA ANALYSIS

Data analysis is an important stage of the research process. According to Creswell (2003:190), the process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

In this study, the data collected was shown in tables in the form of frequency tables, pie charts and bar charts. Neuman (2006:343), indicates that the analysis of quantitative data is a complex field of knowledge. In a further account, Neuman (2006) indicates that a researcher provides the charts, graphs, and tables to give the reader, a condensed picture of the data. The charts and tables allow the reader to see the evidence collected by the researcher.

Bless, Higson-Smith & Kagee (2006:163), also state that the process of data analysis itself takes many different forms depending upon the nature of the data itself. They further indicate that quantitative data is often analyzed using a range of descriptive and inferential statistical procedures. Very often quantitative and qualitative methods of data analysis play a complementary role in the data analysis process (Bless *et al.,* 2006).

After the presentation of each table, some comments were made on the information in each table. The comments were made from closed and open-ended questions that were asked. In this study, a computer aided statistical analysis was used to compute the results of the study. The SPSS (Statistical Product and Service Solution) was

used to analyse the results. It is a powerful computer program which is capable of a wide variety of statistical analysis (www.aspiresoftwareintl.com).

3.6 STATISTICAL TECHNIQUES

Sarantakos (2005:373), describes statistical techniques as methods of organizing and analyzing quantitative data. These methods are tools designed to help the researcher organize and interpret numbers derived from measuring a trait or variable. Similarly, McMillan (1992:90) describes statistical technique as mathematical procedures used to summarize and analyze data. In quantitative studies, the data are collected by the researchers, who apply statistical techniques to better understand the meaning of the numbers. In this sense statistical procedures are applied after data collection to provide the results of the study (McMillan, 1992). There are a number of statistical methodologies which one may decide to use therefore, the researcher deemed it is necessary to reflect on some of the most common statistical techniques that were readily available and which one could also use to further his or her studies:

➢ Descriptive statistics;

➢ Inferential statistics;

➢ Person product-moment correlation coefficient; multiple regression analysis etc.

3.6.1 Descriptive Statistics

Descriptive statistics transform a set of numbers into indexes that summarize the characteristics of a sample. Common descriptive statistics include the frequency of scores, percentages, arithmetic mean, and standard deviation. According to McMillan (1992:90), these statistics communicate characteristics of the data as a whole and estimate the characteristics of the population. Descriptive statistics also represent principles and the basis for a vocabulary used in measurement (McMillan, 1992). According to Kruger & Welman (1999:213), descriptive statistics is concerned with the description and/or summarization of the data obtained for a group of individual units of analysis.

3.6.2　Inferential Statistics

According to McMillan (1992:90), inferential statistics are procedures that use descriptive statistics to estimate from a sample what is true for a population, or what is true given the inexact nature of measurement. Inferential statistics are necessary to provide a better understanding of the precise nature of description, relationships, and differences on the basis of data collected in a study. Neuman (2006:370), states that inferential statistics rely on principles from probability sampling, whereby a researcher uses a random process to select cases from the entire population. Inferential statistics are a precise way to talk about how confident a researcher can be when inferring from the results in a sample to the population (Neuman, 2006).

3.6.3　Person Product-Moment Correlation Co-efficient

"Even though graphs are indispensable tools for evaluating the relationship between two variables, researchers rarely report such graphs in published articles. The typical convention is to calculate a number to represent the relationship, called a correlation coefficient'' (McMillan, 1992:233). There are many types of correlation coefficients, and the choice of the one to use is determined by the scale used in data collection and the research question. The most common correlation technique is the Pearson product-moment coefficient (McMillan, 1992).

3.7　VALIDITY AND RELIABILITY OF A MEASURING INSTRUMENT

3.7.1　Validity

Sarantakos (2005:91), explains that validity means that the measurements are correct. That is "does the instrument measure what it is supposed to measure?" Validity is the property of a research instrument that measures its relevance, precision and accuracy.

It tells the researcher an instrument measures what is supposed to measure, and whether this measurement is accurate and precise, it is a measure of the quality of the process of measurement, and one that reflects the essential value of a study, and which is accepted, respected and indeed expected by the researcher and users of

research. In general, a measure is expected to be relevant, accurate and precise. This means that the content of the questionnaires must be relevant and should assist the researcher to answer the research questions. According to Sarantakos (2005:91), validity and reliability are both quality measures of research instruments.

According to McMillan (2008:144), validity is a judgment of the appropriateness of a measure for the specific inferences or decisions that result from the scores generated by the measure. Validity is a situation specific concept and it is assessed depending on the purpose, population, and environmental characteristics in which measurement takes place. Validity is an altogether more complex concept. It tells us whether an item measures or describes what it is supposed to measure or describe. Validity is established by presenting evidence that inferences are appropriate (McMillan, 2008:145). Leedy & Ormrod (2001:29), are of the opinion that validity of a measuring instrument is the extent to which the instrument measures what it is supposed to measure.

In general, evidence based on test content demonstrates the extent which the sample or questions in the instrument is representative of some appropriate universe or domain of content or task (McMillan, 2008:145).In order to assure others that the procedures have validity in relation to the research problems, subject, and setting of the study; it is incumbent on the researcher to describe the validity of the instruments used to collect data (McMillan, 2008).

The instrument was used and responses from the participants aimed at ensuring the validity of the study. Whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid (Bell, 1987:50-51). The validity and reliability of one's measurement instrument influence the extent to which one can learn something about the phenomenon one is studying (Leedy & Ormrod, 2005:27).

The aspect of validity which is addressed is content validity i.e. the validity of the questionnaires was ascertained by establishing among other things that it covered the relevant content. In ensuring validity in this study, the same questionnaire was used for all participants. This instrument was used by the researcher to significantly

enhance this study's validity (Appendix 3). Two centres were selected during the research study, and four hundred (n=400) teachers were selected. To further improve the validity of the study the following things were done; the study leader, a statistician and a group of teachers assisted the process of validating the questionnaire.

The issue of content validity was addressed in this study and this was done as follows: During the construction of the questionnaire, the researcher was careful to ensure that questions were clear and portrayed real-life situations, which was a positive attribute of content validity (Nieman & Kotze 2006:614). The validity in this study was further addressed by choosing a population sample which is directly involved or which has a reasonable amount of experience at their work. Immediately when the questionnaire was ready, the researcher asked for permission from the department of education, principals and teachers. The accuracy of the measurement was addressed, whereby the questionnaire was delivered by hand to the respondents to fill them in their own time. The respondents were given time to read and fill them in their own time. The respondents were informed that the questionnaires were to be filled anonymously and were also confidential.

3.7.2   Reliability

Reliability refers to the capacity of measurement to produce consistent results (Sarantakos, 2005:88). Reliability is equivalent to consistency. Therefore, a method is reliable if it produces the same results whenever it is repeated. Reliability is also characterized by precision and objectivity. As in validity, so in reliability there are two major aspects of interest in this context; there are internal reliability and external reliability. Internal reliability means consistency of results within the site, and external reliability refers to consistency and replicability of data across sites.

The purpose of reliability testing is to ensure that the instrument in questions is robust and not sensitive to changes of the researcher, the respondent or the researcher's condition. This apart from implying that the instrument allows replicability, demonstrates that reliability is concerned with objectivity, accuracy, precision,

consistency and stability (Sarantakos, 2005:88). In order to improve the reliability of the questionnaire, a number of items were included in each sub themes

According to McMillan (2008:149), reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. Reliability is the consistency with which a measuring instrument yields certain results when the entity being measured has not changed. The goal of developing reliable measures is to minimize the influence of chance or other variables unrelated to the intent of the measure. If the instrument is unreliable, the information obtained is ambiguous, inconsistent, and useless. "If a measure has high reliability, there if relatively little error in the scores, and if there is low reliability, there is a great amount of error (McMillan, 2008).

It is important for researchers to select and develop data gathering procedures that will be highly reliable. McMillan (2008:149), argues that reliability pertains to the accuracy and consistency of measures. The same instrument must be able to produce same data at a later stage.

3.8 ETHICAL CONSIDERATION

"Before turning to the format of research articles there is a very important topic related to conducting studies that one needs to be aware-ethics" (McMillan, 2008:16). Ethics deals with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research indicating that researchers face situations in which the potential costs of using questionable methods must be balanced by the benefits of conducting the study. The costs include injury or psychological difficulties, such as anxiety, shame, loss of self-esteem, and affronts to human dignity, or they may involve legal infringement on human rights (Walliman, 2005:361).

It is necessary for the researcher to be fully aware of ethical and legal principles when conducting a research. Neuman (2000:243), states that ethical considerations are significant issues in research because it may manipulate people's feelings or behaviours. Bless, Higson-Smith & Kagee (2006:141), states that it is important to note that harm may occur intentionally or non-intentionally during the course of a

research study, and thus, the researcher must be aware of the various possible adverse events that are likely to occur through the duration of a project, thus research should never injure or harm participants.

The following principles are of most concern in assuring the ethical acceptability of a research (McMillan, 2008:17):

➢ The primary research of a study is responsible for the ethical standards adhered to.

➢ The researcher should inform the subjects of all aspects of the research that might influence willingness to participate, and answer all inquiries of subjects on features that may have adverse effects or consequences.

➢ The researcher should be as open and honest with the subjects as possible.

➢ The participants are free to withdraw from the research at any time.

➢ The participants must be protected from physical and mental discomfort harm, and danger. If any of these risks is possible, the researcher must inform the subject of these risks.

➢ Information obtained about the subject must be held confidential unless otherwise agreed upon.

In this study, the researcher has ensured that confidentiality and the anonymity of the respondents are guaranteed. Participants were also free to withdraw from the research study anytime they feel uneasy about anything.

3.8.1   Permission

McMillan & Schumacher (1989:200), indicate that the researchers must ask for permission from the authority in order to gain access to information pertaining to them. Before the researcher distributed the questionnaire in schools, a letter was written to the Ministry of Education asking for permission to conduct the research and to gain access into the various primary schools. A copy of the questionnaire was attached to the letter. Permission was granted on the condition that official programs

and classes were not disrupted. The questionnaires were distributed when learners and teachers were not busy with their exams.

The researcher then visited the school's principals after an appointment had been made through a telephone call to both centres with the letter of approval from the Department of Education (DOE) of Lesotho. The letter to the principal was personally delivered. The researcher explained the questionnaire to the principals. This enabled the principal to explain the questionnaire to other teachers who might find it difficult to them. The researcher also asked the principal to distribute the questionnaires among teachers. The researcher also set an appointment for collection of the filled in questionnaires. Words of thanks were given to the principal on completion of the whole process.

3.8.2   Confidentiality

Confidentiality was assured from the beginning of the research study. The aim of the research was explained to the participants and they were told that the data would be used for research purposes with the view to improve education. The participants were requested to be open and honest when answering the questionnaire. Anonymity of the participants and their schools were guaranteed to all participants.

3.9   *LIMITATIONS OF THE STUDY*

The findings of the study cannot be used to form the whole picture (generalizations) about challenges facing teachers with regard to the implementation of inclusive education in Lesotho. This is because the researcher conducted his study only within two centres, namely Lithabaneng and St Bernadette Centre in the Maseru district. McMillan (2008:394), states that researchers are not aiming at the generalization of the results but the extension of understanding. The description enables others to understand similar situations and extend these understandings in subsequent research.

3.10 TRUSTWORTHINESS OF RESEARCH FINDINGS

The reason why the researcher uses Quantitative Approach is because it generates statistics through the use of large-scale survey using method such as questionnaires. Every attempt was made to ensure the trustworthiness of the research findings by using the services of a qualified statistician. Reference was also made to the literature from recent books, internet, journals and newspapers.

3.11 BIOGRAPHICAL ISSUES

The researcher decided to use the following essential characteristics to describe the nature of randomly sampled population namely: (i) Age: (ii) gender; (iii) educational level and (iv) employment status.

3.12 SUMMARY AND CONCLUSION

This chapter dealt with the research methodology and research design. It described the population and sampling techniques as well as explaining the data collection procedures. The chapter explained the instrumentation used as well as description of the procedure used in its development. The following chapter will focus on the analysis and interpretation of the research results

CHAPTER 4: ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The purpose of this chapter is to present the results of the study which was carried out in two selected centres' of primary schools located in the Maseru district of Lesotho. A research survey was used in the form of a questionnaire to gather data. The researcher decided on the use of questionnaires because he strongly believes that they elicit the required responses from the respondents. This is congruent with McMillan (2008:166) who states that questionnaires are used extensively because they provide an efficient way to obtain information about a wide range of research problems. The study followed a quantitative approach as indicated in the previous chapter (Chapter 3).

4.2 QUANTITATIVE RESEARCH

As indicated in Chapter 3, Maree & Pieterson (2007:145) define quantitative research as a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe to generalize the findings to the universe that is being studied. Maree & Pieterson (2007), further identify the three most important elements in this definition as objectivity, numerical data and generalisation.

In this research project, quantitative research approach was adopted by the researcher in the process of data collection in order to achieve the objectives of this study. The data collected through a Semi-Structured questionnaire is summarized using frequencies, percentages, mean scores and tables to develop an overview of the implementation of the inclusive education in primary schools of Lesotho. The researcher makes use of numbers to form a coding system by which different cases and different variables could be compared. The ability to compare variables further helps the researcher to make sense out of numbers. In quantitative research, the purpose is to measure variables and to produce figures which will allow judgment as

to the status of the variables in question, which in turn will allow further processing and comparisons and permit replicability (Sarantakos, 2005:50).

4.3 QUESTIONNAIRE DESIGN

Nicholas (2001:281), states that asking questions is an obvious method of collecting both quantitative and qualitative information from people. Using a questionnaire enables one to organize the questions and receive replies without actually having to talk to every respondent. As a method of data collection, the questionnaires are a very flexible tool, but they must be used carefully in order to fulfil the requirements of a particular piece of research.

