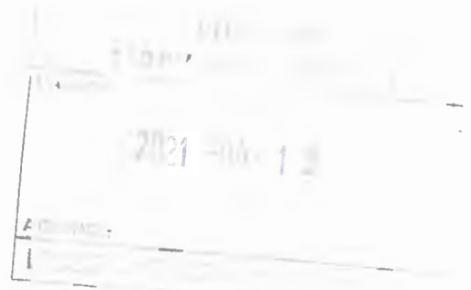


**INCLUSIVE EDUCATION: PERCEPTIONS OF
SPECIAL AND REGULAR/“NORMAL” SCHOOLS’
MANAGEMENT TEAMS IN NORTH -WEST
PROVINCE**



INCLUSIVE EDUCATION: PERCEPTIONS OF SPECIAL AND REGULAR/“NORMAL” SCHOOLS’ MANAGEMENT TEAMS IN NORTH -WEST PROVINCE



by

ELLEN KAKHUTA MATERECHERA

A mini Dissertation submitted in partial fulfillment of the requirements
for the degree Master of Education in the Department of Educational Planning and
Administration in the Faculty of Education at the University of North-West

Supervisor: PROF. M.W. LEGOTLO
External examiner: Dr. M. J. MOSOGE

January 2002

DECLARATION

I, **ELLEN KAKHUTA MATERECHERA** declare that this dissertation for the degree of Master in Education at the University of North-West hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution and that all material herein has been duly acknowledged.

Materechera

ACKNOWLEDGEMENTS

I am very grateful to my supervisor, Prof. M.W. Legotlo for his supervision and especially for his encouragement and assurance that this work can be done. He gave me the green light to go ahead when all odds were against me.

I also express my thanks to Prof. M.W. Mwenesongole for his ever academic and fatherly advice. To Dr. I.M Loate, Mr M. Ndandani and Ms Z. Sprang I say thank you for the literature you provided. Also, thanks to Ms E.L. Legoale for the assistance provided during literature search in the Library.

I am so indebted to the following people who without their heart-felt and willing help, this research may not have been a success: Mr. M.S. Malindi for his involvement during data collection, Mrs. S. Lesetedi for her involvement during data collection and Mr. M. Sedupane for statistical analysis. To these people, I say 'thank you'. I also thank my fellow students, Betty and Mrs. E. Mwenesongole for we encouraged each other along the way.



My very special thanks go to my family. First, to my husband for he has been a source of encouragement and provider for whatever was needed to see this work through. I also thank him for editing this document and for ensuring that the last minute touch-ups are done. Secondly, to my son, Dalitso for typing the bulk of chapter 2. Thirdly to my daughter, Fenji for her ever much needed encouraging phrase, "don't worry mum, you will do it." This really lit the fire of research in me during those times when it was almost extinguishing. Last but not least, I thank my special younger son, Robert, who has been the source of incentive and motivation for this work.

I thank God for giving me the strength to type this work alone except for part of chapter 2 which my son typed when he was available.

Above all, I can only say, **"the Lord is my Shepherd; I shall not want"** (Psalms 23:1).

DEDICATION

This work is dedicated to my beloved mother, Margaret and father, Chalo, my cherished little son, Robert and finally to my niece, Daisy for what they are and how they have touched my heart.

ABSTRACT

The purpose of the study was to determine the perceptions of Schools Management Teams' (SMTs) of special and regular/"normal" schools in the North-West Province. A questionnaire with four-lickert scale questions was used. Also included in the questionnaire were open-ended questions. One of such questions was a combination of time category and the respondents perception of how long it would take for inclusive education to be in full operation in South Africa. Some open-ended questions mainly consisted of listing challenges faced by principals in both special and regular/ "normal" school.

The questionnaire was administered to 120 ($n = 120$) members of the school management teams (SMTs). Out of the total sample size, 30 ($n = 30$) were drawn from 10 special schools and 90 ($n = 90$) were drawn from 30 regular/"normal" schools. A total of 90 (75% of the total sample) usable questionnaires were returned.

Respondents were asked to express their perceptions on inclusive education by strongly agreeing, agreeing, disagreeing and strongly disagreeing to various issues. Data was analysed statistically by use of SPSS-programme. Frequency distributions, percentages, means and standard deviations were computed. To determine whether perceptions of the two groups of respondents differed significantly, Chi-Square tests were computed. Cross tabulation was done to detect relationships of the two groups of respondents.

The findings revealed that respondents perceived positively to a number of aspects of inclusive education. For example, they perceived that strengthening District-based support services; transforming all aspects of the education system; training SMTs and educators; including learners with mild to moderately disabled learners in mainstream classes according to the nature of disability; and strengthening special schools by turning them into resource centres as part of inclusive education planning, all these should be for the success of inclusive education. The results also showed that there were some issues in which the two groups of respondents (SMTs of special and regular/"normal" schools) differed significantly, such as: normal schools are of the opinion that learners with

moderate handicaps should be included in the mainstream classes. The challenges that faced inclusive education included lack of both physical and financial resources.

It was concluded that the success of inclusive education will depend on a number of factors. The most pressing one being financial assistance for further research, support services, awareness campaigns and changing infrastructure of existing buildings to fit diversity in learners. Furthermore, putting in place District-based support services to enhance the move towards inclusive education and the need for more research on perceptions of both administrators (SMTs) and educators of special and regular/“normal” schools on different variables of inclusive education are recommended.

TABLE OF CONTENTS

	PAGE
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
 CHAPTER 1: ORIENTATION TO THE STUDY	1
1.1 Introduction.....	1
1.2 Background and statement of the problem.....	1
1.3 Rationale of the study.....	5
1.4 Hypothesis.....	6
1.5 Purpose of the study.....	6
1.6 Methodology.....	6
1.6.1 Literature study.....	6
1.6.2 Instrumentation.....	7
1.6.2.1 <i>Questionnaire</i>	7
1.6.2.2 <i>Population</i>	7
1.7 Data analysis.....	7
1.8 Definition of concepts.....	8
1.9 Summary.....	9
 CHAPTER 2: LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 Further definition of the concept: Inclusive Education.....	11
2.2.1 What is inclusive education?.....	11
2.2.2 Integration.....	14
2.2.2.1 <i>Mainstreaming</i>	14

2.2.2.2 <i>Normalisation</i>	16
2.2.3 The essence of inclusive education.....	17
2.2.4 Who are LSEN?/Who are the disabled?.....	17
2.3 Legal framework.....	19
2.3.1 The Constitutional provision.....	20
2.3.2 The South African Schools Act.....	20
2.3.3 White Paper on Integrated National Disability Strategy (INDS)	20
2.3.4 Integrated Provincial Disability Strategy (IPDS).....	21
2.3.5 Education White paper 6.....	22
2.4 Theoretical considerations.....	25
2.4.1 Historical framework.....	25
2.4.2 Resources for inclusive education.....	27
2.4.3 Implication for special need education.....	27
2.4.4 A strategy for establishing inclusive education and training system	28
2.4.4.1 <i>Making inclusive education work</i>	29
2.4.4.2 <i>Keys to successful inclusion</i>	31
2.4.4.3 <i>Misconceptions</i>	32
2.3 The role of the principal in inclusive education.....	32
2.4 Models of inclusive education.....	34
2.4.1 The ELSEN (LS) provision model for the WCED.....	35
2.4.2 Davidoff & Lazarus model.....	38
2.5 Research on inclusive education.....	39
2.5.1 An overview of inclusive education in developed countries..	39
2.5.1.1 <i>Inclusive education in U.S.A</i>	39
2.5.1.2 <i>Inclusive education in Australia</i>	41
2.5.2 An overview of inclusive education in developing countries	43
2.5.2.1 <i>Inclusive education in Ghana</i>	43
2.5.2.2 <i>Inclusive education in Zambia</i>	46
2.5.2.3 <i>Inclusive education in South Africa</i>	48
2.6 Summary.....	50

CHAPTER 3: RESEARCH METHODOLOGY.....	52
3.1 Introduction.....	52
3.2 Research tools.....	52
3.2.1 Questionnaires and interviews as a research tool.....	52
3.2.2 Questionnaire construction.....	53
3.2.2.1 <i>Development of questionnaire items</i>	54
3.2.2.2 <i>Format and content of questionnaire</i>	55
3.2.3 Pilot testing and evaluating the questionnaire.....	56
3.2.4 Final questionnaire.....	57
3.2.5 Covering letter.....	57
3.2.6 Method of presentation of the questionnaire.....	57
3.3 Administrative procedures.....	58
3.4 Follow-Ups.....	59
3.5 Population and sampling.....	59
3.6 Response rate.....	60
3.7 Statistical analysis.....	61
3.7.1 Descriptive data.....	61
3.7.2 Quantitative data.....	61
3.8 Summary.....	61
 CHAPTER 4: RESULTS AND DISCUSSION.....	 62
4.1 Introduction.....	62
4.2 Biographic and demographic data.....	62
4.2.1 Gender of respondents.....	62
4.2.2 Position in the school.....	62
4.2.3 Length of time in a position at school.....	64
4.2.4 Type of school.....	65
4.2.5 School location.....	65
4.2.6 Awareness of the concept: inclusive education.....	65
4.2.7 Method of awareness.....	66

4.2.8 How long has the concept been known.....	66
4.4 Perceptions of SMTs regarding inclusive education.....	66
4.5 Some changes that may need to take place for inclusive education to be possible.....	69
4.6 Some of the factors that may result in failure to learn or exclusion.....	73
4.7 Perceptions of respondents regarding promotion of inclusive education	77
4.8 Training of human resources for inclusive education.....	79
4.9 Who should be included?.....	82
4.10 Allocation of financial resources for inclusive education.....	87
4.11 Perceptions of respondents regarding curriculum.....	89
4.12 Leadership and management roles can promote inclusive education....	92
4.13 Some recommendations of respondents regarding inclusive education ..	94
4.14 Open-ended questions.....	97
4.15 Yes/No responses.....	100
4.16 Mean scores and ratings of the ten highest ranked items.....	103
4.17 Chi-Square Tests.....	105
4.18 General discussion.....	107
4.19 Summary.....	108

CHAPTER 5: SUMMARY, FINDINGS, RECOMMENDATIONS

AND CONCLUSION.....	109
5.1 Introduction.....	109
5.2 Summary.....	109
5.3 Research findings.....	110
5.3.1 Findings on Aim 1.....	110
5.3.2 Findings on Aim 2.....	111
5.4 Recommendations.....	112
5.5 Conclusion.....	114
BIBLIOGRAPHY.....	115

LIST OF TABLES

<u>Table</u>	<u>Page</u>
Table 3.1 Distribution of the sample size.....	60
Table 3.2 Response rate based on type of school.....	60
Table 4.1 Biographic and Demographic Information.....	63
Table 4.2 Respondents' perceptions regarding placement of disabled learners into mainstream classes.....	68
Table 4.3 Respondents' views of inclusive education regarding changes	70
Table 4.4 Respondents' perceptions regarding some factors that could result in learners failing to learn or be excluded from education system.....	74
Table 4.5 Respondents' perceptions regarding promotion of inclusive Education.....	78
Table 4.6 Perceptions of respondents regarding whether training of human resources is necessary for inclusive education.....	80
Table 4.7 Respondent's perceptions regarding who should be included in mainstream classes.....	83
Table 4.8 Perceptions of respondents regarding allocation of financial Resources.....	88
Table 4.9 Respondents' perceptions regarding curriculum.....	90
Table 4.10 Respondents' perceptions regarding leadership and management roles that can promote inclusive education.....	93
Table 4.11 Respondents recommendations on inclusive education.....	95
Table 4.12 Perceptions of respondents on questions regarding certain aspects of inclusive education.....	100
Table 4.13 Ten high ranked mean scores of respondents.....	104
Table 4.14 Chi-Square tests.....	105

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
Figure 2.1 (a) Comparison between mainstreaming and inclusive Education.....	15
Figure 2.1 (b) Comparison between mainstreaming and inclusive education.....	16
Figure 2.2 WCED Learning support (LS) model.....	35
Figure 2.3 Davidoff & Lazarus model highlighting elements of an inclusive school.....	38
Figure 4.1 Position held in the school.....	64
Figure 4.2 Type of school.....	65

LIST OF APPENDICES

Appendix

A: Permission letter

B: Reply to permission letter

C: Covering letter

D : Questionnaire

E: Tabulation tables

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Introduction

Inclusion is sometimes used synonymously with other terms such as “mainstreaming” or “least restrictive environment” (LRE) (Daniel, 1997:397-410). Definitions of the same terms may also differ among researchers in the field. According to studies by Daniel (1997), some define “inclusion” as the integration of disabled students in a regular classroom with the necessary aids and services. For others, “mainstreaming” is defined as the practice of placing students with disabilities in general education classes with appropriate educational support. Stainback and Stainback (1990:3-23) have defined an inclusive school as “one that educates in the mainstream, providing (them) appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teachers may need to be successful in the mainstream”.