In this research, the questionnaires were used to collect data about a phenomenon from people who are informed on a particular issue. The questionnaire was composed of four sections. Section A was concerned with biographical information of the participants (gender, age, educational level and work experience. Section B probes the challenges that teachers face in their implementation of inclusive education. This section has 10 questions (5-14). Section C focuses on the professional skills and training of teachers with regard to inclusive education. It has 8 questions starting from question15-21. Section D enquired on the effective, planning and monitoring of inclusive education. This section has got 7 questions (question16-23). This question also has one open ended question and the respondents were provided with a space to express how they feel about the implementation of inclusive education. The whole questionnaire consists of 30 questions. When one is using a research instrument such as a questionnaire, it is important to ensure validity and reliability. Validity and reliability are both quality measures of research instruments (Sarantakos, 2005:91).

4.4 SAMPLE SELECTION AND DATA COLLECTION SITES

The randomly selected sample of population of this study consisted of the primary school teachers from two selected centres of Lithabaneng and St. Bernadette in the Maseru District of Lesotho (see chapter 3 table 3.3.1). For the descriptive statistics,

the number and percentages of the respondents were calculated. A total of four hundred (400) questionnaires were distributed to randomly selected teachers from both centres': with the response rate of 64%. (n=256) questionnaires were returned fully completed by teachers from both centres.'

4.5 SECTION A: BIOGRAPHICAL DATA OF RESPONDENTS

The respondents' biographical data included: (i) gender, (ii) population group, (iii) age group, (iv) educational level, and (v) respondents' teaching experience

Figure 4.1: Respondents' gender (n=256)
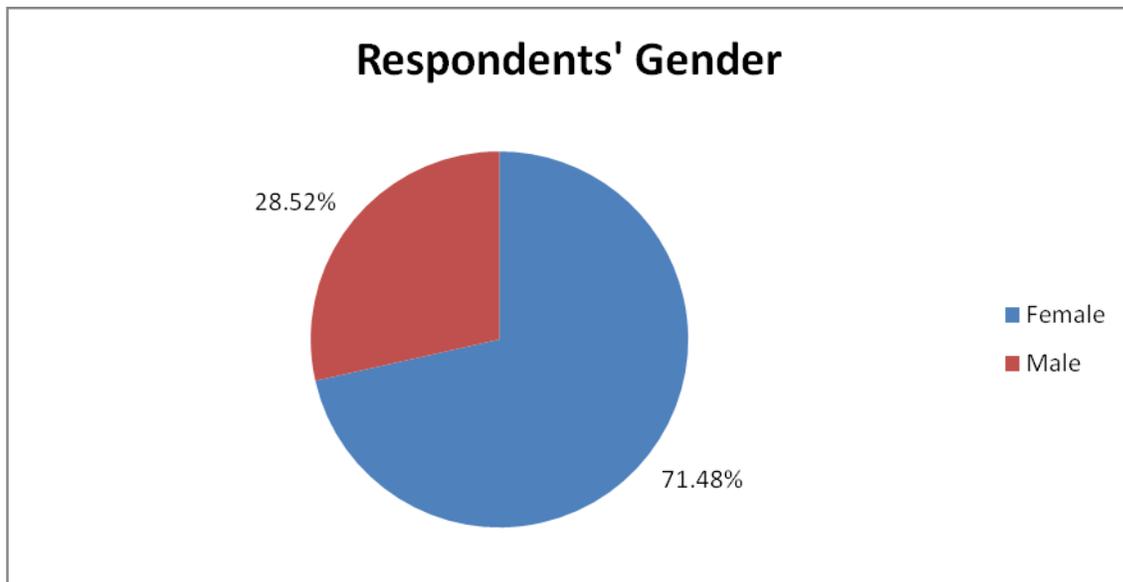
Data contained in Figure 4.1 shows that more females 71.48% (186) than males 28.52% (73) took part in this study. These findings indicate that there are more female teachers than males in primary schools of Lesotho. This finding is similar to the one of Morolong, (2007:73) where it was indicated that generally there are more female teachers than males at primary schools.

Table 4.1: Is the breakdown of the response rate for both centres

Data collection sites	Male		Female	
	N0	%	N0	%
Lithabaneng& St Bernadette	73	28.52%	183	71.48%

	N0	%
Total	256	100%

Figure 4.2: **Respondents' age group (n=256)**
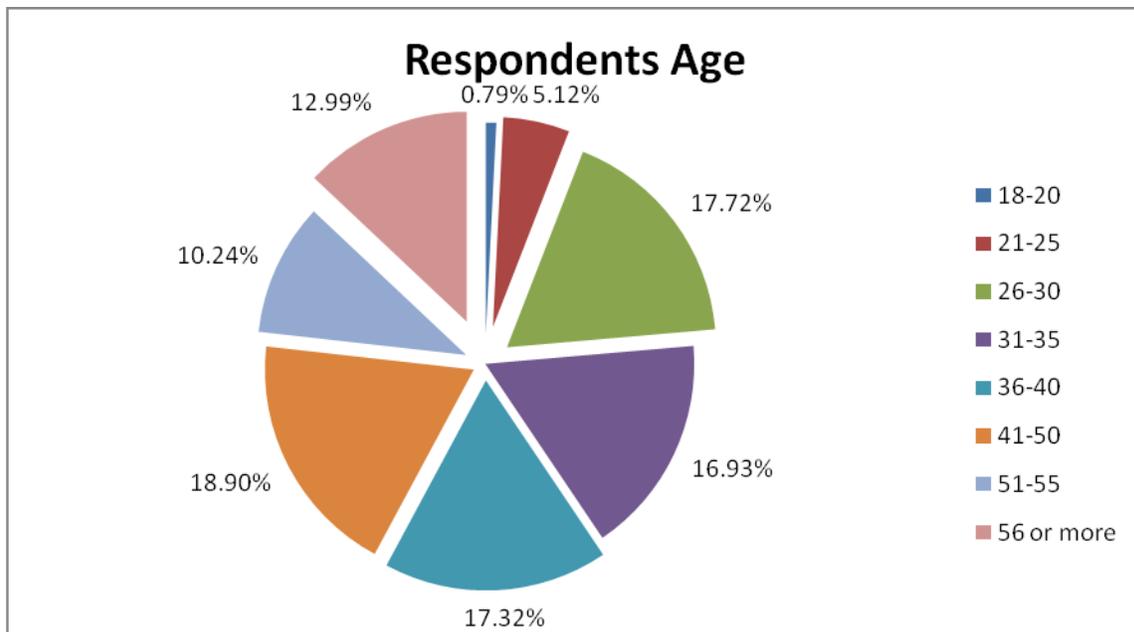
Figure 4.2 and table 4.2.1 indicate that, the majority (i.e. 18.90%) of the respondents represent a middle age proportion of the sample population ranging between 31-35 years followed by 26-30 years (17.72), and 36-40 years (17.32%). This indicates that people who participated in this study were mature with some wide life experience in dealing with children. It can therefore, be safely concluded that they did answer the questionnaire items with some measure of deep comprehension.

Table 4.2: Is the breakdown of the response rate for both centres

Age Group	Frequency	Percent	Cumulative %
18-20	2	0.79	0.79
21-25	44	17.32	18.11
26-30	13	5.12	23.23
31-35	48	18.90	42.13
36-40	45	17.72	59.85
41-50	26	10.24	70.09
51-55	43	16.93	87.02
56 and above	33	12.99	100.00
Total	254	100.00	100.00

Figure 4.3: Respondents' educational level (n=256)
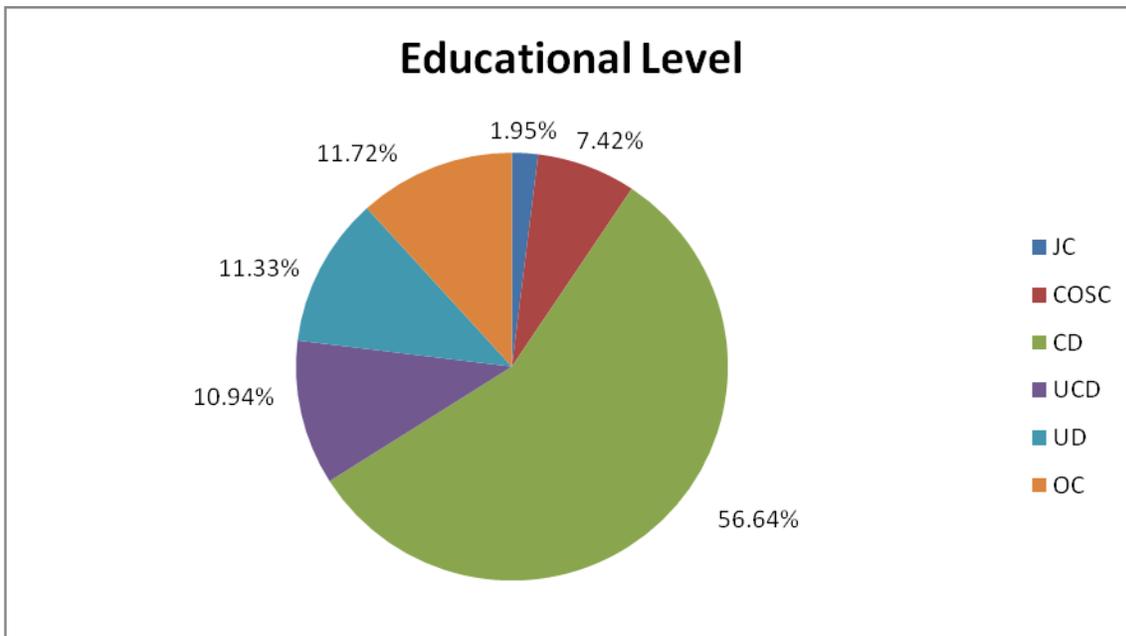
NB: Description of acronym is provided below:

J.C stands for Junior Certificate

C.O.S.C stands for Cambridge Overseas School Certificates

C.D stands for College Diploma

U.C.D stands for University Certificates and or Diploma

U.D stands for University Degree

O.C stands for Other Certificates not mentioned above

Figure 4.3 and Table 4.3.1 illustrates that the majority of the respondents in this study have College Diploma 56.81% (n=146) a basic teaching qualification. Only 11.67 % (n= 30) studied further and acquired University degree. A small number (1.95%) still have Junior Certificates.

Table 4.3: Is the breakdown of the response rate for both centres

Qualification	Frequency	Percent	Cumulative %
1. J.C	5	1.95	1.95
2. C.OS.C	19	7.42	9.37
3. C.D	145	56.64	66.01
4. U.CD	28	10.94	76.95
5. U.D	29	11.33	88.28
6. O.C	30	11.72	100.00
Total	259	100	100.00

Figure 4.4: Respondents' Work/teaching experience (n=256)
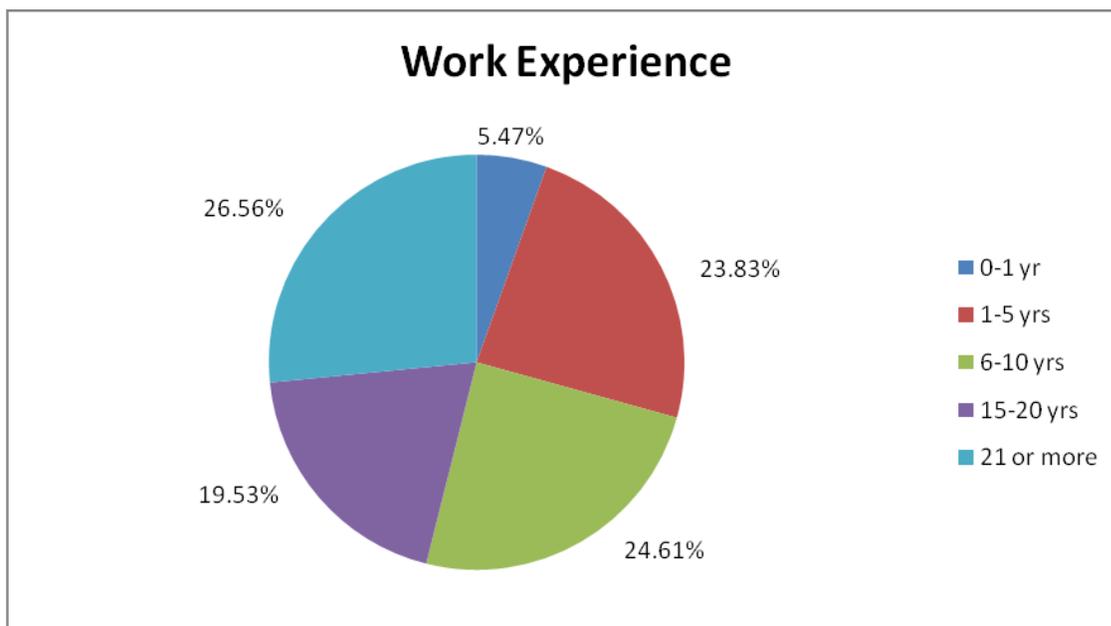
The findings in Figure 4.4 and Table 4.4.1 indicate that, the majority (26.56%) 21 years of the respondents have many years teaching profession. Followed by, 24.61% (6 -10 years) and 23.83% (1-5 years). These findings are consistent with those of "age category" of respondents in figure 4.2.

Table 4.4:   Is the breakdown of the response rate for both centres

| Years of experience as a teacher				
Years		Frequency	Percent	Cumulative %
Valid	0-1	14	5.47	5.47
	1-5	61	23.83	29.3
	6-10	63	24.61	53.91
	15-20	50	19.53	73.44
	21 +	68	26.56	100.00

The following section deals with the statistical results of each hypothesis of this research study.

4.6 SECTION B: RESPONSES ACCORDING TO EACH HYPOTHESIS ITEM

This section reports on the findings of the three hypotheses as indicated in their different sections. These results will be presented item by item.

Hypothesis 1: Educators experience problems in teaching learners with special educational needs in the Inclusive classrooms.

Figure 4.5.1 The participants' Understanding of Inclusive Education
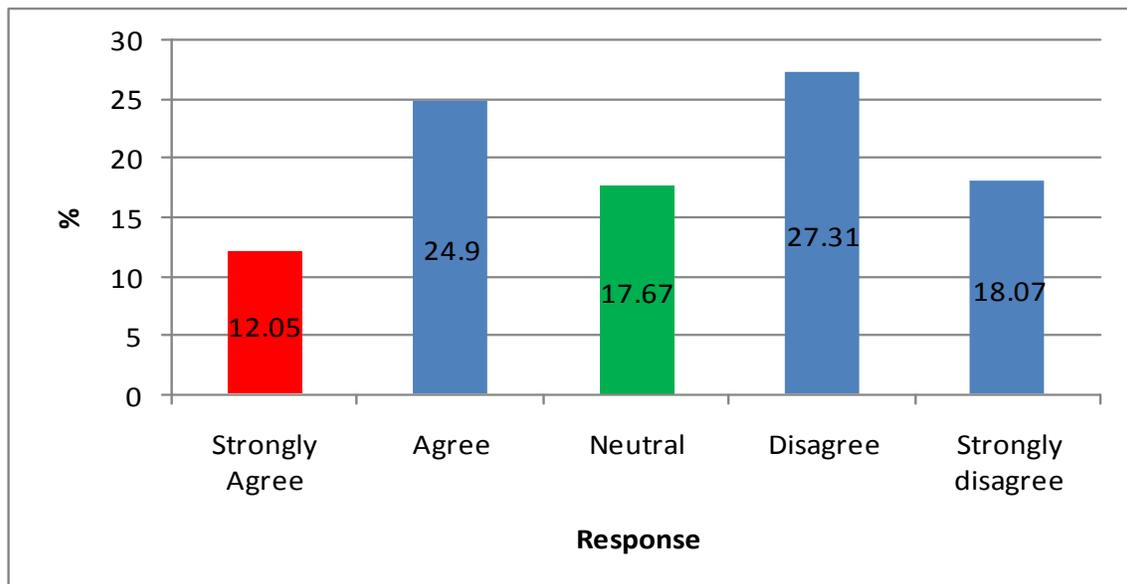
From the findings in Table 4.1 above, it is clear that: A total of 113 respondents (45+68) do not understand what inclusive education is, (which is, 18.07% strongly disagree and 27.31% disagree). 44 respondents (17.67%) are not sure what the term entails while 92 in total of respondents understand the term (24.90%=agree and 12.05%=strongly agree). Teachers are the chief implementers of any educational policy, however, this sizeable number of respondents who don't understand inclusive education, indicate that there is still a long way to go in terms of implementing inclusive education in Lesotho.

Figure 4.5.2 Availability of appropriate School Programme for Teacher's
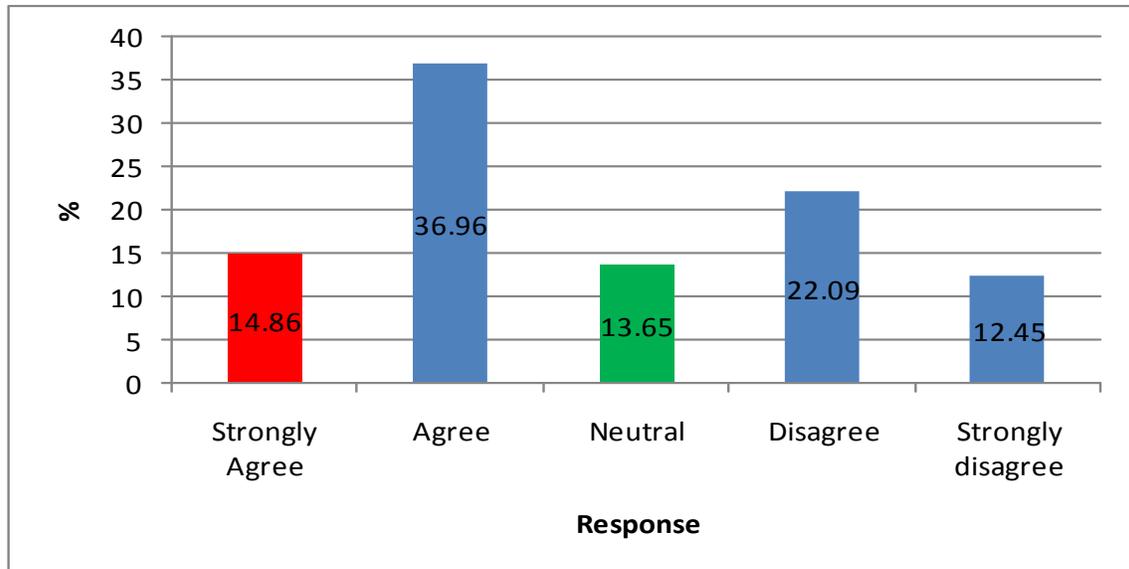
Development

It is de-motivating to notice that some of the respondents, making up to 12.45% (n=31) and 22.09% (n=55), strongly disagree and disagree respectively. Those who neither agree nor disagree about the availability of teacher's development programs in their schools amount to 34, (that is 13.65%). 92(36.95%) respondents as well as 37(14.86%) respondents agree and strongly agree respectively. It is clear that some teachers feel that the Ministry of Education is not doing enough concerning their development.

Figure 4.5.3 Resources to Support Curriculum in School
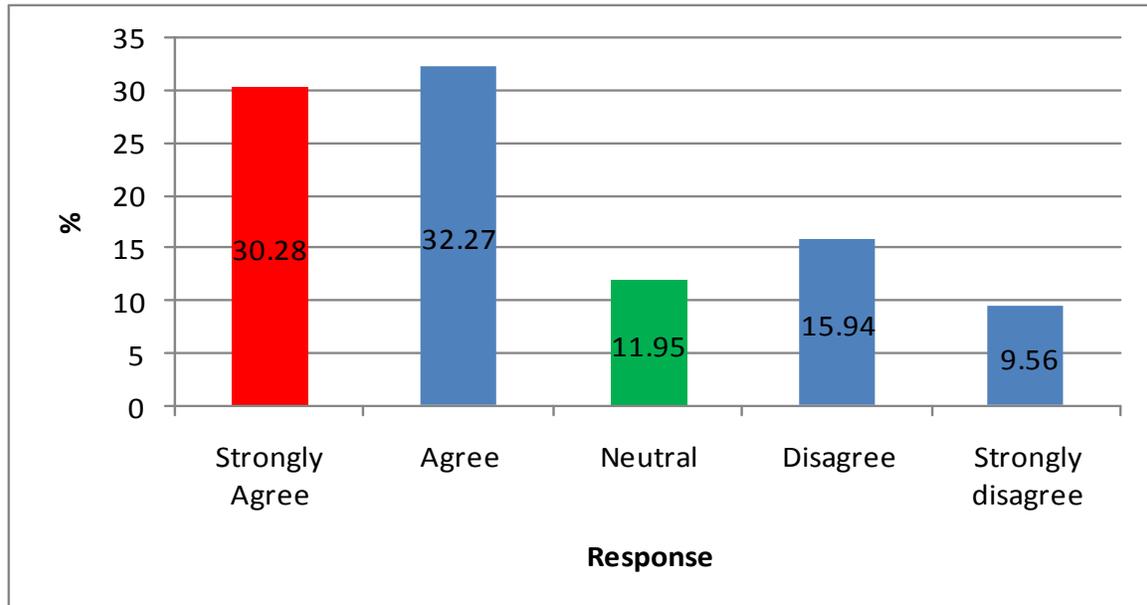
The responses show that 9.56% (n=24) strongly disagree, 15.92% (n=40) disagree, 11.95% (n=30) neither agree nor disagree. A majority of respondents 32.27% (n=81) agree while 30.28% (n=76) strongly agree that their schools have appropriate resources to support the curriculum. This means that most teachers are able to teach effectively having all the necessary resources.

Figure 4.5.4 Timely Distribution and Allocation of Learning Materials in School
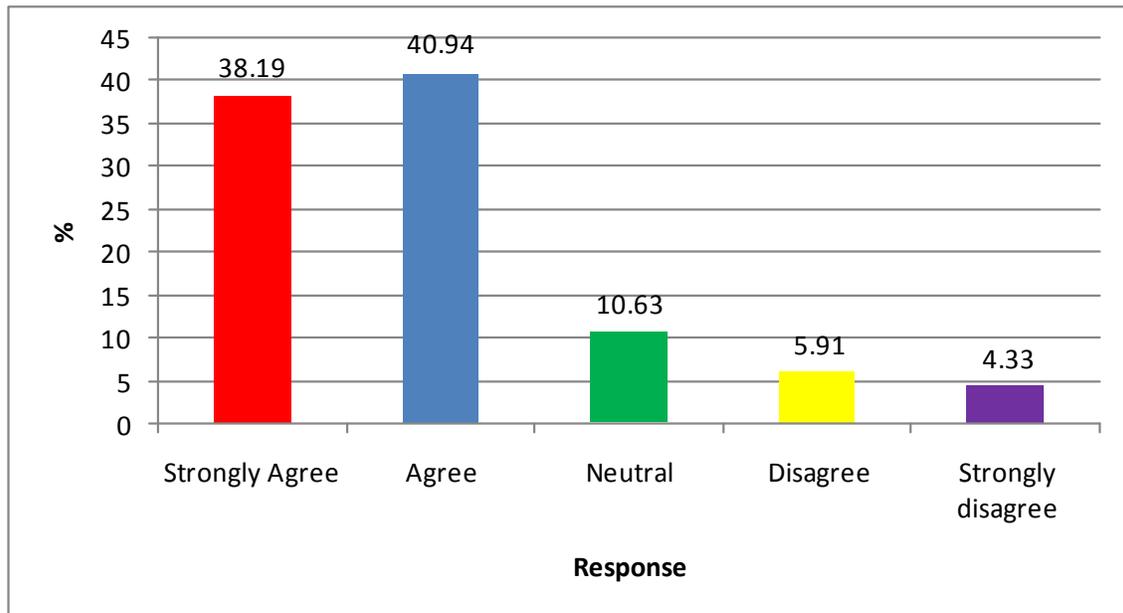
The responses to the distribution of learning materials on time revealed the following, strongly disagree 4.33% (n=11), 5.91% (n=15) disagree, 10.63% (n=27) of respondents neither agree nor disagree. On the other hand, 40.94% (n=104) agree and 38.19% (n=97) strongly agree that learning materials are distributed on time in their schools. Timely distribution of learning materials is crucial; otherwise it hampers teaching- learning process. Resources, time and processes promote continuous improvement in teaching, learning and organizational life (Rix *et al.,* 2005:145).

Figure 4.5.5 Informing Parents about Children's Progress
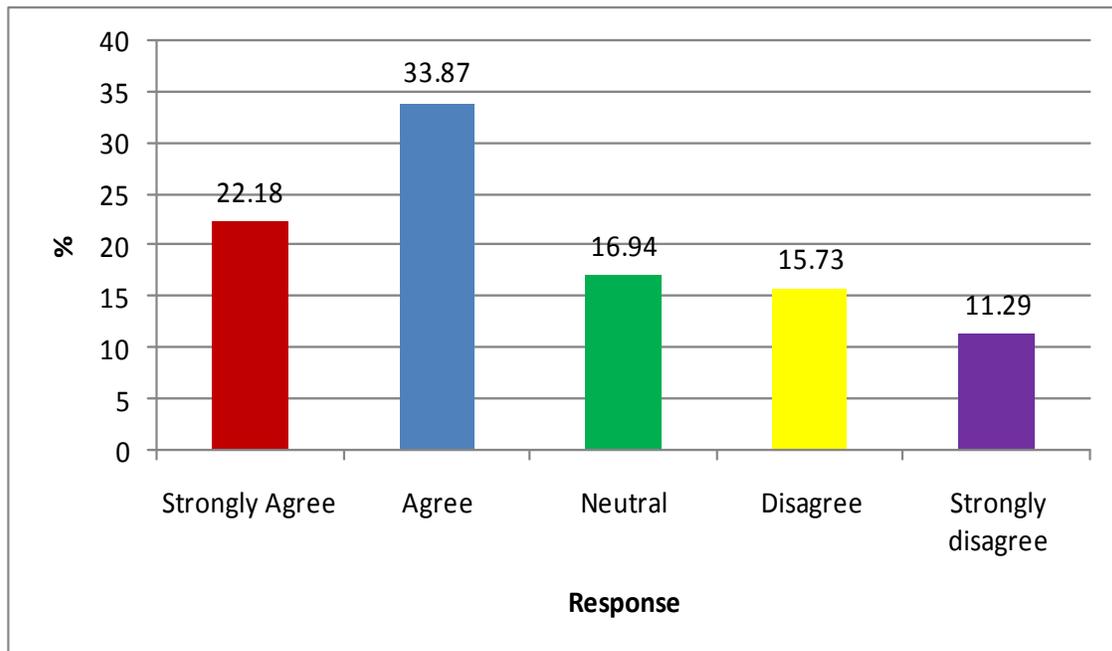
Respondents who strongly disagree amounted to 11.29% (n=28) while 15.73% (n=39) disagreed. The respondents (16.94%, n=42) neither agreed nor disagreed. The respondents who showed that their schools inform parents about their children's progress formed the majority (that is, 33.87%, [n=84] agree and 22.18% [n=55] strongly agree). Parents are therefore kept up to date with their children's progress.