In recent years governments around the world have begun to place the issue of inclusion at the center of discussions about the development of policy and practice in the education of pupils with special needs (Farrell, 2000). This chapter focuses on the statement of the problem, and the aims of this study. Methodologies of the study as employed in the study are presented. Furthermore, important concepts used in this study are defined.

1.2 Background and statement of the problem

In Western countries, there has been a tradition of educating pupils with disabilities in separate special schools. It was argued that such pupils needed to be placed in smaller classes where they could receive specialized teaching from expert and committed staff. It was further argued that mainstream schools did not have time, money and resources to provide the education and training that was needed by learners with disabilities. These assumptions have been questioned and many doubts expressed about the effectiveness of

special schools and about the long-term impact of such placement (McLeskey & Waldron, 1996; Farrell, 2000). Lindsay (cited in Farrell, 2000) suggested two sets of arguments in favour of inclusion that have underpinned the debate, viz.: - **socio-political** and **empirical**.

Socio-political arguments view inclusion as essentially a matter of human rights. According to Farrell (2000:4), the Center for Studies on Inclusion Education (CSIE) advocates this view forcibly in their Integration charter:

“We see the ending of segregation in education as a human rights issue which belongs within equal opportunities policies. Segregation in education because of disability or learning difficulty is a contravention of human rights as is segregation because of race and gender. The difference is that while sexism and racism are widely recognised as discrimination, discrimination on the grounds of disability or learning difficulty is not”.

Other writers (see for example Hall, 1996) take a similar view. Strong language is used to describe special schools and the practices that take place within them. For example, they state that the very existence of special schools perpetuates a form of educational apartheid; the schools are sometimes described as gettos, pupils in special schools are devalued; they are second class citizens who are discriminated against. They are denied the same opportunities that are offered to their peers in mainstream schools (Farrell, 2000). However, it is noted that these arguments are expressed in a language which is challenging and emotive and which may oversimplify the whole issue.

On empirical arguments Lindsay (cited by Farrell, 2000) considers that there are also empirical and potentially more convincing arguments in favour of inclusion which can to some extent be tested against research evidence. In this respect, a great deal of research has been done in developed countries such as America and Britain (Davis, 1980; McLeskey, et al., 1996; Guzmán, 1997; Ingram, 1997; Barnett & Monda-Amaya, 1998; Simon, 1998; Daane et al., 2000). The findings from different researchers are complex

and sometimes contradictory. However, an important theme running through many studies is that the success of inclusion depends to a great extent on the **availability** and **quality of support** that is offered in mainstream school. Among the supporting mechanisms for inclusion, Daane et al. (2000) reports that appropriate support and education by principals to their teachers directly influences the opinions and attitudes teachers hold on inclusion.

There are several important benefits and advantages to having inclusive classrooms for all students. According to Morris (2000: 81-82), a growing amount of research (O'Shea & O'Shea, 1998: 40-48; Vaughn et al., 1996: 598-608; Daane et al., 2000; O'Shea & Lawrence, 1998; Stussman, 1997) clearly demonstrate that a pure inclusive model, when implemented correctly does work.



Morris (2000) lists the following as some of the benefits and advantages to having an inclusive classroom for all students (Morris, 2000: 81-82):

- **More realistic settings.** Students must learn to live and survive in the real world, which includes learning to accept peers with differences;
- **Improved self-esteem and self-confidence.** Teachers in inclusive classrooms have indicated that students with special needs pay more attention to school work and to their physical appearance, have improved attendance at school, and participate in more classroom and co-curricular activities. Students in inclusive classrooms begin to believe in themselves and begin to want to achieve;
- **Improved social skills.** While regular education students show improvement in various communication, coping, and problem-solving skills, students with special needs tend to make strides in the areas of appropriate classroom behavior. These improvements are based on good role models, direct instruction, structure, practical experiences and a desire to fit in the class.
- **Improved behavior.** The three factors that facilitate improved behavior are positive peer pressure, clearly defined roles for collaborating teachers, and strong discipline models.

South Africa is not left behind in this ideology of inclusion. The reports of the 1997 National Commission on Special Needs Education and Training (NCSNET) and the National Committee on Educational Support Services (NCESS) to the Minister of education were informed by, among others the following principles: **Equal access to single, inclusive education**. Thus, all learners in South Africa should be educated within the framework of the regular education system. The centers of learning should impede the inclusion of learners regardless of their physical, intellectual, social, educational and linguistic differences. At present, the National Department of Education has the **inclusive education project** underway. The project is funded by Danida (Danish International Development Assistance) and implemented with the technical assistance from the Joint Education Trust (JET) (Flattery, 2001:10). North-West Province - Rustenburg district; Kwazulu Natal - Escourt district and Eastern Cape - Mdantsane district were the three provinces selected to participate in the pilot project (Flattery, 2001: 10).

In the North-West Province, apart from being a pilot province of the pilot project of the National Department of Education, the Department of Education streamlined the provision of special schools. It also explored alternatives for examining learners with special needs. Joint projects with UNISA and Sanlam were initiated to train educators in dealing with special education (Report to citizens, 1994-2000). Another development in the North-West Province is that in accordance with the Government's policy on inclusive education, a Learners with Special Educational Needs (LSEN) unit for blind/partially sighted learners, attached to Koster Combined School is in operation from 01 January, 2002. The Department is working closely with the South African National Council for the Blind (SANCB) to ensure the success of the project (Van Zyl, 2001:11).

One would ask, 'why perceptions of school management teams'? Hall & Hord; Kersten & Sloan (cited in Ingram, 1997) have reported that efforts that have been undertaken to join disabled students with non-disabled students in the same classrooms has raised several important sensitive issues. Among these issues are: acceptance (also agreed by Center et al. 1985) by peers and their parents, adaptability of curriculum and instructional methodologies, teacher attitudes (both positive and negative), and the role of the principal

(who forms part of the school management team). Among these issues, the one that warrants particular consideration is the role of the principal in inclusion. Ingram, (1997) argued that while teachers are likely to need extra effort, principals, being leaders and key figures, play an influential role in motivating teachers to succeed in the inclusion of disabled students in regular classrooms. (Ayres & Meyers, 1992; Gameros, 1995; Greene & Rankin et al. cited in Daane et al., 2000), think that school management teams are responsible for inclusion in schools and school administrators are the people who make things happen. Therefore, it is imperative that their perceptions be recognised by policy makers. On this premise, school management teams' perceptions are investigated in this study.

1.3 Rationale of the study

According to Naicker (1996), South Africa is undergoing radical transformation in most spheres of life. The restructuring of Special Needs in Education has been taken seriously by the Government, which started, by the appointment of a National Commission on Special Needs in Education and Training. In addition, Williams (2000: 1) has presented the following assumptions:

- that the Constitution of South Africa clearly indicates that the South African society should be organised on the principle of inclusion and not segregation and that all institutions of society should logically also be organized on the basis of **inclusion**;
- that an **Inclusive Education and Training** system flows naturally from the South African Constitution.
- that various White Papers, Legislation, Policies and Regulations signal an unambiguous commitment to, inclusive society, and an **inclusive** system of **education**.

The problem is however, that inclusive education is new to South Africa. As is the case with any new changes in a system, inclusive education presents a particular challenge (Whitaker, 1997:207-10) and is surrounded by a lot of controversy. A lot of questions regarding its feasibility are raised by concerned people. Hence, this study was aimed at establishing perceptions of school management teams of special and regular/"normal"

schools regarding inclusive education in the North-West Province of South Africa. Because the school is where educational policy is put into practice (Campher, 2000:1), it was thought necessary that the respondents of this study should be the school management teams who are influential and key figures of the schools (Gameros, 1995:15-17).

This study was guided by the following questions:

- What perceptions do school management teams of special and regular/“normal” schools have regarding inclusive education?
- Who should be included?
- Are schools aware of inclusive education?

1.4 Hypothesis

The hypothesis tested in the study was that:

There is a relationship between perceptions of special and regular/“normal” schools’ management teams regarding inclusive education.

1.5 Purpose of the study

Aim 1: To determine from literature the nature and scope of the concept of inclusive education.

Aim 2: To determine empirically the differences in perceptions between the school management teams of regular/ “normal” and special schools regarding inclusive education.

1.6 Methodology

1.6.1 Literature study

A thorough study of primary and secondary literature sources was made. Web-based engines were also used with a view of gathering relevant information about the perceptions of school management teams of special and regular/“normal” schools

regarding inclusive education. The following key words were used to conduct a dialogue-search:

- Inclusive and education
- Mainstreaming in education
- Handicapped students
- School administrators attitudes
- School restructuring
- Learning disabilities
- Equalization, education

1.6.2 Instrumentation

1.6.2.1 *Questionnaire*

A questionnaire was developed and pre-tested to check any problems, flaws and ambiguity. The questionnaire was administered to schools (both special and regular schools) in the North-West Province in order to gather the perceptions of school management teams of regular/“normal” and special schools on inclusive education.

1.6.2.2 *Population*

The survey population was drawn from six educational districts of the North-West Province viz: - Atamelang, Brits, Klersdorp, Mafikeng, Zeerust and Potchefstroom. A stratified sample of three (3) respondents was selected from each selected school.

1.7 Data analysis

Computer-aided statistical analysis was employed with the help of the Statistical Department of the University of North-West. Data was coded on Microsoft excel programme data sheet. Thereafter, the SPSS-programme was used to compute results of the study. Descriptive data was computed for each respondent in the study. These included frequency distribution and percentages. Pearson Chi-Square values were computed to determine the statistical significance between the responses of special and regular/“normal” school management teams in the Province.

1.8 Definition of concepts

* Regular/“Normal” School

Regular/“normal” school refers to all schools where all school age children (6-19 years) that are considered “normal” attend.

* Special school

Special school refers to schools that are structured to take care of the needs of children with physical, sensory, intellectual or multiple impairment. They are often referred to as Learners with Special Education Needs (LSEN).

* Inclusive school

Stainback and Stainback (1990) have defined an inclusive school as one that educates students in the mainstream, providing them with appropriate educational programmes that are challenging yet geared to their capabilities and needs as well as any support and assistance they and/or their teachers may need to be successful in the mainstream. According to Lazarus et al. (1999:45), an inclusive school is one that has explored strategies that have helped to build an environment that supports the learning and development of all members of the learning community within an environment of respect for and valuing of diversity.

* Inclusive Education

Inclusive Education has been defined by many researchers (Idol, 1997: 384-394; Daniel, 1997: 400; Engelbrecht, et al., 1999: 6; Williams, 2000: 2; South African Education White Paper 6, 2001:6). Naicker (1996) and Lazarus et al. (1999: 47), define Inclusive Education as **the right to education for all**. According to Internet (2000), this definition is a theoretical consideration. In order to operationalize this conceptual definition one has to give it a practical dimension.

The practical dimension will vary from context to context. Thus, the actual form that **Inclusive Education** takes will depend on human resources, fiscal resources, the state of

development of the education system related to education training, physical facilities, the extent to which the concept has been debated and the value attached to human dignity. This implies that how one defines **Inclusive Education** will depend largely on the resources in one's context.

In this study, Inclusive Education entails the integrating of mildly to moderately disabled learners into mainstream classes but provided that appropriate educational aid and support is provided (Daniel, 1997:400); and leaving the severely disabled learners in their special schools which will have been turned into resource centers. It also implies that there is collaboration between regular and special school educators and principals and collaboration among all stakeholders. It is important to note that **inclusion** and **inclusive education** in this study are used interchangeably.

* School Management Team

School management team refers to principal, head of departments and other persons in leadership positions in the school (Lazarus et al., 1999). In this study, the school management team refers to the **principal, deputy principal and head of department** in a school. It is important to note that the school management team ensures that the team has the competencies to know how to accommodate diversity and redress barriers to learning (Lazarus et al., 1999: 66). If not Lazarus et al. (1999: 66) suggest that attempts be made to develop these competencies.