Figure 4.5.6 Availability of Supportive and Effective School Board
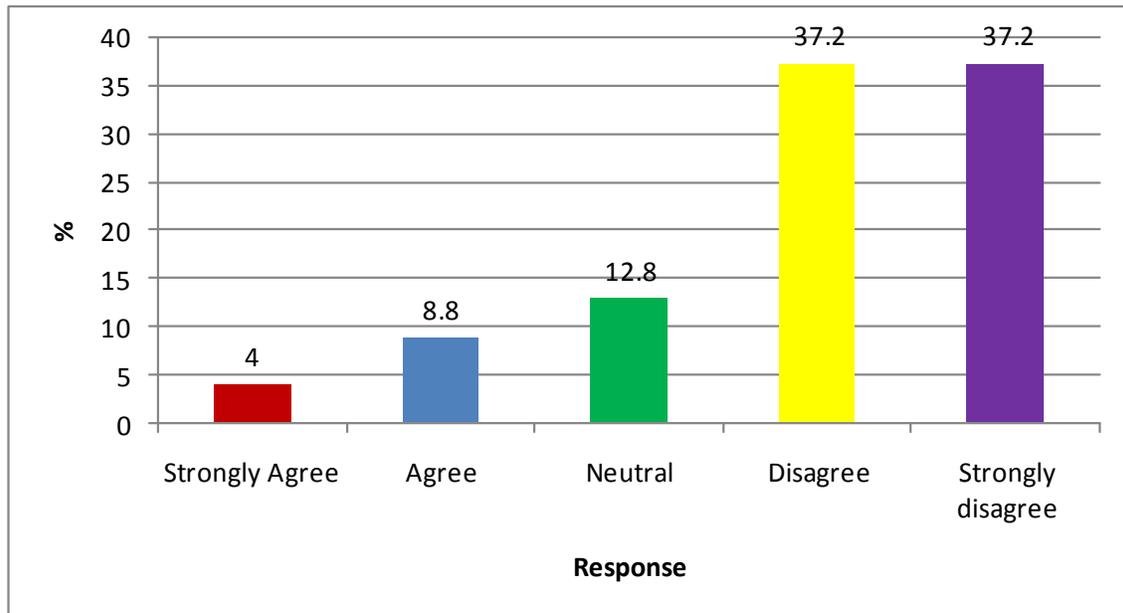
Item 12 said 'at my school, we have supportive and effective school board', majority of responses were negative, (that is 37.20% [n=93] strongly disagree and 37.20% [n=93] disagree). The respondents who neither agree nor disagree made 12.80% (n=32). Only minority of respondents reacted positively whereby 8.80% (n=22) agreed and 4.00% (n=10) strongly agreed. It is discouraging to notice that many teachers regard their school boards as ineffective and unsupportive.

Figure 4.5.7 Availability of Facilities for Special Needs Learners
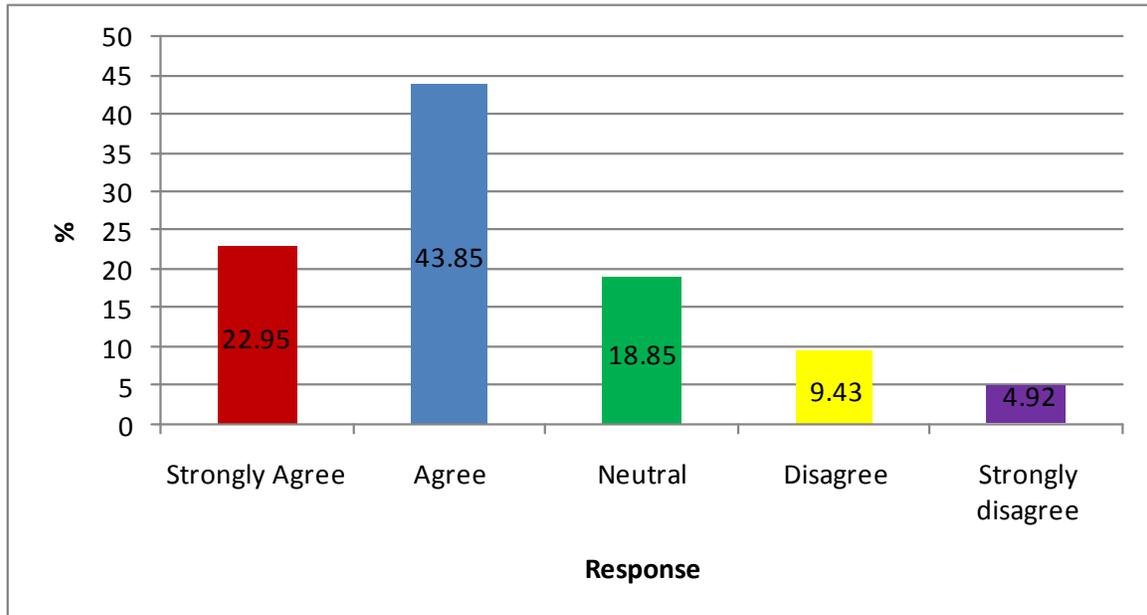
On whether their schools have special facilities to help learners who need special care, the large number of respondents responded affirmatively, with 22.95% (n=55) strongly agreeing and 43.85% (n=107) agreeing. The neither agree nor disagree respondents totalled 18.85% (n=46). However, a small number of respondents responded pessimistically whereby 9.43% (n=23) disagreed while 4.92% (n=12) strongly disagreed. Generally the educational needs of learners are highly taken into consideration.

Figure 4.5.8 Working Relationship between Parents and Teachers
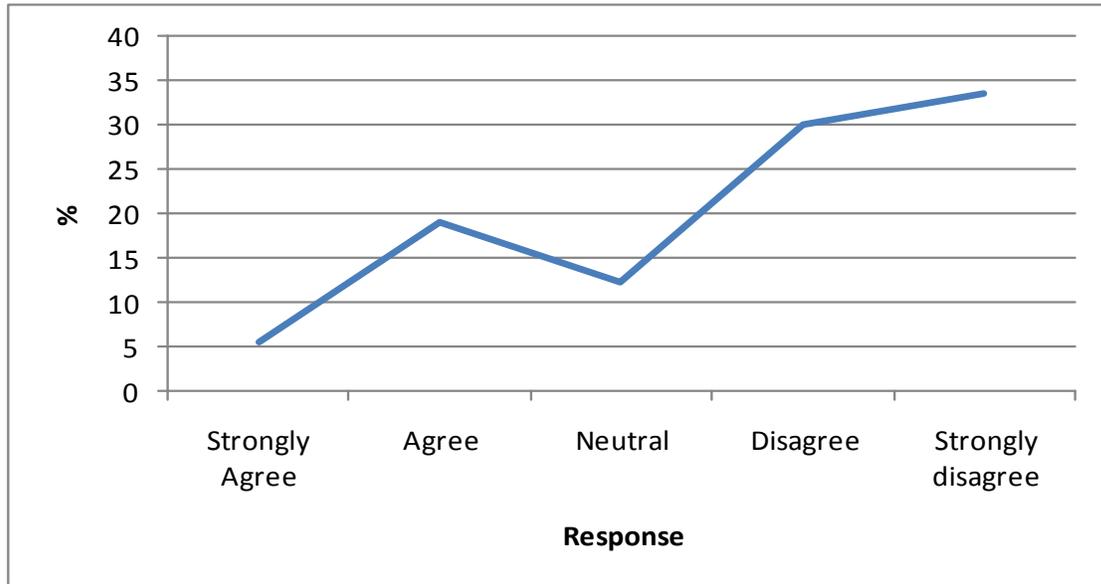
Pertaining to 'good working relationship between the parents and the school' the responses varied as follows; 33.46% (n=85) strongly disagreed, 29.92% (n=76) disagreed, 12.20% (n=31) were not sure, the remaining 18.90% (n=48) agreed and 5.51% (n=14) strongly agreed. It is noted, therefore that the working relationship between the parents and the school is not good. This can hinder learning greatly.

Bridging home to inclusive classrooms requires establishing strong, collaborative partnership with families. Ideally these experiences occur both at school and at home through coordinated efforts of teachers and parents (Winter, 2007:71)

Figure 4.5.9 Presence of Special Teachers to Help Students with Special Needs
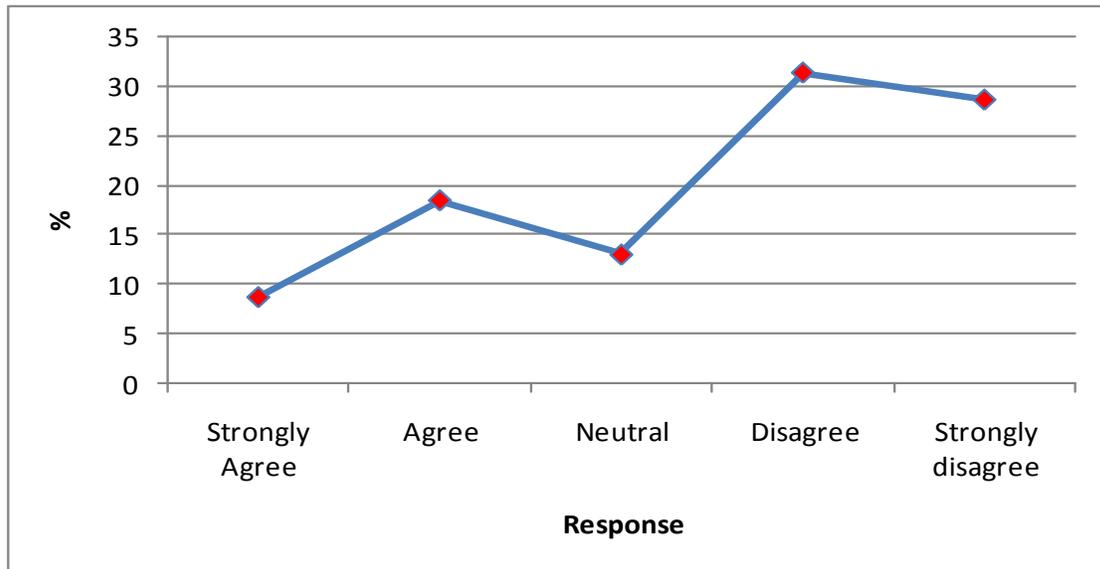
Concerning the availability of special teachers to help students with special needs, 28.63% (n=73) respondents strongly disagreed and 31.37% of them disagreed. The respondents who neither agreed nor disagreed amounted to 12.94% (n=33). The rest of the responses were positive (that is 18.43% [n=47] agreed and 8.63% [n=22] strongly disagreed). Teachers have to juggle many tasks and responsibilities at once, for example, being psychologists, psychiatrists, social workers, etc.

Hammeken (2007:33), states that Educators in a team situation must be able to listen to one another communicate effectively and hold common goals and expectations for students. Collaboration is very important with co-teaching. Collaboration is an interactive process that enables teachers with expertise in various academic areas to provide service to a group of students with a wide range of needs.

Figure 4.5.10 Availability of Remedial Classes in a School
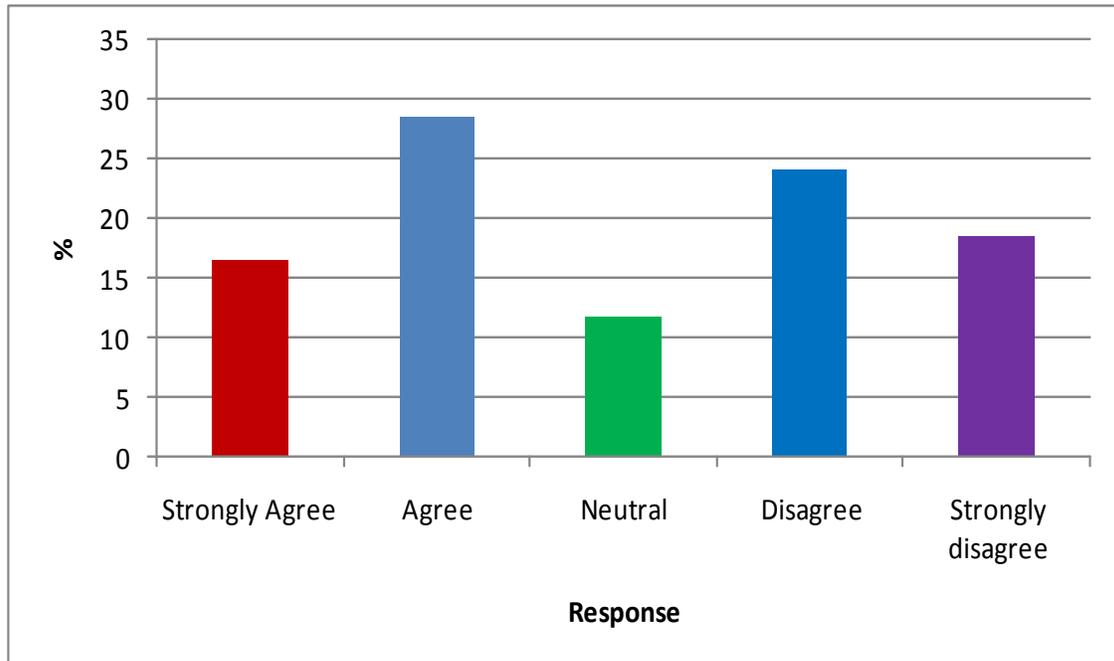
Asked to specify whether their schools have special classes to help learners after school, the respondents were divided on the issue, with 18.55% (n=46) strongly disagreeing and 24.19% (n=60) disagreeing. The 11.69% (n=29) of them being not sure. 28.63% (n=71) respondents agreed while16.53% (n=41) respondents strongly agreed. Some schools neglect learners who have learning problems. This may be due to the fact that teachers are overburdened.

Hypothesis 1: Educators experience problems in teaching learners with special educational needs in the Inclusive classrooms.

Table 4.5: SUMMARY OF HYPOTHESIS 1

No	Responses	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
		no	%	No	%	No	%	no	%	no	%
6.	I understand the term inclusive education.	30	12.05	62	24.90	44	17.67	68	27.31	45	18.07
7.	My school has a programme for teacher's development.	37	14.86	92	36.95	34	13.65	55	22.09	31	12.45
8.	My school has appropriate resources to support the curriculum.	76	30.28	81	32.27	30	11.95	40	15.94	24	9.56
9.	At my school, the distribution and /or allocation of learning materials is done on time. e.g. books, chalk, etc.	97	38.19	104	40.94	27	10.63	15	5.91	11	4.33
10.	At my school, parents are informed about their children's progress and future potential.	55	22.18	84	33.87		16.94	39	15.73	28	11.29
11.	At my school, we have supportive and effective school board.	10	4.00	22	8.80	32	12.80	93	37.20	93	37.20
12.	My school has special facilities to help learners who need special care.	56	22.95	107	43.85	46	18.85	23	9.43	12	4.92
13.	There is good working relationship between the parents and the school.	14	5.51	48	18.90	31	12.20	76	29.92	85	33.46
14.	At my school, there are special teachers who help students with special needs.	22	8.63	47	18.43	33	12.94	80	31.37	73	28.63
15.	My school has special classes to help learners after school. e.g. remedial	41	16.53	71	28.6	29	11.6	60	24.19	46	18.55

The next section will be dealing with Hypothesis 2.

Hypothesis 2: Educators do not have professional skills and they are not trained with
regard to inclusive education.

Figure 4.6.1 Teachers' Training and Skills Regarding Inclusive Education
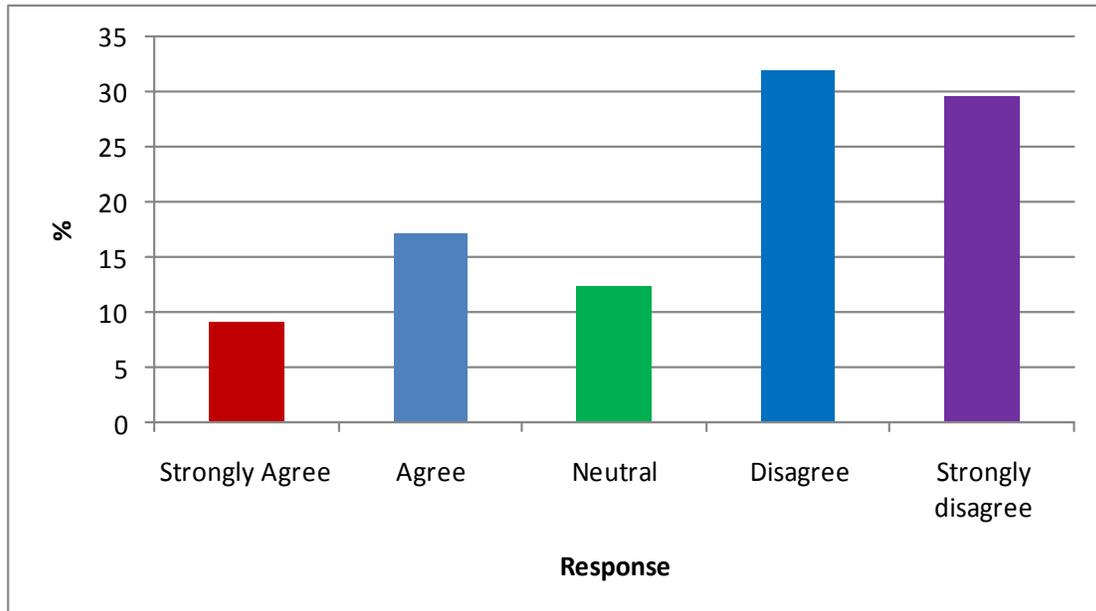
Figure 4.6.1 indicates responses to whether respondents have been trained and are skilled regarding inclusive education revealed the following; 29.48% (n=74) of respondents strongly disagreed, 31.87% (n=80) disagreed, 12.35% (n=31) neither agreed nor disagreed, 17.13% (n=43) agreed and 9.16% (n=23) strongly agreed. Clearly, many teachers in Lesotho are not professionally trained to deal with children with special needs and they cannot function effectively in an inclusive classroom.

Figure 4.6.2 Teacher's Training with Regard to Learners with Auditory

Impairment
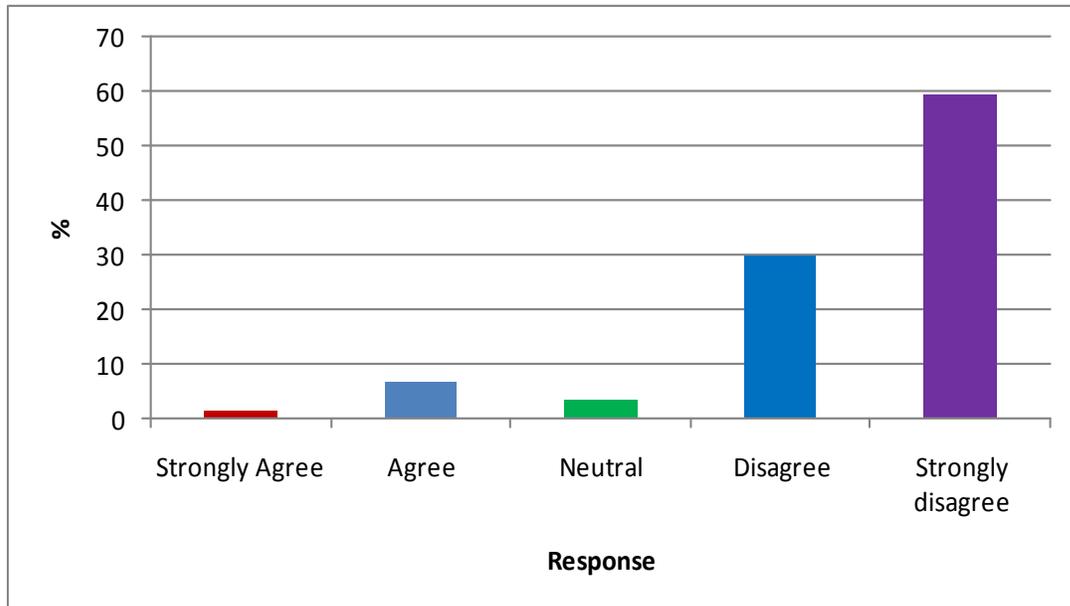
Figure 4.6.2 indicates that the respondents who strongly disagree amounted to 59.68% (n=151) while 29.64% (n=75) disagreed. The respondents (3.16%, n=8) neither agreed nor disagreed. The respondents who showed that they have training regarding the teaching of learners with auditory impairment formed the minority, (that is, 6.32%, (n=16) agree and 1.19% [n=3] strongly agree). Very few teachers are able to teach learners who have auditory impairment while the majority remain untrained in this regard.

Figure 4.6.3 Teacher's Training for Blind Learners
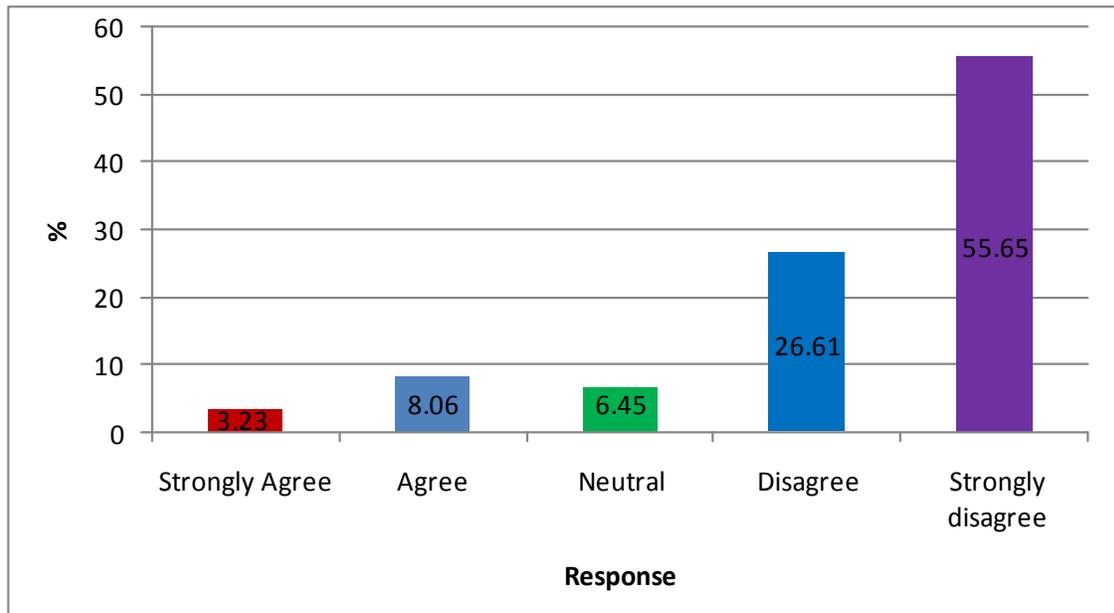
The responses to whether respondents have training to teach blind learners using Braille showed the following, strongly disagree 55.65% (n=138), 26.65% (n=66) disagree, 6.45% (n=16) of respondents neither agree nor disagree. On the other hand, 8.06% (n=20) agree and 3.23% (n=8) strongly agree. It is a point of concern that the majority of blind learners are still excluded in the mainstream classrooms. All schools now need to recognize that failure to anticipate the needs of students with disabilities may well lead to unlawful discrimination (Rix*et al.,* 2005:116).

Figure 4.6.4 Teacher's Training in Sign Language
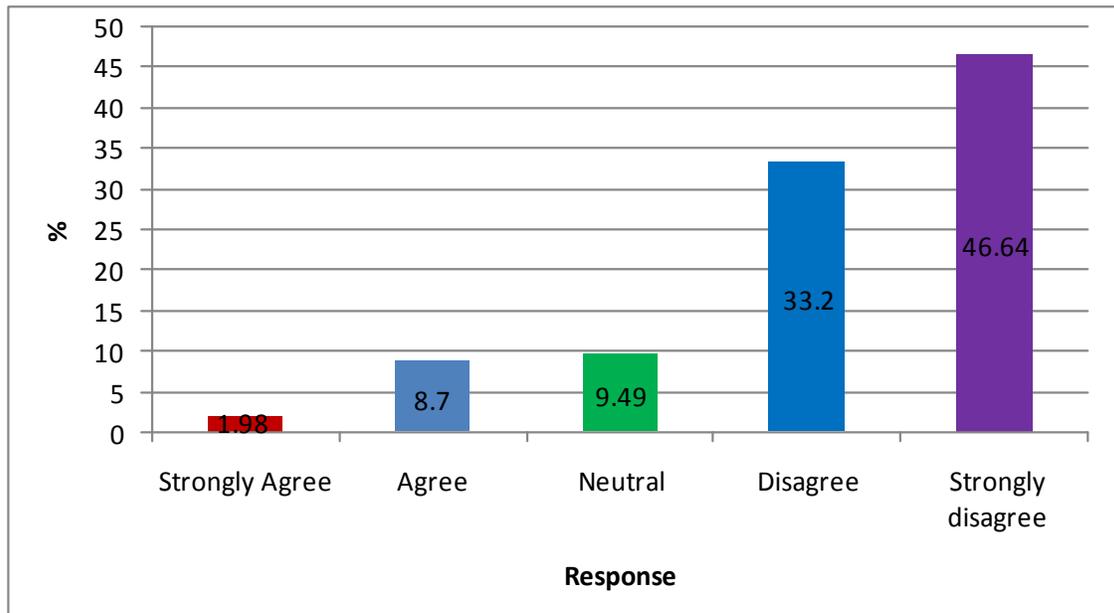
Respondents who were trained to use sign language formed 1.98% (n=5) strongly agree and 8.70% (n=22). Respondents who neither agree nor disagree with the statement were 9.49% (n=24). The greater majority of responses were negative, as shown by 33.20% (n=84) disagree and 46.64% (n=118) strongly disagree. This means teachers indeed face great challenges in terms of teaching in an inclusive classroom. If a student has a severe hearing loss, a sign language interpreter should be available to help the students. The specialist provides direct service to the student and supplemental materials to the general and special education teacher (Hammeken, 2007:82).

Figure 4.6.5 Regular Workshops to Train Teachers
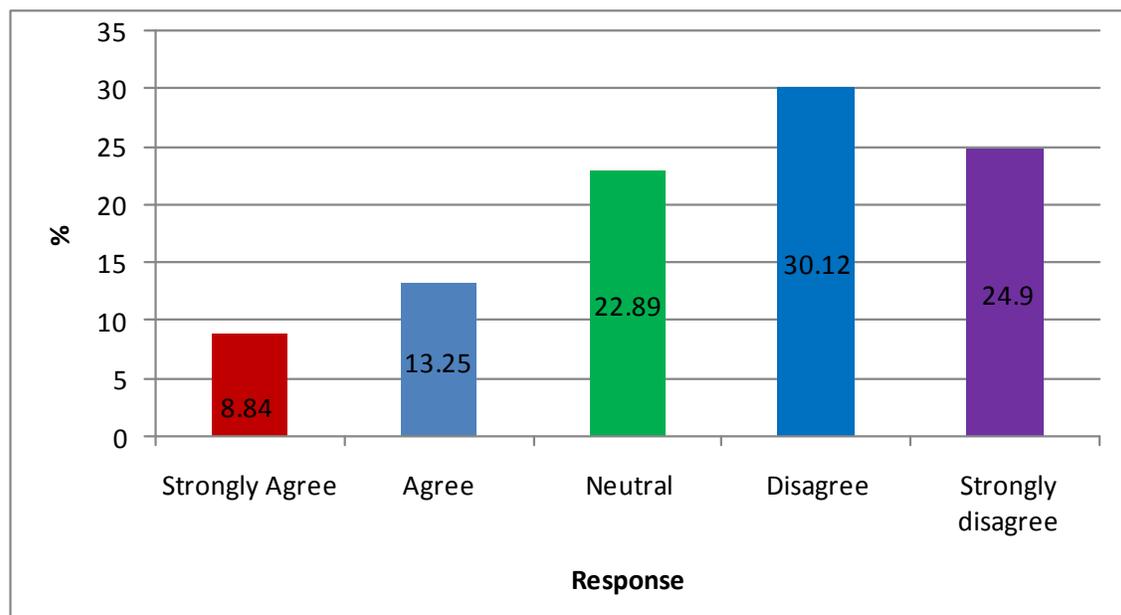
It is demotivating that 24.90% (n=62) strongly disagreed, 30.12% (n=75) disagreed, 22.89% (n=57) neither agreed nor disagreed, 13.25% (n=33) agreed and 8.84% (n=22) strongly agreed, these were revealed in response to whether their schools regularly held workshops to train teachers on how to teach learners who need special care. The ministry of education and the teacher training institution are not doing enough in terms of conducting in-service training for the teachers.