1.9 Summary

In summary, this chapter has presented briefly the introduction aimed at acquainting the reader with the concept of inclusive education. It has also presented the background and statement of the problem, aims of the research, methodologies and some definitions of the main concepts. The study focused on establishing perceptions of school management teams of both special and regular/"normal" schools regarding inclusive education in the North-West Province.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In line with current international trends, South African education system is now moving away from special education towards a policy of inclusion (Engelbrecht et al., 1999:viii). This is reflected in National education policy developments since 1994, and is strongly supported by parent bodies, the Disability Desk of the Office of the Deputy State President and the disability movement. The National Disability Strategy condemns the segregation of persons with disabilities from the mainstream of society. It emphasizes the need for including persons with disabilities in the work place, social environment, and political sphere and sports arenas. The Ministry of Education supports this direction and sees the establishment of an inclusive education and training system as a cornerstone of an integrated and caring society and an education and training system for the 21st century as indicative by Department of Education (2001:10).

International and South African perspectives on inclusion are closely related to wider social concerns about human rights. In South Africa, the new Constitution, Act 108 of 1996 emphasizes respect for the rights of all with particular emphasis on the recognition of diversity. This implies an inclusion approach to education in the sense that all learners are entitled to appropriate education (Engelbrecht et al., 1999:viii). Engelbrecht et al. (1999:viii) argue that this is only possible if one education system is responsible for educational provision, and not two systems (mainstream education system and special education system).

Proponents of inclusion feel that all students with disabilities should receive educational services in their neighborhood schools, in the general or regular education classroom, with same-age peers (Katsiyannis et al., 1996:82).

Establishing perceptions for Inclusive Education by school management teams is very important for a phenomenon so new as this. Because the school is where educational policy is put into practice, and is thus at the heart of educational change, the perceptions of a school management team are inevitably important for they can be influential towards the success or failure of an Inclusive Education (Campher, 2000:1). In this study, school management team comprises of the principal, the deputy principal and H.O.D.s.

The purpose of this chapter is to review the nature and scope of inclusive education. Also presented in this chapter is the definition of the concept “inclusive education” and some other concepts related to inclusive education? An overview of research on inclusive education in both developed and developing countries is also presented.

2.2 Further definition of the concept: inclusive education

To expedite an understanding of the concept Inclusive Education, the following concepts need to be clarified:

2.2.1 What is inclusive education?

As stated in chapter 1 (cf: 1.6), inclusive Education means the right to education for all (Naicker, 1996; Lazarus et al., 1999: 47). This is a theoretical construction. Chapter 1 (cf: 1.6) explains how this conceptual definition can be put into practical dimension.

In order to provide more clarity on the various forms Inclusive Education can take, Naicker (1996) feels it useful to note the 1995 survey of UNESCO in the area of special education needs in its survey of 56 countries. Examples of both developing and developed countries are given. The purpose is to counter the perception that Inclusive Education can only be practiced in so called developed nations. The following are few examples picked: In Australia, 0.5% of the school age population attend special schools. There is support teaching in regular classes of emotional and behavioral disturbance, mental retardation/severe learning difficulties, physical/motor abilities, visual and hearing impairment, language disorder and learning disabilities. Thus, there is a strong emphasis on inclusion. Much of this emphasis is expressed in including and making visible within

the curriculum the experience of all the diverse groups within Australian society [on line, 2000].

Botswana provides no support teaching in regular classes for the above-mentioned categories. [on line, 2000]. Brazil on the other hand, provides support teaching in regular classes for all the categories mentioned in the Australian example [on line, 2000]. Cameroon provides support teaching in regular classes in all categories mentioned in the Australian example. [on line, 2000]. El Salvador provides no support teaching in regular class [on line, 2000].

Naicker (1996) notes the following regarding the examples of practices in the countries highlighted above: that the nature of support in the above-mentioned countries is unclear. What is clear is that Inclusive Education takes various forms. Hence, other researchers attempt to define it in their own context. For example, Naicker (1999: 19) defines inclusive education in the South African context with regard to the recommendations of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) as a system of education that is responsive to diverse needs of learners. He comments though that a mere definition will not suffice in conveying the actual meaning of the concept for everyday teaching. Therefore, it could prove useful to practitioners if the operational definition of an integrated system of education that is responsive to diverse needs is spelt out. Hence, the NCSNET/NCESS report (DNE, 1997:55) provides sufficient clarity in this regard:

The separate systems of education which presently exist ("special" and "ordinary") need to be integrated to provide one system which is able to recognize and respond to the diverse needs of the learner population. Within this integrated system, a range of options for education provision and support services should be provided. Learners should have the ability to move from one learning context to another, e.g. from early childhood education (ECD) to general education and training (GET), from a specialized center of learning to an ordinary center of learning, or from a formal to a non-formal program. The

system of education should be structured in such a way that, irrespective of the learning context, opportunities for facilitating integration and inclusion of the learner in all aspects of life should be provided.

Others (South African Education White Paper 6, 2001: 6; Williams, 2000: 2; Lazarus et al., 2000:3) define inclusive education and training as:

- Acknowledging that all children and youth can learn and that all children and youth need support;
- 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, disability, HIV or other infectious diseases;
- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures;
- Changing attitudes, behavior, teaching methods, curricula and environment to meet the needs of all learners and
- Maximizing the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimizing barriers to learning.

**NWU
LIBRARY**

Still others like Idol (1997:384-394) define inclusion as “when a student with special learning and/or behaviour needs is educated full time in general education programme”.

- On the other hand, Engelbrecht et al. (1999:6) define inclusion as a shared value which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive, changing and diverse society. The ultimate goal or purpose of building inclusive school is to contribute towards the development of an inclusive society where all members of society are to fulfil their potential and participate optimally, and where respect for and valuing of diversity in the context of social integration is an active value (Lazarus et al., 1999:46). As seen from the definitions above, Inclusive Education is broad, it cuts across individual differences of any kind, and consequently, it promotes unity in diversity.

Inclusive Education is based on the notion that in providing basic and quality education for all, the schooling system should accommodate diversity according to the principles of equality and inclusivity. Education in such a way emphasises that success is fostered for all learners by dealing with barriers that serve to marginalise some individuals or groups according to race, gender, language, ability, health status and social class (Kruger & Adams, 1998:234). It follows that Inclusive Education implies a far greater awareness of the many points of difference among learners.

2.2.2 Integration

Integration is concerned with bringing exceptional learners into the regular educational system. (Figure 2.1). There are different perceptions though regarding integration. Thus, mainstream schools have become increasingly aware of the learning difficulties which many children have from time to time during their schooling, there is little enthusiasm for taking on additional problems particularly when it is recognised that additional resources, time and expertise will be necessary in order to cope adequately with the problems posed by individual children Kirk et al. (1993:43), point to the following characteristics of integration:

2.2.2.1 Mainstreaming

Mainstreaming is the process of bringing exceptional learners into daily contact with non-exceptional learners in educational contexts (Figure 2.1a). According to Daniel (1997: 400), “mainstreaming” refers to the practice of placing students with disabilities in general/regular education classes with appropriate educational support.

Presented below is a comparison between mainstreaming and inclusive education as seen by the Western Cape Department of education (2000):

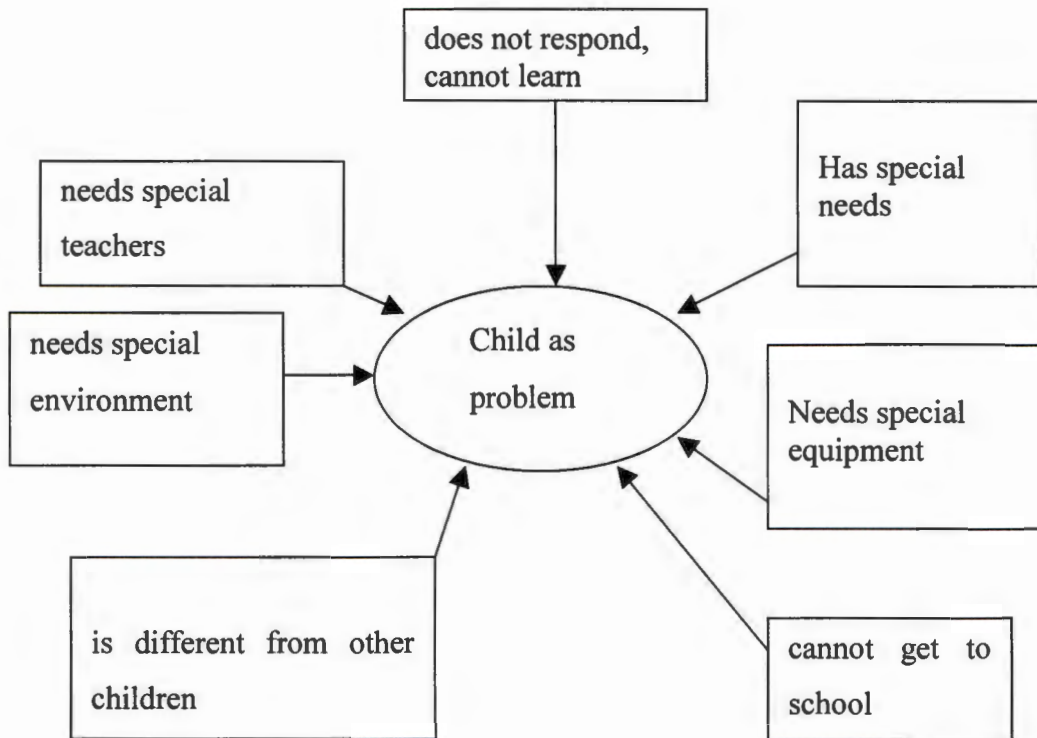
Integrated education / mainstreaming

Figure 2.1 (a) Comparison between mainstreaming and inclusive education

Source: Adopted from the paper, "inclusive education in the Western Cape", 2000.

Inclusive Education

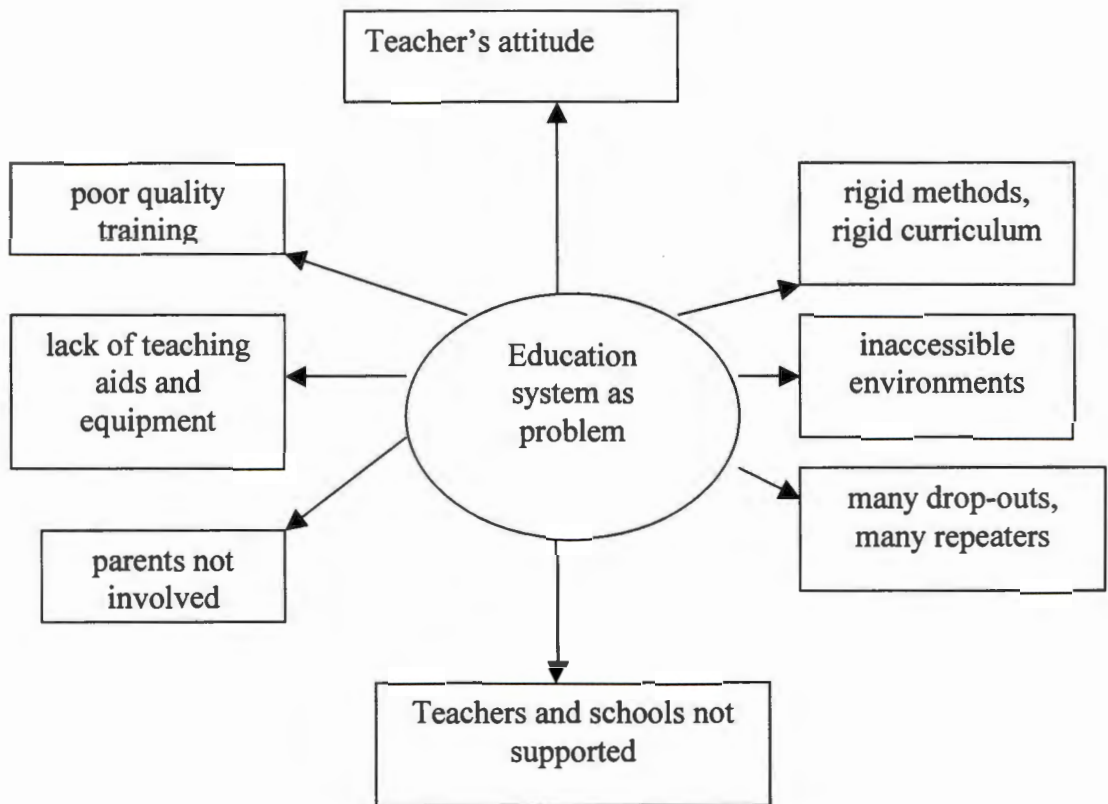


Figure 2.1: (b) Comparison between mainstreaming and inclusive education

Source: Adopted from the paper, “inclusive education in the Western Cape”, 2000.