Figure 4.*6.6 Incorporation of Inclusion Concepts in Teacher Training*

Curriculum*
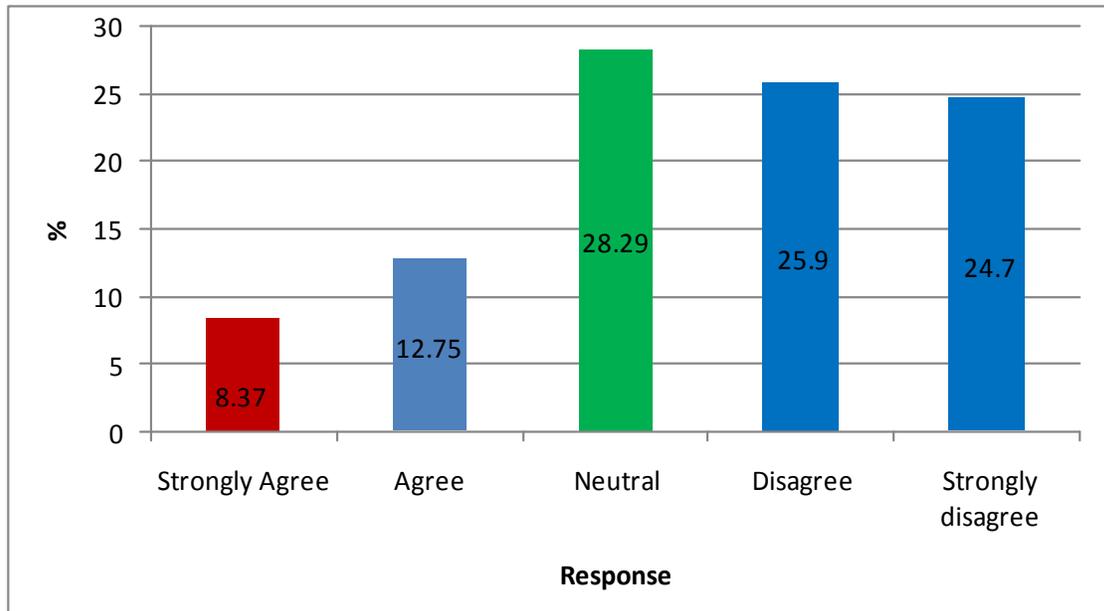
When asked to specify whether teacher training institutes incorporated the concept of inclusion in the curriculum, the respondents showed varied opinions on the issue, with 24.70% (n=62) strongly disagreeing and 25.90% (n=65) disagreeing. The 28.29% (n=71) of them being not sure. The 12.75% (n=32) of respondents agreed while 8.37% (n=21) respondents strongly agreed. This indicates clearly that in-depth (both pre-service and in-service) training is fundamental for inclusive education to be fully functional.

Figure 4.6.7 Creation of Inclusive Education Courses by MOET
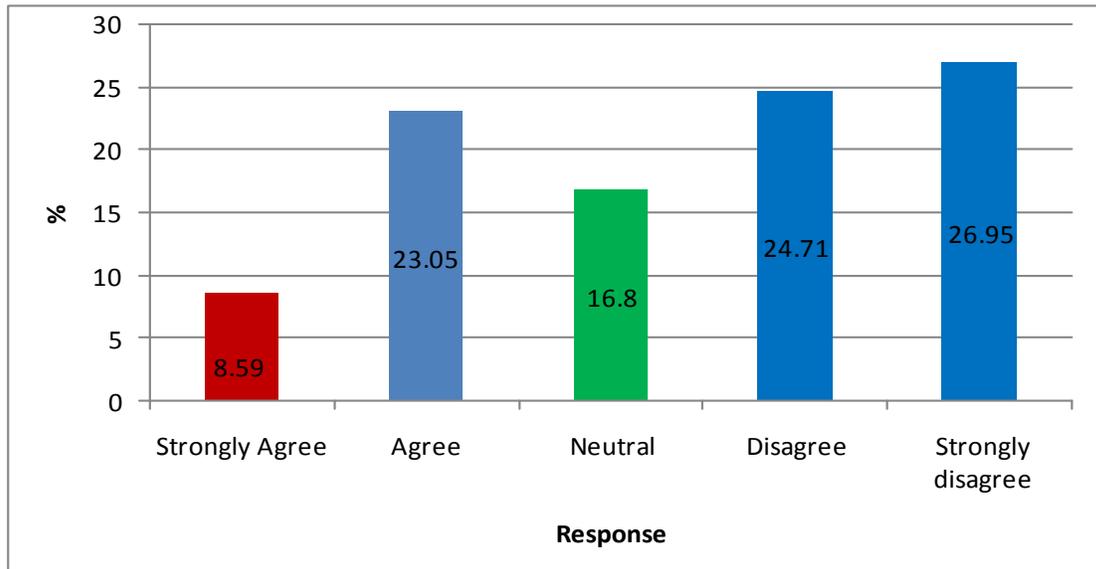
The opportunities to attend inclusive education- related courses are not created by ministry of Education', here the feedback showed 26.95% (n=69) strongly disagreed, 24.61% (n=63) disagreed, 16.80% (n=43) neither agree nor disagreed, 23.05% (n=59) agreed while 8.59% (n=22). It is motivating to notice that the Ministry of Education is creating opportunities for teacher enrichment in inclusive education, even though not all teachers are involved.

Hypothesis 2: Educators do not have professional skills and they are not trained with regard to inclusive education.

Table 4.6: SUMMARY OF HYPOTHESIS 2

No	Responses	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
		no	%	No	%	no	%	no	%	no	%
16.	I have been trained and have skills with regard to inclusive education.	23	9.16	43	17.13	31	12.35	80	31.87	74	29.48
17.	I have been trained with regard to teaching learners with auditory impairment.	3	1.19	16	6.32	8	3.16	75	29.64	151	59.68
18.	I have training to teach blind learners using Braille.	8	3.23	20	8.06	16	6.45	66	26.61	138	55.65
19.	I am trained to use sign language to teach learners with hearing impairment.	5	1.98	22	8.70	24	9.49	84	33.20	118	46.64
20.	At my school, workshops are held regularly to train teachers on how to teach learners who need special care.	22	8.84	33	13.25	57	22.89	75	30.12	62	24.90
21.	Teacher training institutes do not incorporate the concept of inclusion as part of the curriculum.	21	8.37	32	12.75	71	28.29	65	25.90	62	24.70
22.	The opportunities to attend courses that are related to inclusive education programme are not created by the Ministry of Education.	22	8.59	59	23.05	43	16.80	63	24.71	69	26.95

The respondents were also asked to indicate whether District Resource Teachers are available to assist teachers at their schools. The responses were as follows; strongly

disagree 38.04% (n=97), disagree 31.37% (n=80), Not sure 12.55% (n=32), agree 13.33% (n=34) and agree 4.71% (n=12). District Resource Teachers should be readily available to assist teachers in handling challenges in the inclusive classrooms. As revealed, they are not of assistance to teachers. We need to find ways for our school to help teachers and staff come nurture and sustain our belief and continue to shape our practice (Rix *et al.,* 2005:171).

Hypothesis 3: There is no proper effective planning as well as monitoring mechanism prior to the implementation of inclusive education in Lesotho.

Figure 4.7.1 Regular Visit by Subject Advisors to Ensure Curriculum Inclusion
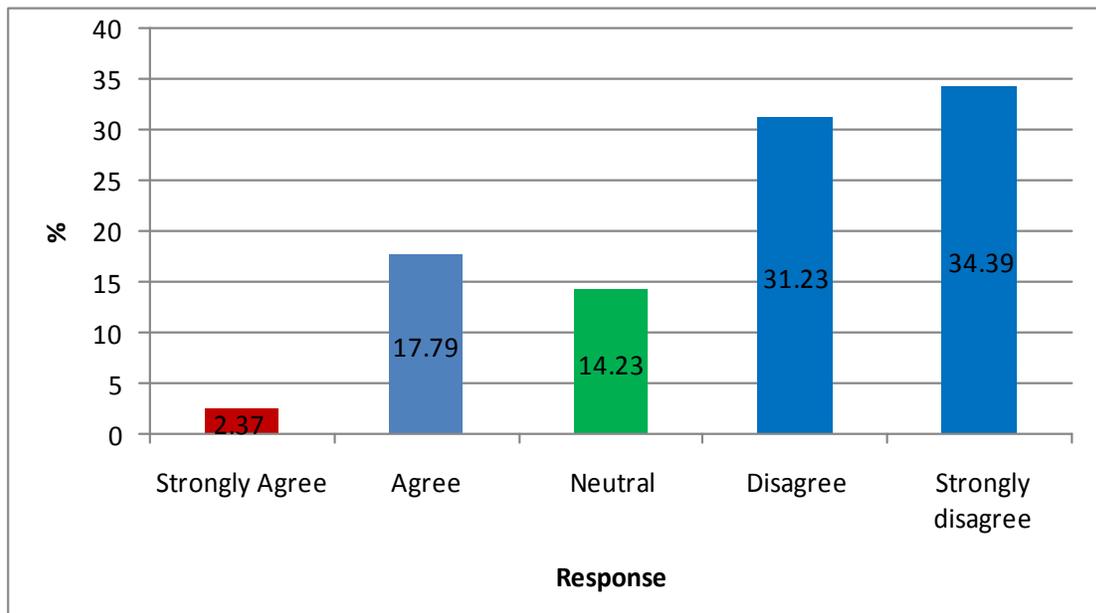
The responses show that 34.39% (n=87) strongly disagree, 31.23% (n=79) disagree, 14.23% (n=36) neither agree nor disagree. A majority of respondents 17.79% (n=45) agree while 2.37% (n=6) strongly agree that the subject advisors visit their schools to ensure that the curriculum is implemented without exclusion. Teachers do not get the necessary support from relevant personnel and institutions. To promote inclusive provision will require a multi-level partnership between students, the academic teaching staff community, higher education administration and the government (Adam & Brown, 2006:26).

Figure 4.7.2 Regular Visits by Education Inspectorate in School
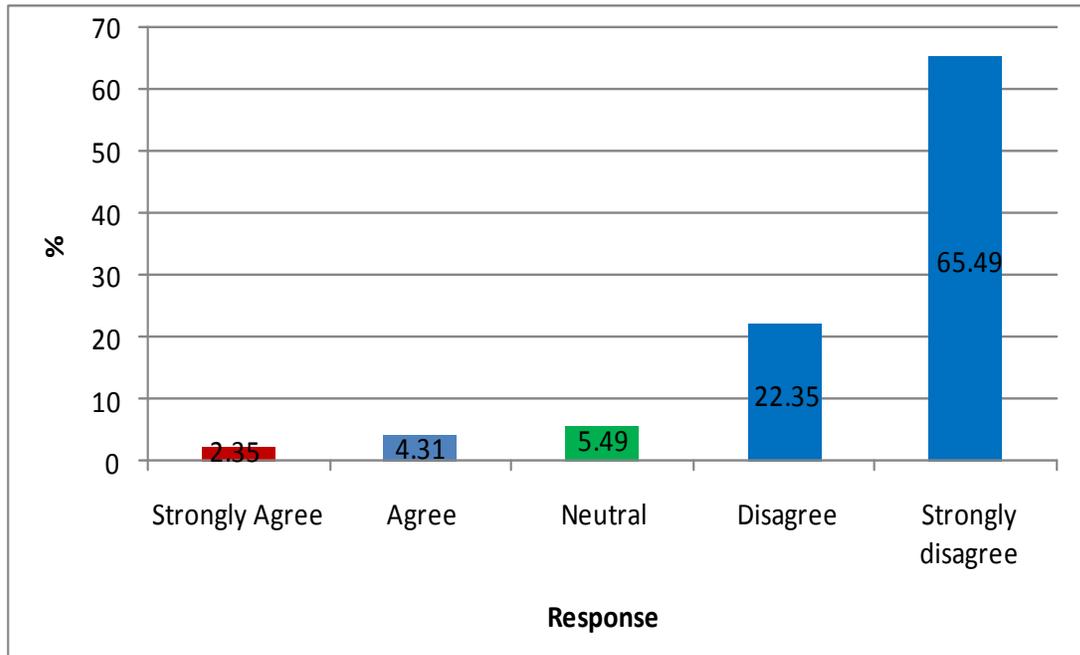
'Education inspectorate visits my school regularly', to this item, the responses were distributed as follows; strongly disagree 65.49% (n=167); disagree 22.35% (n=57); neither agree nor disagree 5.49% (n=14); agree 4.31% (n=11) and strongly agree 2.35% (n=6). Only a few schools are visited regularly. It can be noted that this does not give a comprehensive feedback about the success or failure of inclusive education at school level.