2.2.2.2 Normalisation

‘Normalisation’ refers to the creation of, as normal as possible, a learning and social environment for the exceptional learner. According to McLeskey and Waldron (1996:150-6), normalisation is simply stated to mean that students with disabilities will be given the opportunity to live their lives in manner that is as typical or normal as possible. This objective means that schools should prepare students with disabilities to live their lives as independently as possible, in as typical a setting as possible. Furthermore, normalisation suggests that the “rhythm of the school day” for students with disabilities should be as similar as possible to what is experienced by typical students

2.2.3 The essence of inclusive education

Inclusive education, in its very essence, embodies a caring ethic (Shaw (1992). Corbett (1994:89), reports that the Integration Alliance (1992) adds that inclusion is a more profound concept than integration as it includes disability as a human experience which should be a central issue in human Service planning.

In addition, according to Kruger and Adams (1998:234), the World Conference on Special Needs in Education, which was held in Salamanca, Spain, in 1994, concluded that Inclusive Education reflects:

- a society that allows individuals the right to equal and full citizenship irrespective of race, class, disability, language, learning styles, gender and other differences.
- an education system that enables all learners to participate and successfully engage with education processes so that they may develop their potential and lead worthwhile live as members of societies and communities;
- schools that accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic and other differences;
- schools that create welcoming communities where all learners are viewed as valued and needed members of the learning community in every respect;
- educators, parents and other community members who work together to develop support learning communities, values of social justice and equity as well as
- the right of all learners to participate in and have access to a single education system.

The above mentioned principles are encapsulated in outcomes-based education (OBE) which is designed to ensure that all learners achieve educational outcomes.

2.2.4 Who are learners with special education needs?/who are the disabled?

Impairment is a normal part of human life and children with impairments are to be found in every society, culture, and community, throughout the world (International Save the Children Alliance, 1997). It will always be impossible to define the precise number of disabled children in the world because the concept of both “impairment” and disability are defined differently according to different cultures and contexts (International Save the Children Alliance, 1997).

There are many different types of impairments both visible and invisible. The extent to which children with impairments are disabled depends on many factors, such as the attitude and behaviour of others (parents, teachers, neighbours) towards them, the satisfaction of their basic needs, policies which include or exclude them, the accessibility of the environment, and their access to appropriate basic support for their development (International Save the Children Alliance, 1997).

There are many factors, which influence the extent to which impairment is disabled and excluded within their particular culture and context. The general factors of ignorance, attitudes, false beliefs are by far the main barriers in all cultures and contexts (International Save the Children Alliance, 1997).

Nevertheless, the Western Cape Education Department (WCED) (2000), defines learners with special education needs as all learners with needs in addition to the needs of the so-called "normal" learners. These additional needs can be anything on a continuum of additional needs ranging from on the one hand the additional needs of the gifted learners to, on the other hand, additional needs of those learners with severe handicaps/disabilities. All these learners need additional support, which could be of a limited (a few hours) to an extensive nature (a whole school career).

Traditionally, these learners fall in various categories such as (WCED, 2000):

- Learners with sensory handicaps such as deafness and blindness;
- Learners with physical and cerebral handicaps;
- Learners with neurological handicaps;
- Learners with mild, moderate or severe mental handicaps;
- Learners with behavioral problems and youth at risk;
- Learners with specific learning difficulties;
- Learners who are temporarily ill and need to be hospitalized or chronically ill learners;
- Some learners from poor - economic milieus and scholastically deprived learners.

According to Sabornie and de Betencourt (1997:3), current US federal definitions of students with **mild disabilities** for example, include:

- Learning disabilities (LD);
- Educable mentally retarded (EMR);
- Emotionally disturbed (ED), and the 1990 addition of
- Traumatic brain injury.

Students with mild disabilities are extremely heterogeneous and bring to the educational process widely varied abilities and disabilities (Wagner, 1990).

Traditionally, most of these learners were viewed as “patients” or “sick” or “flawed” and who need to be “fixed”. They were treated according to a medical support model. They were (and often still) tagged and stigmatised as “special” (WCED, 2000).

According to the Education White Paper 6 (2001:7), the different learning needs arise from a range of factors including: physical, mental, sensory, neurological and developmental impairments, psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation. Different learning needs may also arise because of (Education White Paper 6, 2001:7):

- Negative attitudes to and stereotyping of difference;
- An inflexible curriculum;
- Inappropriate languages or language of learning and teaching;
- Inappropriate and inadequate support services;
- Inadequate policies and legislation;
- The non-recognition and non-involvement parents and
- Inadequately and inappropriately trained education managers and educators (Education White Paper 6, 2001:7).

2.3 Legal framework

Legotlo (2000: 16) reports that upon gaining democracy in South Africa, many new laws conferring rights of people have been legislated and have been framed within the spirit of the Constitution of the country. Education for all is one of such changes.

2.3.1 The Constitutional provision

According to Legotlo (2000: 16), the final Constitution Act 84 of 1996 is the supreme law of the country. It provides a general frame for all laws in the country. Any law that is inconsistent with the Constitution is null and void. Legotlo (2000: 15) continues to say a Bill of rights found in chapter 2 of the Constitution of South Africa protects everyone's defined rights against violation. Learners like all other people have rights. Hence, the Bill of rights in section 29 of the Constitution of the Republic of South Africa states that:

- * "everyone has the right to a basic education."
- * The state may not unfairly discriminate directly or indirectly against anyone on the grounds of one or more of the following: race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, culture, language and birth. According to Legotlo (2000: 15), the Bill of rights is the cornerstone of democracy in South Africa. Hence, the above may not be deviated from.

2.3.2 The South African Schools Act

The South African Schools Act of 1996 endorsed the principal of Inclusive Education. Section 5(1) directs:

... a public school must admit learners and serve their educational requirements without unfairly discriminating in any way ...

Furthermore, the Higher Education Act of 1997 and Further Education and Training Act of 1998 promote access to educational institutions equality of educational opportunity and redress of imbalances of the past as measures towards Inclusive Education.

2.3.3 White Paper on an Integrated National Disability Strategy (INDS)

White Paper on an Integrated National Disability Strategy (INDS) was authorised by President T.M. Mbeki (then Deputy President) (1997). Its goal is to express the government's unswerving commitment to the upliftment and improvement of the conditions of those members of our society (between 5 and 12%) who are moderately to severely disabled (Mbeki, 1997:I). The White Paper also represents the Government's endorsed principles. Thus, the government's thinking about what it can contribute to the development of disabled people and to the promotion and protection of their rights.

A 1995 estimate puts disability prevalence in the South African society at 5% of the population (INDS, 1997:v). The vision of the Integrated National Disability Strategy proposed by the White Paper 6 is a Society for all. This means that:

- there must be an integration of disability issues in all government development Strategies, planning and programmes.
- there must be an integrated and coordinated management system for planning, implementation and monitoring at all spheres of government.
- there also must be capacity building in order to be able to implement the process (INDS 2001-2004:v).

Education is one of the important areas among others identified. The White Paper has developed policy objectives, strategies and mechanisms in education.

It points out that legislative framework are crucial. There is a need to examine the need for new legislation. Thus, existing legislation be scrutinized and amended where necessary. Ultimately, legislation should comply with and give substance to Constitutional requirements (INDS 2001-200:vi). Finally, in order to ensure that legislation is effective and policy implemented, research and monitoring are essential. Transformation must involve practical change at every level of our society (INDS, 2001-2004:vi).

2.3.4 Integrated Provincial Disability Strategy (IPDS)

The North-West Province is estimated to have 282 534 disabled people out of a total population of 3 354 825 (IPDS, 2001-2004: 5). Blindness occurs more than other disabilities. Physically disabled, deaf people and mentally disabled people together constitute a significant percentage of the total disabled population in the province (IPDS, 2001-2002: 4).

The Disability Desk unit in the North-West Provincial Department of Education handles most of the matters concerning disability in the Province. According to IPDS, the objectives of the Disability Desk are outlined as follows (IPDS, 2001-2004: 4):

- To develop an integrated management system for the co-ordination of the disability planning, implementation, consultation and monitoring within various line functions at all tiers of government within the Province,
- To facilitate inclusive government development planning for the equalisation of opportunities for persons with disabilities in the Province and
- To develop capacity building strategies that will enhance government's ability at all levels to implement recommendations in the Integrated National Disability Strategy.

The Department of Education in the North-West Province is to develop and implement policy that will be based on inclusive education and training system, uncover and address barriers to learning and recognize and accommodate the diverse range of learning needs, by the end of December, 2005 (IPDS, 2001-2004: 6).

In summary, the above shows that the Province in line with the INDS is all set up for inclusive education.

2.3.5 Education White Paper 6

In the new democratic South Africa, the process of Inclusive Education started in October, 1996. In his introductory page of the Education White Paper 6, the Minister of Education Asmal (2001: 3) reports that this process so critical to Education and Training System in South Africa begun some five years ago in October, 1996 with the appointment of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS).

The following are the findings of the two bodies (Education White Paper 6, 2001:5):

- Specialised education and support have predominantly been provided for a small percentage of learners with disabilities within 'special' schools and classes;
- Where provided, specialised education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites;
- Most learners with disability have either fallen outside of the system or been 'mainstreamed by default';

- The curriculum and education system as a whole have generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs and failures, and
- While some attention has been given to the schooling phase with regard to 'special needs support', the other levels or bands of education have been seriously neglected.

In the light of the above findings, the joint report to the Minister of the two bodies recommended that the education and training system should promote education for all and foster the development of inclusive and supportive centers of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society.

The Minister mentioned that he is deeply aware of the anxieties that many educators, lecturers, parents and learners hold about the inclusion proposals for learners with special education needs. They fear the many challenges that may come with inclusion- of teaching, communication, costs, stereotyping and the safety of learners - that can be righted only by further professional and physical resources development, information dissemination and advocacy. To this regard, these concerns are also addressed in this White Paper (Asmal, 2001:3):

"In this White Paper, we make it clear that special schools will be strengthened rather than abolished. Following the completion of our audit of special schools, we will develop investment plans to improve the quality of education across all of them. Learners with severe disabilities will be accommodated in these vastly improved special schools, as part of an inclusive system. In this regard, the process of identifying, assessing and enrolling learners in special schools will be overhauled and replaced by structures that acknowledge the central role played by educators, lecturers and parents. Given the considerable expertise and resources that are involved in special schools, we must also make these available to neighbourhood schools, especially full-service schools and colleges. As we outline in this White Paper, this can be achieved by making special schools, in an

incremental manner, part of district support services where they can become resources for all our schools”.

The Minister invites all social partners, members of the public and interested organisations to join the Ministry of Education in this important and vital tasks that faces the Ministry: of building an **inclusive education** system. He invites the people to work together to nurture people with disabilities so that they also experience the full excitement and the joy of learning, and to provide them, and South African nation, with a solid foundation for lifelong learning and development. The Minister however, acknowledges that **building an inclusive education and training system will not be easy**. What will be required of all is **persistence, commitment, coordination, support, monitoring, evaluation, follow-up and leadership** (Asmal, 2001: 4).

The principles guiding the broad strategies to achieve this vision include: acceptance of principles and values contained in the Constitution and White Papers on Education and Training; human rights and social justice for all learners; participation and social integration; equal access to single, inclusive education system; access to the curriculum, equity and redress; community responsiveness; and cost-effectiveness (Education White Paper 6, 2001: 5).

The report of NCSNET and NCESS also suggests that the key strategies required to achieve this vision include:

- transformation of all aspects of education system,
- developing an integrated system of education ,
- infusing ‘special needs and support services’ throughout the system,
- pursuing the holistic development of centers of learning to ensure a barrier-free physical environment and a supportive and inclusive psycho-social learning environment,
- developing a flexible curriculum to ensure access to all learners,
- promoting the rights and responsibilities of parents, education and learners,

- providing effective development programmes for educators, support personnel, and other relevant human resources,
- fostering holistic and integrated support provision through intersectional collaboration,
- developing a community based support system which includes a preventative and developmental approach to support, and developing funding strategies that ensure redress for historically disadvantaged communities and institutions, sustainability, and- ultimately - access to education for all learners.