Figure 4.7.3   Accessibility of Chalkboards to Wheelchair Learners
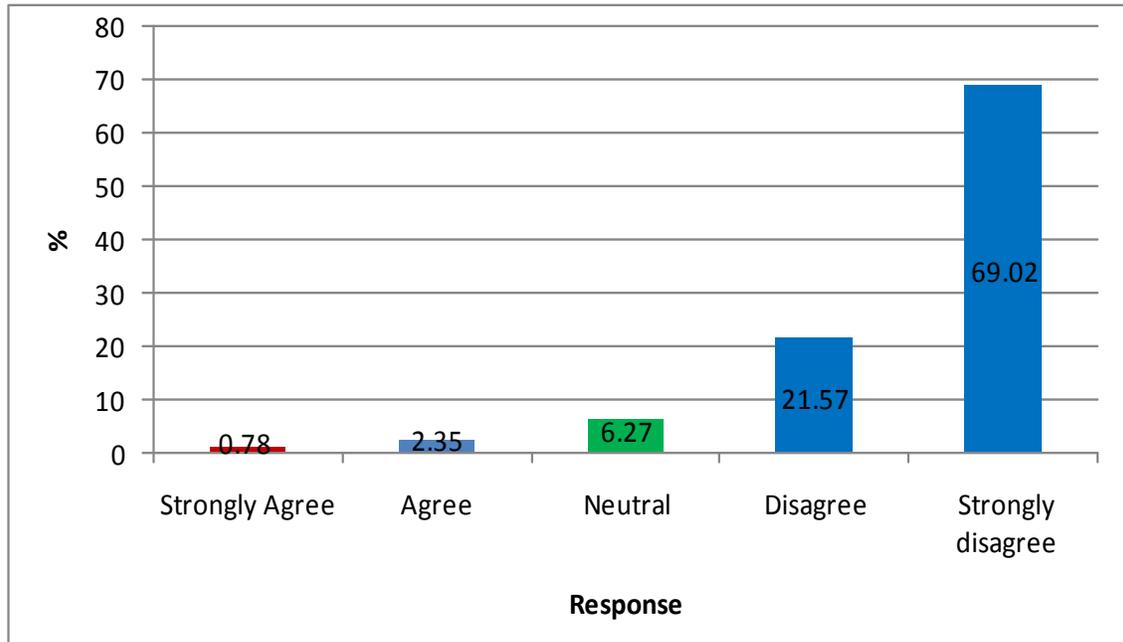
To whether chalkboards are adjusted to allow wheelchair learners to write on them, the majority of respondents responded negatively whereby 69.02% (n=176) strongly disagreed, 21.57% (n=55) disagreed. 6.27% (n=16) neither agreed nor disagreed, while the positive responses formed the minority, only amounting to 2.35% (n=6) agree and 0.78% (n=2) strongly agree. This indicates that the needs of physically disabled learners are not met. Considering the Salamanca Declaration this is a discouraging factor.

Figure 4.7.4 Availability of Special Table for Wheelchair Learners
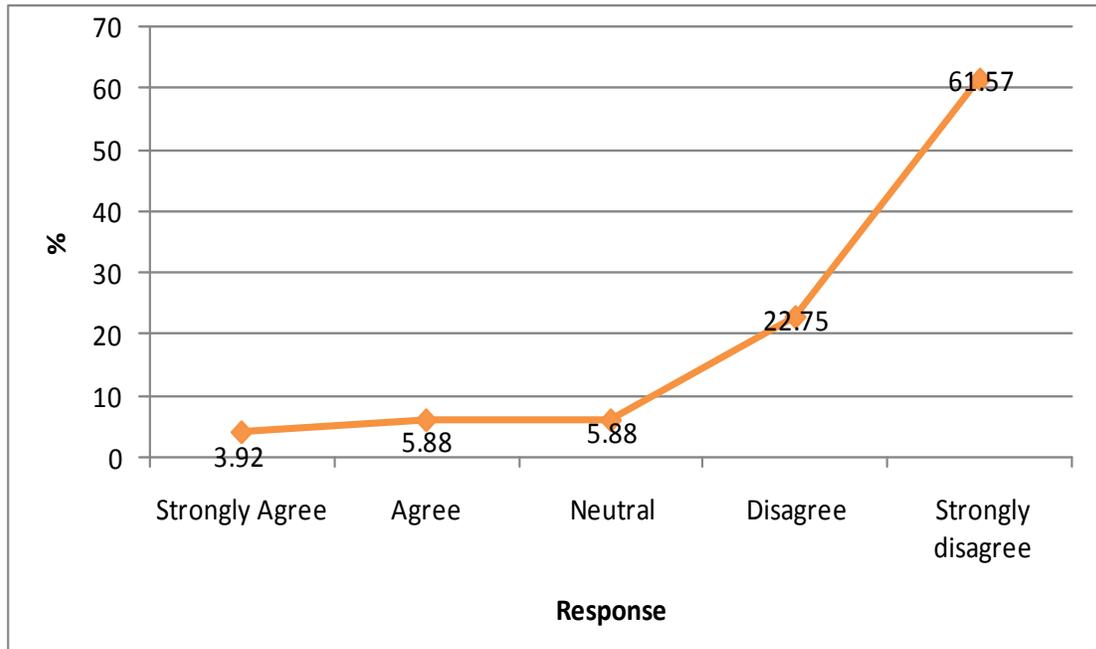
'There are special tables for wheelchair learners.' The responses indicated that the majority do not affirm the statement as shown by 61.57% (n=157) strongly disagree and 22.75% (n=58) disagree, while 5.88% (n=15) neither agree nor disagree. On other hand, 5.88% (n=15) agreed and 3.92% (n=10) strongly agreed with the statement. According to the findings this shows that there are inadequate facilities, and this has negative impact on their performance. Therefore, these types of learners are not fully supported.

Figure 4.7.5 Accessibility of Buildings to Accommodate Disabled Learners
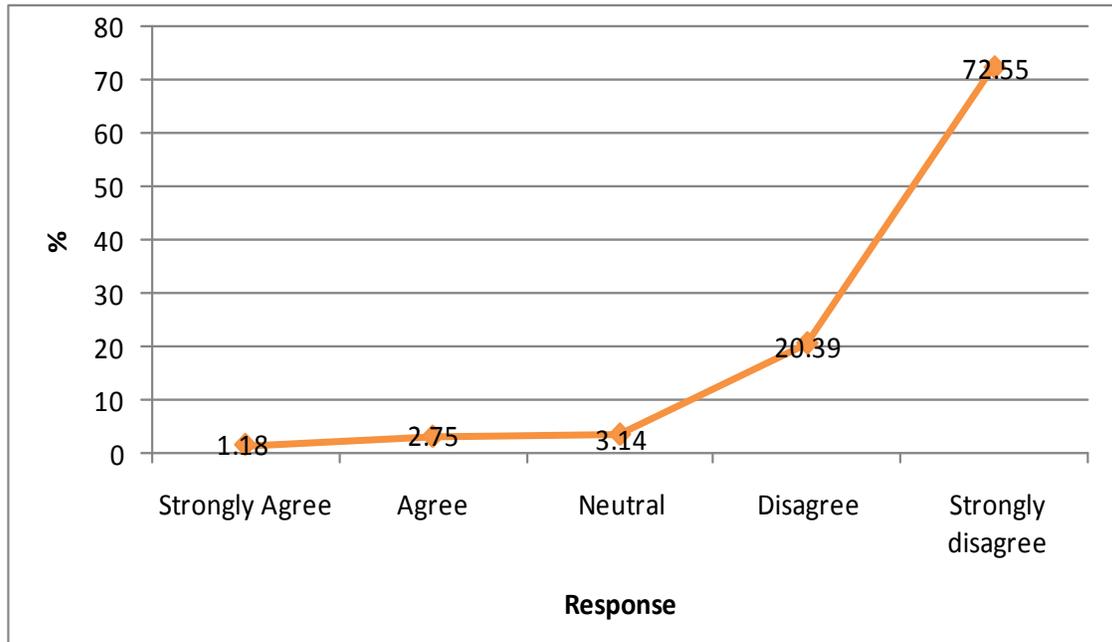
Many respondents (72.55% [n=185] strongly disagreed and 20.39% [n=52] disagreed) showed that their schools' buildings do not allow free movement of disabled learners, whereas 3.14% (n=8) neither agreed nor disagreed. However, 2.75% (n=7) agreed while 1.18% (n=3) strongly agreed that the buildings in their schools allow free movement of disabled learners. According to the findings above it can be noted that Lesotho is far behind in terms of inclusion. This is because an overwhelming majority of the respondents strongly disagree (92.94%, n=237) that the buildings in schools do not allow free movement of disabled learners

Physical layout in classroom does not welcome students with disabilities (Rix, Simmons, Nind & Sheely, 2005:161).

Figure 4.7.6 Availability of Special Toilets for Wheelchair Learners
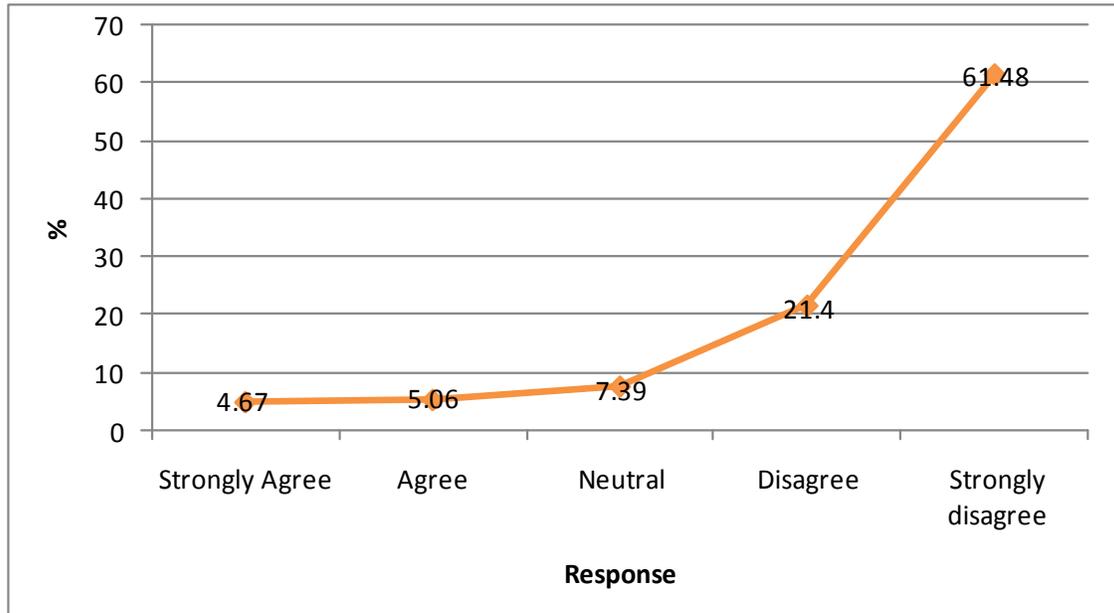
To whether there are special toilets for disabled learners, the responses; [61.48% (n=158) strongly disagree and 21.40% (n=55) disagree] disapproved and 7.39% (n=19) neither agreed nor disagreed. The approving responses were 5.06% (n=13) agree and 4.67% (n=12) strongly agree. It is evident that disabled learners face great challenges in Lesotho's schools.

Hypothesis 3: There is no proper effective planning as well as monitoring mechanism prior to the implementation of inclusive education in Lesotho.

Table 4.7: SUMMARY OF HYPOTHESIS 3

no	Responses	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)	
		no	%	no	%	no	%	no	%	no	%
23.	District Resource teachers are available to assist teachers at my school.	12	4.71	34	13.33	32	12.55	80	31.37	97	28.04
24.	Subject advisors visit my school to make sure that the curriculum is well implemented without exclusion.	6	2.37	45	17.79	36	14.23	79	31.23	87	34.39
25.	Education inspectorate visits my school regularly.	6	2.35	11	4.31	14	5.49	57	22.35	167	65.49
26.	Chalkboards are adjusted to allow wheelchair learners to write on.	2	0.78	6	2.35	16	6.27	55	21.57	176	69.02
27.	There are special tables for wheelchairs learners.	10	3.92	15	5.88	15	5.88	58	22.75	157	61.57
28.	Buildings in my school allow free movement for disabled learners.	3	1.18	7	2.75	8	3.14	52	20.39	185	72.55
29.	There are special toilets for disabled learners.	12	4.67	13	5.06	19	7.39	55	21.40	158	61.48

4.7 RESPONSES TO OPEN-ENDED QUESTION

The following open – ended question was asked and the responses to it were given below.

Question1: "How do you feel about the implementation of inclusive education in Lesotho?"

This is an example of how the question was answered:

"Inclusive education is good because it accommodates all children including children with disabilities, but their needs are not met in reality."

The general feeling of the respondents is that teachers show positive attitude towards the implementation of inclusive education in Lesotho. However, they still have a feeling that the classroom must be rebuilt or renovated to welcome all children including disabled learners. They also have a feeling that teachers must be well trained so that they can easily give support to all children, irrespective of their status and different problems.

4.8 SUMMARY AND CONCLUSION

The gender, population group, age, educational level and work experience of the respondents were scrutinized in this chapter. The findings of the three hypothesizes were also presented and finally, responses to the open-ended question were analyzed. The last chapter (i.e. Chapter 5) will deal with the summary, conclusion and recommendations of the study.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

The purpose of this study was to identify challenges facing teachers with regard to their implementation of Inclusive Education in the Maseru district of Lesotho.

The chapter aims to give a review of the whole research project, and the content of this chapter is presented in four sections, namely: a summary of the research finding, discussion, a conclusion and recommendation.

5.2 REVIEW OF THE RESEARCH

➢ In Chapter 1, it was stated that teachers experience a lot of problems to teach learners who need special care in an Inclusive classrooms. The aims, hypothesis and statement of the problem were also addressed in this chapter.

➢ In Chapter 2, the literature review was conducted concerning the challenges that teachers face in their implementation of Inclusive education.

➢ In Chapter 3, the research methodology with special reference to the research design, population and sample, as well as data collection methods were discussed.

➢ In Chapter 4, the analysis and interpretation of the results were presented.

➢ In chapter 5, the summary, conclusion and recommendations are presented.

5.3 SUMMARY OF THE MAIN FINDINGS

The following part will focus mainly on recommendations and strategies to improve the situation. Suggestions will be made on each hypothesis of this research.