2.4 Theoretical considerations

2.4.1 Historical framework

Historically the education of students with disabilities was the sole responsibility of special education (Ware, 1995:128). During the 1960s, the idea of normalisation came to the fore in Western societies. In the 1970s, the traditional segregation of learners with special needs in separate special schools was increasingly challenged (Engelbrecht, 1999:7). Engelbrecht (1999:7) reports further that educators began to question how services might be organised differently to include previously disadvantaged individuals in the mainstream of communities (Porter & Richter, 1991). Their actions were also guided by the new approach to disability. Thus, one which increasingly focus on **abilities** rather than **disabilities**, and on social justice and equity rather than **isolation** and **neglect**.

The movement to establish a unitary system of education was characterised by the following phases (Engelbrecht, 1999:7-8):

- * Mainstreaming
- * Integration
- * Inclusive education

- Mainstreaming

In the 1970s and 1980s, learners with special needs were selectively integrated into mainstream classrooms on a case-by-case basis depending on the needs of each learner and the demands of the specific class (Engelbrecht, 1999:7). Mainstreaming is related to

the concept integration which both reinterpreted and extended the issues raised by special needs approaches in mainstream classes (Clark, et al., 1997). That's why Clark et al. (1995:v) stated that actually 'integration' is a term used in the UK and 'mainstreaming' is a term used in the US, but basically meaning the same thing.

- Integration

Whereas integration being based on "human values" of participation saw placement in the mainstream as depending on the balance of advantage for particular learners (thereby also underlining differences) (Engelbrecht, 1999:8).

- Inclusive education

According to Ware (1995:127), the origin of inclusive education dates back into the late 1980s. The movement towards inclusion is a matter of human rights, transforming human values of integration into the immediate rights of excluded learners (Clark et al., 1997). Since its evolution, inclusive education has increasingly challenged the legitimacy of virtually every professional and institutional practice of twentieth-century schooling (Ware, 1995:127). The movement towards inclusive education is not conceptualised as a response to the question of how to assimilate individual learners with identified special needs into existing forms of schooling but against the background of the notion of inclusivity in society, as a question of how mainstream schools can be continually restructured in order to respond positively to all learners as individuals (Sebba & Ainscow, 1996:5-18).

Thus, inclusive education has been advocated as the means to insure that schools educate all students in the mainstream where 'everyone belongs, is accepted, supports, and is supported by his/her peers and other members of the school community' (Stainback, 1990:3).

Today, an inclusive philosophy has become central to the educational policies of large numbers of developed and developing countries and has emerged as an important aspect

of international discussions about how best to respond to learners who experience difficulties in school (Engelbrecht, 1999:8).

2.4.2 Resources for inclusive education

A range of resources should be brought to facilitate implementation of inclusive education. These include human, infrastructure, time, financial, facilities, equipment and learning support materials (Williams, 2000:1).

According to Williams (2000:9), the following principles create a set of conceptual and operational parameters:

- That resourcing of an appropriate education for learners who experience severe barriers to learning and development and/or have disabilities and impairments is based on educational need rather than the description of disability, impairment or barriers.
- That resources should be provided to district and institution level and not to individual learners.
- That the intensity, form, nature and duration of support necessary to ensure access to the curriculum and optional progression (success) of learners serves as the central organiser for resourcing. Thus, resourcing should be targeted to the support system/programme and not the disability.
- That some of the mechanisms to ensure access to the curriculum may not be purely educational. For example, medication, assisting devices (wheelchairs, crutches, hearing aids, guide dogs, interpreter, voice activated computer, social worker, to mention a few). This suggests an **inter-departmental approach to resourcing**. For example, Department of Health would be held responsible for the provision of medicine and wheelchairs and the Department of Welfare responsible for social work services (Williams, 2000:9-10)

**NWU
LIBRARY**

2.4.3 Implications for special need education

The key Policy Shift as regards Special Needs Education is a move away from a narrow focus on specific categories of disability to the intensity, form, nature and duration of support necessary to ensure access to the curriculum an optimal progression (Success) of

learners as the central organiser (Williams, 2000:3). Thus, continues Williams to state that intervention should be targeted at the support system/programme and not the disability.

Furthermore, inclusive education will have **an impact** on institutional landscape. White Paper 6 (2001) and Williams (2000) report that the inclusive education and training system would need to include a range of different institutions including special schools/resource centers and designated full service and other schools, public adult learning centers and further and higher education institutions, district offices/support centers.

The qualitative improvement of special schools and settings for the learners that they serve and their conversion to resource centers that are integrated into district-based support teams.

The establishment of **district based support teams** to provide a co-ordinated professional support service that draws an expertise in further and higher education and local communities, targeting special schools and specialised settings, designated full service and other primary schools and educational institutions, beginning with the thirty districts that are part of the national district development programme. The prevailing situation in special schools and settings and in remedial classes and programmes is inappropriate and in general fails to provide a cost-effective and comprehensive learning experience for participating learners.

2.4.4 A strategy for establishing an inclusive education and training system

According to Williams (2001:3-5) Strategic planning is necessary to be put in place:

- The mobilisation of the approximately 400 000 disabled children and youth outside of the schools system (based on the 5% prevalence predicted by October, 2000 household surveys and the number of learners with disabilities within the school system).
- The designation and conversion of approximately 500 out of 20 000 primary schools to **full service schools**, beginning with the thirty school districts that are part of the

national district development programme and proceeding incrementally. Similarly, within adult basic, further and higher education, the designation and establishment of full service educational institutions accordingly to structures systematic incremental.

- The general orientation and introduction of management, governing bodies and professional staff to the inclusion model.
- The targeting of **early identification and intervention** in the Foundation Phase.
- An implementation strategy should prioritise the **upgrading and conversion of all 378 special schools** and specialised settings and their inclusion within new district-based support teams, increasing access to learners outside of the education and training system and the optimal use of limited resources.
- “Full service” schools should be designated in each district for the implementation of the inclusion model, especially since it is unimaginable how all 29 000 public schools (Williams 2001:3-5).

2.4.4.1 Making inclusive education work

*** Resources**

Squelch and Squelch (1998) report that schools and districts that have been successful in implementing inclusive education had the necessary facilities and resources, both in financial and human terms, to ensure that students with special needs are, in fact, included in the regular classroom and are not left behind. Without the following resources, inclusive education becomes difficult to achieve:

- Suitably qualified and experienced teachers;
- Pull-out services;
- On-site technical assistance and
- In-service teacher education.

*** Suitably Qualified and Experienced Teachers**

Inclusive classes are far more demanding and challenging, and they require committed teachers who have the necessary skills and expert knowledge to provide appropriate teaching and learning experiences for all students. Teachers with no training and

experience in special education will find it difficult to cater for students with special needs (Squelch and Squelch, 1998).

* Pull-Out Services

Pullout services imply that during the school programme, students with special needs are pulled out of the regular class to attend classes that provide special programmes (Squelch and Squelch, 1998). Thus, schools following an inclusive programme have the facilities and resources to provide pullout services. In this way, Inclusive education does not necessarily mean that students with special needs remain in the regular class for the entire duration of the day. It is important however to note that the nature of these classes depends on the needs of the students.

* On-Site Technical Assistance

Including students with special needs in regular schools means that these schools need to provide a range of professional services on-site. These could be full-time or part-time. Such professional services would, for example, include a school Psychologist, Speech therapist, Occupational therapists and a remedial expert. These people would work hand in hand with the classroom teacher to ensure that the needs of students are met (Squelch and Squelch, 1998).

* In-Service Teacher Education

Teachers implementing inclusive education programmes would need to be provided with continuous in-service training. (Squelch and Squelch, 1998).

In conclusion, the South African education system is going through a slow and painful transformation. While schools battle with large classes, inadequate facilities, poor management and poor academic results, teachers are now faced with the added challenge of implementing inclusive education with few, if any, resources to back them up. On the other hand, some well-equipped public schools will have no difficulty in merging special and regular classes and ensuring that all children receive an education that suits their individual needs. The question is, given the present education climate; will those schools

who are already failing to provide children in regular education classes with a sound education really be able to include children with special needs? It seems to include children with special needs in regular classes, schools will have to undergo some radical transformation before they can implement inclusive education and serve the rights of all children. More over, inclusive education may not suit all children and other options need to be made available (Squelch and Squelch, 1998)

2.4.4.2 *Keys to successful inclusion*

According to Morris (2000: 81-2), there are many areas of uncertainty regarding inclusion. Some basic components are necessary to create a sound and successful programme (Morris, 2000: 81-2):

- Individualising in the inclusive classroom will dramatically increase student effectiveness
- Promoting classroom friendships, especially in classrooms where students with special needs have been viewed in the past as the least-popular or most-rejected students. Facilitating the co-teaching aspects of the inclusive classroom through careful selection of co-teachers and providing planning time.
- Encouraging parental support of the inclusive classroom. A conscious effort must be made to educate parents about the inclusive model.
- Placing the appropriate number of special students in a regular classroom. Opinion and views about the exact number of an inclusive class vary, but most educators agree that no more than 15 - 20% of the students should be students with disabilities (Mason & Doepner, 1998: 160-171).
- Instituting a schoolwide, discipline plan will help inclusive classroom be much less vulnerable to discipline or behaviour problems.
- Obligation administrators and special education teachers to find the best educational setting for their students with special needs, which might not be the inclusive classroom.

2.4.4.3 Misconceptions

Although many more people are opening themselves to the idea of inclusion, there are a number of misconceptions about the issue (Inclusive Education in the Western Cape- and NGO Perspective, 2000). The major misconception is that an inclusive approach advocates putting any and every learner with special needs into a 'mainstream' class, and shutting down all special schools and facilities. Although there are a few proponents of this radical approach, one will find that even within one of the most progressive countries (i.e. Sweden) as far as inclusive education is concerned, there are still some special schools for learners with specific needs. So, no need for anxieties in this regard. Special schools will always remain in certain cases, or periods. Most people also think that inclusion means simply dumping people into an existing education system, which cannot and was never designed to cope with LSEN, and throw up their hands in horror!

Another misconception is that inclusion only works in "First World" educational settings. As part of its research, the National Commission on Special Needs in Education and Training looked at models of inclusive education in countries such as Uganda, Lesotho, and India, and found highly successful models and were/are very willing to share their experiences and knowledge. But inclusive education is about the teacher organising a learning activity so that the child in the wheelchair or the child who is non-verbal can join in, or making sure that the teacher puts the child with a hearing difficulty in the front of the class and speak to him or her face-to-face. It is about structuring learning activities so that learners can engage with the learning material at different levels and using different tools (Inclusive Education in the Western Cape, an NGO Perspective, 2000).

In conclusion, the researcher conceptualises this as a signal that inclusive education is a new phenomenon. It will take a long time for people to fully understand.

2.3 The role of the principal in inclusive education

It is important to note that here the principal forms part of the SMT. Therefore, the information in this section also refers to the members of the SMT (the principal, deputy principal and head of departments).

Guzmán's (1997: 340) literature search has determined that it is the principal who has the most power as a moral authority. It is that individual whose actions, statements and expectations make powerful symbolic statements. Further, the principal's behaviours, actions, or inaction condone or condemn the attitudes and behaviours of staff members. Ingram (1997: 411) state that the principal's role is pivotal in expanding opportunities for more inclusionary programming while ensuring that students with disabilities receive services that have been carefully planned by the placement team to meet their individual needs.

Conrad and Whitaker (1997: 207-10) write that successfully dealing with special education students has long been a challenge for principals. They think that principals must balance the requirements for special needs students, teachers and parents with the interests of the rest of the members of the school community. Conrad and Whitaker (1997: 207:10) continue to say inclusion presents a particular challenge. It is therefore essential that principals develop a plan to allow inclusion to take place in an effective manner.

Katsiyannis et al. (1996: 82) continue to say school administrators (principals) are instrumental in and ultimately responsible for providing the necessary leadership for conceptualisation (developing and implementing the philosophy/mission and specific aims) and monitoring inclusionary practices. Ingrams (1997: 411-427) simply writes that principals as leaders play an influential role in motivating teachers to succeed in the inclusion of disabled students in regular classrooms.

From the views presented above, Principals must increase the school's knowledge about inclusion (Conrad and Whitaker, 1997; 207). As for Gameros (1995: 15), visionary principals must accept the challenge to create an inclusive environment for all students, realise that inclusion is a long-term process, address diversity and inclusion in their vision, and provide inclusive leadership.

Katsiyannis et al. (1996: 82) on the other hand thinks specifically, principals are responsible for securing ongoing training, supervising and evaluating staff members, and

fostering the collaboration of general and special education teachers by defining roles, responsibilities and processes for programme diversity.

Katsiyannis et al. (1996: 82) reports in addition, that the Nebraska Department of Education 1994 demanded that leadership requires that school principals acquire an in-depth knowledge and understanding of the conceptual framework, related literature, and practice considerations regarding inclusion.

In conclusion, based on the views presented above, one is tempted to say principals can face the challenge of making inclusive education a success or a failure.

2.4 Models of inclusive education

According to Morris (2000:81-2), there is controversy about the idea of an inclusion model of education. Morris (2000: 81-2) continues to say the key to unlocking the mystery of inclusion and making the model work lies in educating students, parents, teachers, and community members about inclusion and its importance. It is however important to note that there is no one model of education that works for every student (Morris, 2000: 81-2). Morris (2000: 81-2) argues that in many ways however, inclusion is a breakthrough approach in educating all students. Presented below are two of the many models that can be tried.

2.4.1 The ELSEN (Learning Support) Provision Model for the Western Cape Education Department.

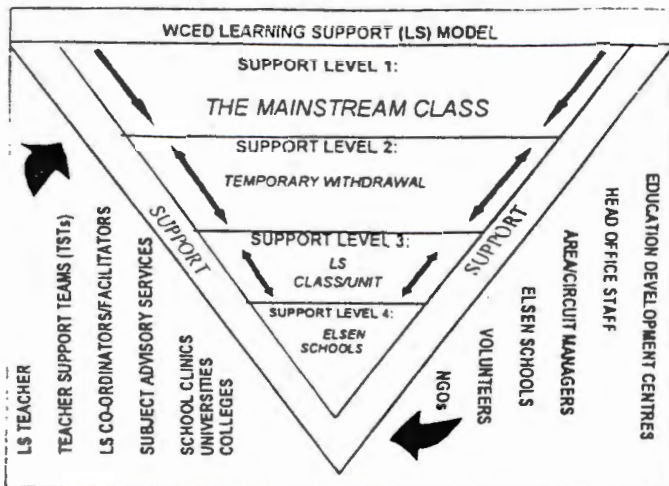


Figure 2.2: WCED Learning support (LS) model

Adapted from: WCED, 2000: 8.

This model is aimed at having an inclusive education system providing equal opportunities for **all** learners at various support levels; and not to support both a mainstream and an ELSEN education system (Western Cape Education Department, 2000).

Support Level One: In The Mainstream Class.

According to WCED (2000), in the first place, every effort must be made to accommodate and provide for LSEN in the mainstream classroom. This implies that the regular mainstream teacher will need to be trained to teach and help LSEN in the mainstream classroom. Furthermore, the mainstream school curriculum will need to be developed in such a way as to provide for the needs of **ALL** learners. The key to success of this approach will be the **support** that these teachers will receive.

The teacher support team could consist of, among others, the following: the learning support (ELSEN) teacher (if there is one), the principal, other senior staff, subject specialist (especially in the three R's) and local specialists in other relevant fields. For example, medicine, psychology, therapeutic services and social services.

Support Level Two: Periodical Withdraw from the Mainstream Class.

In the second place, the learning support (ELSEN) teacher can withdraw LSEN from mainstream class individually or in-groups and assist them where necessary (WCED, 2000). After being helped in this way for some time, the LSEN should return to the mainstream classroom. Teachers need to be trained for their new functions.

Support Level Three: ELSEN Class or Unit.

Should the support set out above still not meet the needs of the LSEN, an ELSEN class can still be established at a school (WCED, 2000). These classes will provide for all other learners who need specialised support; instead of providing for only the intellectually or scholastically impaired learners, as is currently the case. Such ELSEN classes will replace the existing special, adaptation and remedial classes. However, as soon as learners in these classes are ready for mainstream classes again, they must return there (WCED, 2000).

An extension of this support level can be to consider the establishment at regular mainstream classes of ELSEN units, each consisting of two or more ELSEN classes. These units can accommodate LSEN that now needs to be accommodated in ELSEN schools far from their homes. Learners who would previously have been accommodated in separate schools for LSEN can then be accommodated in mainstream schools. This could be more cost effective than establishing new ELSEN schools. An added advantage would be that learners would not need to be transported over long distances at high costs to attend school.

Support Level Four: ELSEN Schools.

LSEN who cannot progress in any of the above-mentioned options could still be placed in separate schools for LSEN. The objective in these highly specialised schools must, however, always be to return the LSEN to the mainstream as soon as it is desirable. ELSEN schools should also be used as resource centers to assist LSEN and ELSEN teachers to maintain schools, as they are usually well resourced and have extensive experience in dealing with LSEN (WCED, 2000).

The aims of this new ELSEN model are primarily to:

- give all learners equal educational opportunities within an inclusive system;
- prevent learning difficulties and offer all learners optimal learning opportunities, as far as it is practically possible;
- quicken progress in schools and offer all learners opportunities for lifelong learning and
- use all available resources to the best effect.

2.4.2 Davidoff & Lazarus model

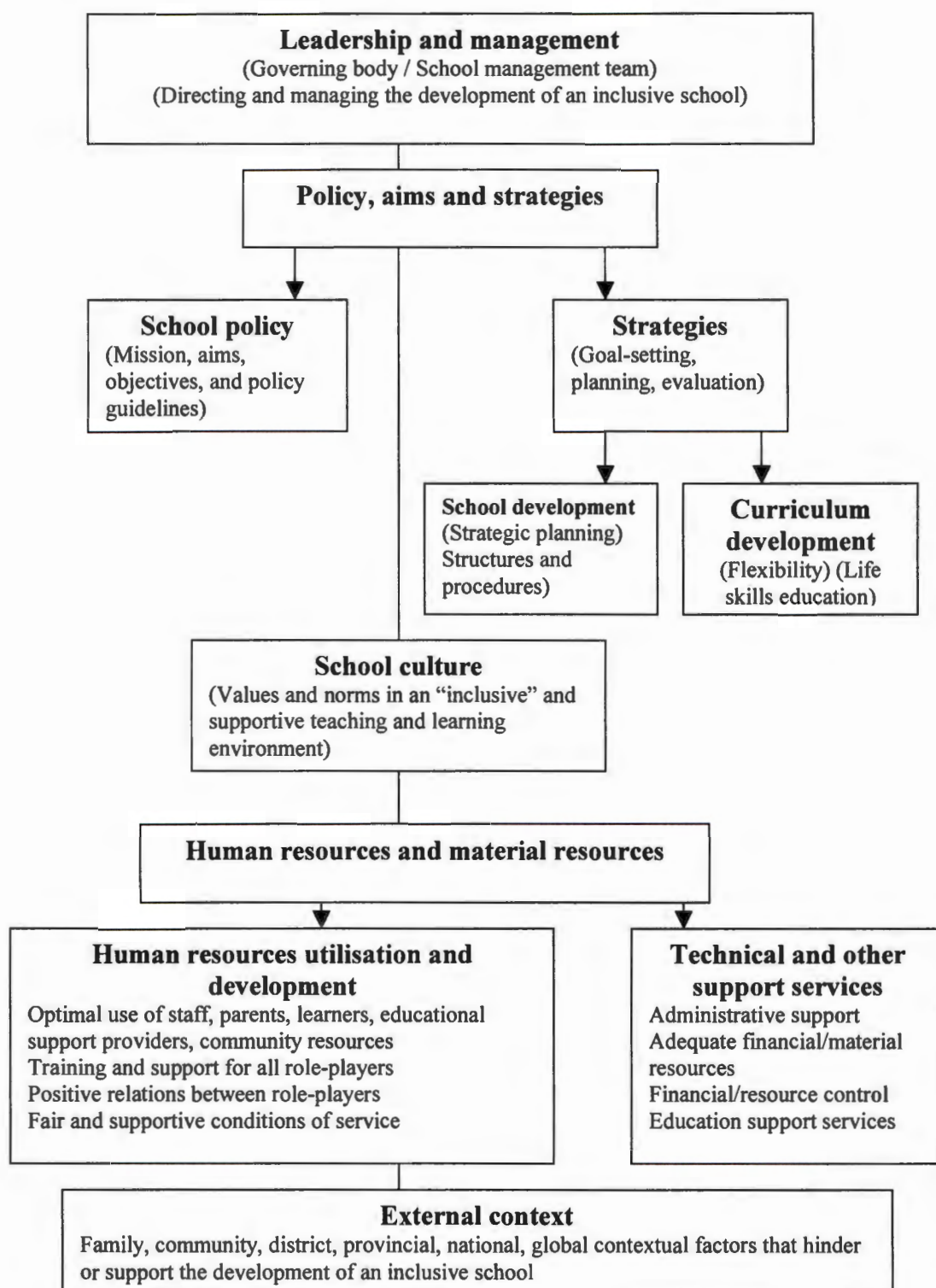


Figure 2.3: Davidoff & Lazarus model highlighting elements of an inclusive school

Source: Lazarus et al. (1999: 63).

The model above serves to provide guidelines for schools as they pursue their attempts to develop an inclusive school. The framework was presented by Davifoff and Lazarus (1997) with school development and the health-promoting school concept as a basis. This framework could be used as guide to what areas to focus on in attempting to identify and understand those barriers to inclusion that exists in a particular school. The framework could then be used as a basis for developing a comprehensive programme of school development that ensures that all aspects of school life are included in the development of an inclusive teaching and learning environment (Lazarus et al., 1999:62).

2.5 Research On Inclusive Education

2.5.1 An overview of inclusive education in developed countries

2.5.1.1 Inclusive Education Research in U.S.A.

Early US special education case law indicates that, for the most part, the education of disabled children was not a priority for the schools, legislatures or, the courts (Daniel, 1997:397-410). Legislation in numerous states permitted the exclusion of any child whenever school administrators decided that the child would not benefit from public education or that the child's presence would be disruptive to others (Daniel, 1997:397-410).

By the late 1960, the appalling condition of special education services was brought to the nation's attention by the civil rights movement and President Lyndon Johnson's War on Poverty (Daniel, 1997:397-410). Daniel (1997:397-410) records that public pressure on elected officials and school administrators to change existing policies escalated as special needs children assigned to "dummy" classes became targets of prejudice and discrimination by their peers and some teachers. Further more, the placement of disabled children in "Special schools" only served to hinder the child's ability to interact with non-disabled children.

The problems manifested as a result of under-education, social stigma, and emotional trauma to disabled children prompted concerned parents and citizens to act. Therefore during the early 1970's advocates for disabled children argued that disabled children

were also entitled to equal access to public schools in the USA, either by integration into the regular classroom or by implementation of special programmes that, while separated, were at least equal (Daniel, 1997:397-410; Engelbrecht, 1999:6).

Pennsylvania Association for Retarded Children (PARC) and Mills court also declared a legal preference for the education of students with disabilities with their non-disabled peers to the extent that such an education could be provided satisfactorily. The preference was labeled the 'least restrictive environment' borrowing these terms from cases involving the de-institutionalisation of persons with mental illness (Daniel, 1997:397-410).

Daniel (1997) reported that disabled students rights are created and protected primarily by Individuals with Disabilities Education Act (IDEA). Extensive detailed substantive and procedural right and protections for disabled children and their parents are provided by the Act. The fundamental premiss of IDEA is that all disabled children are entitled to a free appropriate public education.

It has been reported by Daniel (1997: 401) that the judicial opinions in least restrictive environment (regular placement classroom with supplementary aids and services) are that placement decisions have long been a major focus of litigation and policy advocacy and the IDEA. Education for the disabled has been surrounded with court rulings. For example, the court ruling of a two-part test for determining when a school's least restrictive environment (LRE) is appropriate:

- Whether education in the regular classroom can be satisfactorily achieved with the use of supplemental aids and services; and
- If such an education cannot be achieved and the school district intends to remove the child from the regular classroom, whether the school has integrated the child to the maximum extent appropriate.