5.3.1   Reflection on the Findings of Hypothesis 1

This recommendation reflects on and applies only to the first hypothesis which reads as follows: "Educators experience problems in teaching learners with special educational needs in the Inclusive education classrooms."

The respondents in this study indicate that they experience serious problems to teach learners who need special care in the mainstream schools. In (figure 4.6. page 105), the majority of the respondents indicated that there are no special teachers to help students who need special assistance.

5.3.1.1   Recommendation 1

These children are left on their own to fend for themselves, or they depend on what regular teachers and their parents can do to help them. There are no qualified teachers that can provide advice and support during the process, and no educational materials that would allow these children to play an active role. The structuring or rebuilding of schools can lead us to make Inclusive Education a successful reality. Qualified teachers know that classroom needs must be approached from a curricular standpoint in which difficulties are defined depending on each specific task and activity, and on classroom conditions.

Qualified teachers know that sometimes they need to modify materials, techniques, methods when necessary, they have to replace or skip some activities, that they might have to adjust scheduled times. The advanced professional training for primary school teachers is extremely important. The external support service is also important to address the barrier to learning and participation that students with disabilities face in regular classrooms. This external support must be provided by an experts' team (qualified staff) who needs to work at the mainstream schools together with children's teachers, other services, parents and education community as a whole.

Children with special educational needs should receive additional instructional support in the context of the regular curriculum. The Ministry of Education in Lesotho needs to provide special education programs for all types of disabilities such as visual and all learning disabilities. The learning disabilities program should provide

educations service for all learners who need special care or with multiple disabilities. In the implementation of Inclusive Education, the Ministry of Education has to conduct seminars, workshops and field work among regular teachers. In the year 2000, the Ministry of Education Lesotho introduced a Free Primary Education (Education for All).

This program aimed at encouraging interaction between students with special needs and the mainstream and also for all students who cannot afford the fees. However, students with special needs are not fully supported in the Inclusive classrooms. The concept of inclusion assumes that the mainstream classes can be restructured and adapted so that the needs of all children with special needs can be met.

The term 'Inclusive Education' is loosely defined and Understood by the policymakers and practitioners. It is evident from this study that most teachers also do not understand the term Inclusive Education. It is illustrated in chapter 4 figure 4.6.1 that the majority (27.31%) of the respondents do not understand what Inclusive Education is about. Teachers are chief implementers of any educational policy; however, the findings show that there is still a long way to go in terms of implementing Inclusive Education in Lesotho.

The collaboration between the special education teachers and regular teachers is vital in the implementation of the Inclusive program. The success of the Inclusive program depends on the attitudes of the classroom teachers towards the children with special needs. This includes the teachers' perception towards the learning abilities and the willingness of the individuals. The collaboration between the mainstream and the special needs teachers is a critical factor in determining the successful implementation of inclusive program.

In order to ensure the success of an Inclusive program, a collaboration or co-operation from or mode between the particular teachers should be introduced within the program. The special needs students need an extra attention and help in the classroom. The lack of guidance and co-operation from the special education needs are critical aspects that need to be improved (Mohd Ali, Mustapha & MohdJelas, 2006:41).

They further indicate that Inclusive Education is important in order for the teachers to understand the form of the education program as well as to understand their role in implementing Inclusive Education.

The Inclusive Education program could be successfully implemented if the level of the teachers' competency is increased. Thus, the opportunities to attend courses that are related to the Inclusive Education program have to be created, especially for those who lack exposure and training in special education (Mohd Ali *et al*., 2006:42). The adjustment towards the pedagogical aspects can be offered internally by experienced teachers to the new teachers.

The efforts towards a collaborative teaching between mainstream and special education teachers should be put in place. This effort could help to reinforce a co-operative spirit in implementing Inclusive Education. The success of the Inclusive Education depends, to a large extent, on the willingness and the ability of teachers to make accommodation for individuals with special needs.

5.3.2   Reflection on the Findings on Hypothesis 2

The recommendation reflects on and applies only to the second hypothesis which reads thus "Educators do not have professional skills and they are not trained with regard to Inclusive Education". Educators do not have professional skills and are not trained with regard to Inclusive Education. It is evident from this study that teachers are not trained to teach learners who need special care. Chapter 4 Figure 4.6.11, illustrates that the majority of the respondents 29.48% (n=74) and 31.87% (n=80) disagree and strongly disagree respectively, that they were trained with regard to Inclusive Education.

5.3.2.1   Recommendation 2

The role of teacher training institutes is very important. They should incorporate the concepts of inclusion as part of the curriculum. Mohd Ali *et al.* (2006:43), states that the faculty of education in the University of Malaysia offers educational courses (special education) which trains future special educational teachers. They further indicate that many important aspects in relation to special education and special needs are stressed throughout the duration of the courses.

In a further account, they also indicate that the aspects of Inclusive Education are also included. Courses to prepare the trainee teachers to gain knowledge in relation to students with special needs are included. It is therefore recommended that education courses make room for critical discussion regarding issues and concept of inclusion and teaching effectiveness. It is also recommended that the trainee teachers be given structured opportunities to experience Inclusive Education in practice. Exposure to observe teaching children with special needs in an inclusive setting is one of the essential components in the process of breaking down barriers and building positive attitude (Mohd Ali *et al.,* 2006:43).

5.3.3 REFLECTION ON THE FINDINGS ON HYPOTHESIS 3

This recommendation reflects on and applies only to the third hypothesis, which reads thus "There are no proper effective planning as well as monitoring mechanism prior to the implementation of Inclusive Education in Lesotho." The findings in this study indicate that buildings in some schools do not accommodate learners with disabilities. In (chapter 4 figure 4.6.21) the majority of the respondents 72.55% n=185 strongly disagree and 20.39% n=52 disagree that their school buildings allow free movement of disabled learners.

5.3.3.1   Recommendation 3

The above picture is indicative of this fact, where it is shown how one of the students in Lithabaneng Centre struggle everyday to enter the classroom. Ordinary schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions (The Salamanca Statement and Framework Action, UNESCO nd:5). To overcome this problem, the principals and School board have to visit the Ministry of Education and ask for help to restructure the layout of schools, so that they should accommodate all learners regardless of their physical problems.

Workshops should also be held regularly to share knowledge and skills to assist schools in the further development to meet the needs of all children in schools. The Ministry of Education should inspect all the schools with the aim of assisting and developing schools.

5.3.4   Reflection on Open Ended Question

The following question was also asked "*How do you feel about the implementation of inclusive education in Lesotho?"* Please motivate your answer."

To the above question the many of the respondents feel very positive about inclusive education in Lesotho. However, they strongly indicate that the government should restructure buildings and train teachers to help and assist all children in schools.

5.4 SUMMARY AND CONCLUSIONS

A review of the whole research project was conducted and recommendations resulting from this study were made. This study set out to investigate the challenges facing teachers with regard to the implementation of inclusive education in Lesotho. Conclusions made from this study are that teachers face great challenges with regard to the implementation of inclusive education in Lesotho. Inclusive education is a concept that allows students with special needs to be placed and receive instruction in the mainstream classes and be taught by mainstream teachers. Basic education should be provided to all children, youth and adults, the poor, street and working children should not suffer any discrimination in accessing learning opportunities (http://www.Unesco.org/education/educrog/stree_child).

5.5 SUGGESTIONS FOR FUTURE RESEARCH

A bigger study will not be representative but also provide a better picture of this situation in Lesotho. A comparative study between challenges faced by teachers at mainstream schools and those at "special" schools will be of utmost important. The results will help to bridge the gap between the two streams as well as the teaching approaches appropriate.

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■ **ASSESSMENT SECTION**

2009-11-25

Mr T Khoaeane
50 Paul Kruger Avenue
Universitas
BLOEMFONTEIN
9300

Dear Mr Khoaeane

M.Ed: APPROVAL OF THE TITLE OF A PROPOSED RESEARCH PROJECT:

TITLE: "Challenges facing teachers with regard to the implementation of inclusive education in the Maseru district of Lesotho."

It is my pleasure to inform you that the Central Research Committee of the CUT approved the above project title on 2009-09-20.

Kind regards

MS A VAN ROOYEN
HEAD: ASSESSMENT ADMINISTRATION
Tel: +27 51 5073068
Fax: +27 51 5073409
Email: wainj@cut.ac.za
jw/Nagraad/1 Goedkeuring van titel

Copies to: Dr SRS Litheko   (Director: School of Teacher Education)
              Prof. LOK Lategan   (Dean: Research and Development)
              Mr J Kabamba   (Senior Director: Library and Information Centre)

Appendix 1

National University of Lesotho
International School
 P.O. Roma 180
 Roma
 Lesotho

24/05/2010

Dear Respondent

RE: REQUEST TO COMPLETE A QUESTIONNAIRE

I would very much appreciate it if you could participate in my research project.

This research attempts to identify the challenges facing teachers in the implementation of inclusive education. The topic reads thus:

THE CHALLENGES FACING TEACHERS WITH REGARD TO THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE MASERU DISTRICT OF LESOTHO.

The questionnaire is ***completely anonymous***, and data gathered in this study will be treated with ***strictest confidentiality***, and presented only in a summary form without the name or affiliation of the respondent. Please respond to all the questions with your first reaction.

Should you have any questions, comments, etc., regarding the questionnaire and my research, please do not hesitate to contact me.

Thank you for your valuable support and input.

Yours sincerely

………………………..
Khoaeane Tseliso

Tel No. 58815956 or
(0027) 0822026961
E-mail: ttkhoaeane @yahoo.com

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SECTION A: BIOGRAPHICAL DATA

Please circle the number that best describes your choice.

1. Gender:

Male	1	Female	2

2. Age:

18 – 20	1	36 - 40	2
21 - 25	3	41 - 50	4
26 - 30	5	51 - 55	6
31 - 35	7	56 +	8

3. Highest Qualifications:

Junior Certificate	1
C.O.S.C.	2
College Diploma	3
University – Certificate / Diploma	4
University - Degree	5
Other: Please specify	6
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4. Teaching Experience:

Less than 1 year	1
1 – 5 years	2
6 – 10 years	3
11 – 20 years	4
More than 20 years	5

SECTION B: CHALLENGES FACING TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The following questions ask about challenges facing teachers in the implementation of inclusive education, skills and training of teachers with regard to inclusive education and lastly the planning and monitoring of inclusive education in Lesotho.

Please rate your choice in each of the following areas: do so by circling the number that best represent your opinion.

5 = 'strongly agree'
4 = 'agree'
3 = 'neither agree nor disagree'
2 = 'disagree'
1 = 'strongly disagree

ITEM **Please circle the number that best describes your opinion regarding the following:**	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
6. I understand the term inclusive education.	5	4	3	2	1
7. My school has a programme for teacher's development.	5	4	3	2	1
8. My school has appropriate resources to support the curriculum.	5	4	3	2	1
9. At my school, the distribution and /or allocation of learning materials is done on time. e.g. books, chalk, etc.	5	4	3	2	1
10. At my school, parents are informed about their children's progress and future potential.	5	4	3	2	1
11. At my school, we have supportive and effective school board.	5	4	3	2	1
12. My school has special facilities to help learners who need special care.	5	4	3	2	1
13. There is good working relationship between the parents and the school.	5	4	3	2	1
14. At my school, there are special teachers who help students with special needs.	5	4	3	2	1
15. My school has special classes to help learners after school. e.g. remedial	5	4	3	2	1

For more inputs and/or comments please use the space provided below.

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SECTION C: PROFESSIONAL SKILLS AND TRAINING OF TEACHERS WITH REGARD TO INCLUSIVE EDUCATION

ITEM **Please circle the number that best describes your opinion regarding the following:**	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
16. I have been trained and have skills with regard to inclusive education.	5	4	3	2	1
17. I have been trained with regard to teaching learners with auditory impairment.	5	4	3	2	1
18. I have training to teach blind learners using Braille.	5	4	3	2	1
19. I am trained to use sign language to teach learners with hearing impairment.	5	4	3	2	1
20. At my school, workshops are held regularly to train teachers on how to teach learners who need special care.	5	4	3	2	1
21. Teacher training institutes do not incorporate the concept of inclusion as part of the curriculum.	5	4	3	2	1
22. The opportunities to attend courses that are related to inclusive education programme are not created by the Ministry of Education.	5	4	3	2	1

For more inputs and/or comments please use the space provided below.

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ITEM **Please circle the number that best describes your opinion regarding the following:**	**Strongly agree**	**Agree**	**Neither agree or disagree**	**Disagree**	**Strongly disagree**
23. District Resource teachers are available to assist teachers at my school.	5	4	3	2	1
24. Subject advisors visit my school to make sure that the curriculum is well implemented without exclusion.	5	4	3	2	1
25. Education inspectorate visits my school regularly.	5	4	3	2	1
26. Chalkboards are adjusted to allow wheelchair learners to write on.	5	4	3	2	1
27. There are special tables for wheelchairs learners.	5	4	3	2	1
28. Buildings in my school allow free movement for disabled learners.	5	4	3	2	1
29. There are special toilets for disabled learners	5	4	3	2	1

How do you feel about the implementation of inclusive education? Please motivate your answer.

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Thank you for your time, support and co-operation!!!

MINISTRY OF EDUCATION AND TRAINING

P.O BOX 47 _____ MASERU 100

17/05/2010

The Principal
Maseru 100

Dear Sir / Madam

RE: CONDUCT OF RESEARCH PROJECT

This letter serves as proof that Mr. Khoaeane Tseliso is granted an opportunity to conduct his research project in Lithabaneng and St. Bernadette centres in the Maseru district of Lesotho.

Title: of the research project is as follows: **challenges facing teachers with regard to the implementation of inclusive education in the Maseru district of Lesotho.**

Please assist him.

Yours faithfully
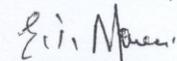
T. MONERI
SEO-MASERU

Appendix 4

Tel: 22313709

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