In Daniel R R Standard decision to address parents concerns about LRE, the U S Court of Appeals for the Ninth Circuit articulated a four-part balancing test to be applied in discerning which test is the more educationally appropriate:

- the opportunities for educational benefit in the regular classroom versus a self-contained environment;
- the opportunities for development of non-academic skills such as social skills, communication skills and self confidence;
- the impact of the disabled child's presence in the regular classroom on the education of other students; and
- whether the cost of inclusion in a regular classroom would adversely affect school district funds and services available to other students.

The findings of research by Daniel (1997: 407) on education students with disabilities in the least restrictive environment reveals that although there are a number of models for inclusion in the case law, most judicial decisions favouring this placement share common elements:

- some demonstration of academic benefit;
- a finding of non-academic benefits;
- a concern about class disruption;
- a detrimental effect on the education rights of other students; and
- a balancing of the cost of placing the disabled student in the regular classroom.

2.5.1.2 Inclusive education research in Australia

In Australia, legislative action of the early 1990s (e.g. Commonwealth of Australia, 1992) changed the way in which children with special needs receive their education (Tait & Purdie, 2000:25-38). The education of such children now largely occurs within the context of regular school, and has become the responsibility of the regular classroom team (Tait & Purdie, 2000: 25-38). Tait & Purdie continue to report that historically general education staff has not reacted favourably toward the notion of increased inclusion of students with disabilities.

The reasons for lack of enthusiasm for inclusive programmes are varied but include (Tait & Purdie, 2000: 25-38):

- concerns about the quality of work that children with disabilities in regular education classes will produce;
- the amount of teacher time that these students will require (often to the detriment of other students in the class);
- lack of support services (e.g. aids. Paraprofessionals such as speech therapists, school psychologists), and
- general inadequacy of a regular classroom to meet the highly individualized needs of students with disabilities.

Early studies (Bender, 1985) showed that apart from quality of academic work that children with disabilities in regular classes would produce, teachers also were concerned about their own levels of preparation for inclusive practice. In an effort to change the attitudes of teachers towards inclusive education, a study titled, "attitudes towards disability: teacher education for inclusive environments in an Australian university" was carried out. The Interaction with Disabled Persons Scale (IDP) was used to explore the attitudes of pre-service teachers (N = 1 626 pre-service education students) to people with disabilities. This was carried out at a large Australian university. Using structural equation modeling, the factor structure of the IDP scale was tested (Tait & Purdie, 2000: 25-38).

One of the aims of this study was to investigate the attitude of student teachers to people with disabilities and to explore the interaction of a range of personal characteristics (e.g. gender, age, previous contact with people with disabilities) with these attitudes (Tait & Purdie, 2000: 25-38). Results showed that overall, teacher students in their interaction with people with disabilities, was expressed mostly in terms of **vulnerability, expressions of sympathy, discomfort and embarrassment.**

In summary, it is important to note that teacher attitudes have been identified as a critical variable in the success of managing children with special needs (Bacon & Schultz, 1991: 144-149), to the life quality of people with disabilities (Beckwith & Matthews, 1994: 53-

57) and the success or failure of the integration of disabled student in the regular classroom (Stewart, 1990: 76-83).

2.5.2 An overview of inclusive education in developing countries

2.5.2.1 *Inclusive education research in Ghana*

Ghana is a small country on West Coast in Sub-Saharan Africa. It is predominantly, a rural society and a total estimated population of 18 million. Ghana is ranked among the poorest countries in the world with 6.7 million people living below the poverty line. Between 900 000 to 1 000 000 people have a disability (Ofori-Addo et al., 1999).

The development of inclusive education in Ghana according to Ofori-Addo et al. (1999), started in 1992 when the Ministry of Employment and Social Welfare, in collaboration with the Ministry of Education, the Ministry of Health and the Organisations of Persons with Disabilities, initiated the Community Based Rehabilitation Programme (CBRP). The aim of this programme was to improve the quality of life of children, youths and adults with disabilities through the mobilisation of existing community resources, the provision of services and the creation of educational, vocational, health and social opportunities. Ofori-Addo et al. (1999) reported that the college of Special Education was asked to train peripatetic teachers in the community based rehabilitation approach. An UNESCO Teachers' Resource Pack (RP) on Special Needs in the classroom was introduced in this course.



In 1993, UNESCO carried out the first three consultancies on training in Special needs education in Ghana. They used materials from the UNESCO Teacher Education Resource Pack on Special needs in the classroom to demonstrate how workshop sessions can assist teachers to develop their thinking and teaching skills on inclusive education.

The first training session marked the beginning of inclusive education in 10 out of 110 districts in Ghana. This was followed by a series of workshops organised by participants themselves and then follow-up workshops.

A two-week course was organised in 1994, which marked the start up of the Pilot Action Research Project in all ten training colleges. Selected Schools were tried using the Resource Pack in the period from December 1994 to June 1995 (Ofori-Addo et al., 1999). Follow-up research revealed that while most colleges reported positive results, others faced some difficulties because of their involvement in different activities and a lack of support.

Observers think that introduction of inclusive education has fostered partnerships. Thus, Ofori-Addo et al. (1999) reported that the introduction of Inclusive Education Project in Ghana saw a high degree of co-operation among people belonging to various departments, organisations and external agencies. Administrators from the national, regional, district and local levels including CBR programme personnel-tutors from training colleges, regular school teachers and head teachers were selected to participate in different initiatives. The Ghana Education Services and the Norwegian Association of Disabled also provided valuable support.

Several orientation programmes for parents of children with disabilities were initiated in 1997 to encourage parental participation in the education of children. One of the headmasters who participated in the Inclusive Education Project from the very beginning said that “inclusive education initiatives did not only improve the capacity of the regular system to meet the needs of children with special needs but, also resulted in improving teaching and learning for all children”.

The success of the Inclusive Education Project demonstrates that Ghana now is in a position to ensure better access and quality of education to all children. At the time of writing (1999), Ofori-Addo et al. reported that Ghana had the capacity and the means to observe the rights of children and people with disabilities. He also reports that between 1994 and 1998, twenty out of 110 districts in Ghana were implementing the Inclusive Education Project alongside the CBR Programme. A study of three districts has shown that by the end of 1998 178 regular schoolteachers had been framed in the use of the

Resource Pack. This resulted in the inclusion of 174 children with special needs in the 55 Primary Schools in the three selected districts.

However, the introduction of inclusive education in Ghana has not been without challenges. Ofori-Addo et al. (1999) reported that for the National Programme, the challenges are as follows:

- Few teachers for many students;
- High turnover of trained teachers;
- Training no always followed up and
- Rigidity is a hindrance to creativity.

A 1996 evaluation report also highlighted the following difficulties:

- That coverage remains limited
- That Inter-agency collaboration is weak
- That there is lack of reliable data and information

Ofori-Addo et al. (1999) reports that in order to increase coverage and sustainability, the Ministry of Education, the Ghana Education Service and the Special Education Division must address the following issues:

- Special education is still separate from mainstream education. This arrangement does not favour the integration of the educational needs of children with disabilities into regular school system. The Inclusive Education initiative is currently limited to the personnel of the Special Education Division;
- Training is limited to special education teachers. In Ghana, as in many other countries, disability issues are the domains of teachers specialising in special needs education. Regular classroom teachers are usually not trained in special needs education and in-service training opportunities do not include disability issues and
- Technical support is limited to special schools. Special schools have professionals specialised in teaching students with disabilities, equipment for different special needs, and adapted programmes of work.

This type of technical support is not available in regular schools and that is why regular schools are not yet in position to successfully integrate children with disabilities and educate them.

To this problem, Ofori-Addo et al. (1999) recommend that the Special Education Division of the Ministry of Education should review its policy of educating a limited number of children with disability in isolation. In order to maximise existing resources; Special Schools could be turned into resource centers for regular Schools. This is also projected correct for South African schools (Asmal, 2001: 3). By doing so, they could provide in-service training in Braille, deaf communication, assessment of Special needs and other specialised services to regular schools.

In conclusion, Ofori-Addo et al. (1999) states that the introduction of the resource Pack in Ghana has offered new and better opportunities for children with disabilities who now have increased access to better quality education. The New Educational Reforms initiated in 1978, along with the human resource capacity created within the Special Education Division and other divisions of the Ghana Education Service, provide a positive environment for the development of the Inclusive Education initiative in the country. Opportunities for the majority of children with disabilities have undoubtedly increased.

2.5.2.2 Inclusive education in Zambia

Education for children with special educational needs has been in existence in Zambia close to 100 years (Kalabula, 2000). Currently, only a small percentage of physically impaired children are catered for in schools (Kalabula, 2000). In the current Zambian policy (Educating Our Future, 1996), the Ministry of Education states among other things that it will ensure equality of education opportunity for children with special educational needs; that it is committed to providing education of particularly good quality to pupils with special educational needs; and that it will improve and strengthen the supervision and management of special education across the country (Kalabula, 2000).

The Ministry states that it will achieve the above policy goals through among other strategies the following:

- working closely with the Ministry of Health, the Ministry of Education will decentralize services for the identification, assessment and placement of children with special educational needs;
- to the greatest extent possible, the Ministry will integrate pupils with special educational needs into mainstream institutions and will provide them with necessary facilities. However, where need is established, the Ministry will participate in the provision of new special schools for the severely impaired;
- the Ministry of Education will co-operate with private, religious, community and philanthropic needs of exceptional children, and providing outreach services for children whose impairments prevent normal attendance at school (Kalabula, 2000).

Training of special education teachers, designing appropriate curricula and teaching materials and enlarging and decentralizing special education inspectorate are among the strategies too (Kalabula, 2000). Looking at the present situation regarding inclusive education in Zambia, Kalabula (2000) reports that almost six years after Salamanca Conference which made proposals to governments around the world to include SEN children in ordinary school system, there was no tangible action taken by the government to make this a reality. In mid-1997, efforts towards inclusive education in Zambia had been embarked upon in Kalulushi District with the help of Danish government.

Another initiative whose intention is not exclusively inclusive, has been taken by the government of Ireland, particularly in Kasama and Mbala Districts, where they have renovated schools with the hope of increasing access for SEN children (Kalabula, 2000). In Kalulushi District for example, teachers, social workers, and health personnel have come together to sensitize the communities in urban, peri-urban and rural areas of the District. As a result, the attitudes of most people who come into contact with SEN children in these areas are showing positive signs of changing (Kalabula, 2000).

However, like what happens in all other donor-driven programmes, the main problem could be that the zest for continuation may just wither away after the support has been withdrawn by the donor community especially if the local government's input for

sustainability is not forthcoming (Kalabula, 2000). It is important to note that like other developing countries, Zambia faces almost the same constraints as presented above (cf: 2.5.2).

In summary, taking the constraints presented above, it would be prudent to observe that unless African governments take deliberate and positive political action, inclusive education for children with SEN in Africa, particularly Zambia is a myth rather than reality now (Kalabula, 2000).

2.5.2.3 Inclusive education in South Africa

According to Naicker (1999: 12) the situation with regard to inclusive education in South Africa reached an advanced stage with the completion of policy development by the National Commission on Special Education Needs and Training (NCSNET) and the National Committee for Education Support Services (NCESS) at the end of 1997. White Paper on an Integrated National Disability Strategy (INDS), Education White Paper 6, and Integrated Provincial Disability Strategy (IPDS) are some of the documents that evidence the preceding paragraph. The purpose of this section is as stated by Naicker (1999: 12) to highlight the fact that it is important that the history of the shift to inclusive education in South Africa and the work of the NCSNET and NCESS be known. For Naicker (1999: 12) believes that only the understanding of the history will make the present situation meaningful and the future intelligible. This section therefore focuses on the history of inclusive education in South Africa.

- Historically, both international and national patterns and trends regarding disability have undergone major shifts, which have largely, influenced the movement toward inclusive education in South Africa (Naicker, 1999: 12). These shifts have mainly centered on the move from a **medical discourse** to a **rights discourse**.

According to Naicker (1999: 14), the rights discourse is committed to extending full citizenship to all people. It stresses equal opportunity, self-reliance, independence and wants rather than needs.

Major changes were taking place because of the new democracy in South Africa (Naicker, 1999: 15). Naicker continues to say at least 28 organisations and institutions in South Africa were instrumental in the development of the statement that supports inclusive education system that is responsive to the diverse needs of all learners.

One such organisation reported by Naicker, (1999: 15) is the South African Federal Council on Disability (SAFCD). Furthermore, section 29 of the Constitution of the Republic of South Africa (1996) declares: “everyone has the right to a basic education”

The new ministry of Education appointed the NCSNET and NCESS in 1996 to investigate and make recommendations on all aspects of “Special needs and Support Services” in education and training in South Africa” (Naicker, 1999: 16). Recommendations of the two organisations are presented above (cf: 2.3.5).

The two organisations noted that the complex diversified conditions in the nine provinces in South Africa pose particular challenges to an inclusive system of education. Differences in terms of fiscal allocation, previously inherited disparate and infrastructure present major impediments to a uniform system of inclusive education (NCSNET and NCESS, 1997).

Thus, an inclusive system of education could take various forms and be characterized very differently in South Africa based on the discrepancies in the various provinces presented in the preceding paragraph. On the other hand, large numbers of children are being mainstreamed by default, mainly in sites of learning of the former Department of Education and previous bantustans. These sites of learning fell under the African education system, which was provided with the fiscal resources during the apartheid era. In the light of this, it was recommended that innovative and imaginative steps would have to be taken to ensure that inclusive system materialises.

Outcomes-Based Education (OBE) and its compatibility with inclusive education.

According to Naicker (1999: 21), OBE has been implemented in South Africa as the new curriculum to facilitate the transformation of the education system in general. Naicker continues to say OBE is also a useful vehicle for implementing inclusive education. Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes is one of the most important features of OBE (Spady 1994:2). Instead of the specific constraints of the old traditional system related to time, calendars, grades, passing and failing; the OBE system is based on the three premises outlined below:

- All learners perform successfully, but not at the same pace;
- Each successful learning experience is a stepping stone to more success and
- Schools are pivotal in creating the conditions for success at school.

In conclusion, from the above discussion, it becomes quite clear that inclusive education in South Africa is a constitutional imperative. While the policy developed reflects the views of the majority of South Africans, the actual implementation of inclusive education will not be easy since education is generally a conservative enterprise. It must be viewed as something to be fought for, instead of assuming that it will become a reality without hard work. This position is associated with the difficulty related to reversing established notions of teaching and learning that have been inherited from a very conservative system of education. It is the responsibility of all South Africans not only to take seriously the rights discourse, but also to create the necessary conditions for education for all (Naicker, 1999: 22).

2.6 Summary

Inclusive Education is such a challenge. The researcher in this study perceives that the challenge is twofold:

- diversity of disability and
- diverse in availability of resources.

However, many nations are ready to face the challenge as outlined in this chapter. As for South Africa, there is a significant determination to establish an inclusive education and training system as South Africa's response to the call to establish a **caring** and **humane** society. This is evidenced by various White Papers, Legislation, Policies and regulations. (Williams, 2000: 1).

The misconception is that inclusion can only work in 'wealthy' schools. However, it has been implemented in poor schools of other "Third World" countries. This shows that inclusion is not necessarily about fancy resources, although it is wonderful to have. It is more about a change in mindset, looking at what people **CAN** do and maximizing their opportunities to do those things well, rather than being blinded by what people **CAN'T** do (on line, 2000).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the method of the study and the rationale. Aspects such as what methods, why such methods, how such methods were employed, where and when they were employed are answered in this chapter, to ensure validity and reliability of the study. The guiding issue in this investigation was the aim of the study as presented in chapter 1. Thus, the aim was to gather perceptions of schools' management teams regarding inclusive education.

Aim 1 was to find from literature the nature and scope of inclusive education as subsequently documented in chapter 2. The review of literature played an important role in shaping up this chapter especially where questionnaire construction was concerned.

3.2 Research Tools

Since many studies in education and allied fields rely on questionnaires and interviews as their main source of data collection (Tuckman, 1978:14) so too was a questionnaire used in this study.

3.2.1 Questionnaires and interviews as a research tool

Questionnaires were used to convert into data the information given by the subjects (Legotlo, 1996). These approaches were used to measure what the subjects knew (Knowledge and information) about inclusive education and what they thought (attitudes and beliefs) about inclusive education. According to Tuckman (1978:197), questionnaires and interviews are a way of getting data about persons by asking them rather than watching them behave or by sampling a lot of their behaviour.

In as much as questionnaires and interviews might be the most common tools used in educational research, the self-report approach incorporated in questionnaires and interviews does present certain problems. Tuckman reports the following problems (Tuckman, 1978:197):

- Respondents must cooperate when completing a questionnaire or interview;
- They must tell what is - rather than what they think ought to be or what they think the researcher would like to hear and
- They must know what they feel and think in order to report it.

Thus, these techniques measure not what persons believe but what they say they believe, not what they like but what they say they like.

Furthermore, some disadvantages of a questionnaire are (Tuckman, 1978:210-211; Van Dalen, 1979:153; Legotlo, 1996):-

- limits the kind of questions that can be asked and the kinds of answers that can be obtained;
- personally sensitive and revealing information is difficult to obtain from a questionnaire;
- it is difficult to get answers to indirect nonspecific questions that represent probes (follow leads);
- respondents who are not free, willing or qualified to divulge information may ignore certain questions or falsify their answers;
- many people do not consider questionnaires. Thus, they fill out the forms carelessly or report what they assume took place;
- not uncommonly, respondents tailor replies to conform to their biases either/or to protect their self-interests, to place themselves in a more favourable light, to please the researcher or to conform with socially accepted patterns.

3.2.2 Questionnaire construction

For some studies or certain phases of them, presenting respondents with carefully selected and ordered questions is the only practical way to obtain data (Van Dalen, 1979: 152). Van Dalen (1979: 153) continues to say, to obtain reliable data, questionnaires must be carefully structured. Hence, the first step in constructing the questionnaire used in this study was to specify the variables by name, because the variables are what the researcher was trying to measure. For example, special school, regular/"normal" school, and

inclusive education were the variables in this study. Thus, it was important to try to find out what is it really, that needs to be found out? In the view of this, the hypothesis and/or research questions in this study were considered. This is in accordance with researchers such as Tuckman (1978: 210) who reported that the questions to be asked on a questionnaire or in an interview reflect what it is a researcher is trying to find out.

Some of the rules for constructing a questionnaire as indicated by Borg & Gall (1989: 430-431; Legotlo, 1996; Bell, 1999) are:

- clarity, i.e. items must mean the same to all respondents;
- short items are preferable;
- negative items should be avoided
- double - barreled items which require the subject to respond to two separate ideas with a single answer should be avoided; and
- biased questions are to be avoided.

The questionnaire used in this study was aimed at obtaining information on perceptions of school management teams of special and regular/“normal” schools in the North-West Province.

3.2.2.1 *Development of questionnaire items*

Some of the strategies that were employed in the development of the questionnaire items included:

- Thorough examination of issues raised in the literature on inclusive education; after which questionnaire items were selected that were in line with the hypothesis and the study questions.
- Identifying the main issues of inclusive education, and then from there the concepts of the issues that were going to be tested were identified.
- Questions from other authors on similar topic were considered (Lazarus, et al. 1999: 65).

3.2.2.2 *Format and content of questionnaire*

The questionnaire was divided into three sections (See Appendix D). Section A (questions 1 - 9). The purpose of this section was to gather biographical and demographic information about each respondent. This information is essential to understand what experiences have taken place and background information of respondents. Section B (questions 10 - 10.10.1.3). The purpose of this section was to establish the perceptions and views of respondents on inclusive education. It covered issues such as the following:

- Perceptions of people on inclusive education
- Views about inclusive education;
- Causes of learning needs;
- Promoting inclusive education;
- Allocation of resources;
- Who should be included;
- Financial;
- Curriculum;
- Leadership and management and
- Recommendations for inclusive education.



For each item, the respondents were asked to reflect (on a four-point scale), their opinion about inclusive education. The four-point scale was interpreted as follows: -

1 = Strongly agree, 2 = Agree, 3 = Disagree and 4 = Strongly disagree.

According to Tuckman (1978: 202), this section constitutes scaled response, which he viewed as a commonly used structured response mode. Van Dalen (1979: 154-155) categorised the kind of questions in section B as closed-form or structured. Presented below are factors that Van Dalen considers as advantages to closed-form or structured questionnaires (Van Dalen, 1979: 154-155): -

- Easy to administer to large numbers;
- Help to keep respondents' minds reverted on the subject and
- Facilitate the process of tabulation and analysis.

However, like any other method, closed-form questionnaires have flaws such as: -

- Failing to reveal respondents' motives (why they answered as they did);
- They fail to yield information of sufficient scope or depth and
- May not discriminate between fine shades of meaning.

Despite these flaws, closed-form questionnaires are still the commonly used because of their more preferable advantages as presented above.

Section C (questions 11.1 - 11.8). The questions in this section skewed towards open-form. Some questions (items 11.2 - 11.5) asked the respondents to list some challenges facing principals of both special and regular/"normal" schools regarding inclusive education. Furthermore, the questions required that respondents give reasons and solutions as to what can be done to improve such challenges. Items 11.6 and 11.7 required Yes or No answers; but further, respondents were asked to comment.

Thus, this section had some characteristics of open-form questions, which according to Van Dalen (1979: 155) give the subjects an opportunity to reveal their motives or attitudes and specify the background or provisional conditions upon which their answers are based. However, Van Dalen (1979: 155) points out that if respondents are capable of providing a wealth of pertinent information, the task of categorising, tabulating and summarising their many different, detailed and complex answers may be extremely difficult and time consuming. He further comments that because open-form questionnaires achieve less uniformity of measurement than closed-form questionnaires, they achieve less reliability. Nevertheless, in this study, section C was designed to obtain a wider range of perceptions on inclusive education by the school management teams of North-West Province so that this information could assist in the 'discussions' section of the report.

3.2.3 Pilot testing and evaluating the questionnaire

It was necessary to run a pilot test to pretest the questionnaire and to revise it based on the results of the test. A sample of 5 ($n = 5$) (1 principal, 1 deputy principal and 4 heads

of departments) was selected to fill the questionnaires and their comments were helpful to shape the final questionnaire.

One of the advantages of a pilot test is that it attempts to determine whether questionnaire items possess the desired qualities of measurement and discriminability (Tuckman, 1978: 225). Van Dalen 1979: 153) further writes that if questionnaires are to be used to measure variables in an investigation, they must be pre-tested, refined and subjected to the same evaluative criteria of validity, reliability and objectivity.

3.2.4 Final questionnaire

The final questionnaire was administered to school management teams of both special and regular/“normal” schools of North-West Province.

3.2.5 Covering letter

A covering letter was written to go along with the questionnaires (See Appendix C). The purpose of this letter was to explain clearly the purpose of the study, arouse interest of respondents in contributing accurate information, promised to protect the confidentiality of the data and informed the participants why they were chosen. The researcher also used the same letter to introduce herself and what she was doing at the time.

3.2.6 Methods of presentation of the questionnaire

According to Van Dalen (1979:153), questionnaires may be presented to respondents in two ways: through the **mails** and **in face-to-face or direct contact situation**. In this study, direct contact approach, faxing questionnaires after telephonically explaining approaches were employed. For the special schools, a face-to-face contact approach was employed to certain schools that were easily reached because of their geographical distance from the researcher.

Out of the 5 special schools in Zeerust District, one school had the questionnaires administered by direct approach; whilst the remaining four schools had their questionnaires left at the District's Education Department to distribute to the concerned

schools. The filled questionnaires were collected later from the District Department of Education.

An advantage of direct contact method of presenting the questionnaires to respondents that was experienced was that fewer partial responses and refusals were encountered where questionnaires were personally presented. Thus, with this approach, it was possible to:

- Explain the purpose and significance of the study;
- clarify points;
- answer questions and
- Motivate respondents to answer questions carefully and truthfully.

Van Dalen (1979: 153) reported similar effects of presenting questionnaires by direct contact. However, this approach has its own disadvantages. Van Dalen outlines the following disadvantages (Van Dalen, 1979: 153): -

- Bringing a group together to fill out questionnaires is often difficult and
 - Meeting members individually may be excessively costly and time-consuming.
- Hence, many researchers prefer sending questionnaires through the mails.

3.3 Administrative Procedures

Permission to conduct research was first sought (See Appendix A) from the Department of Education. The reply was in favour of the research and permission was granted (See Appendix B). Permission was granted under the provision that teaching and learning may not be interrupted at schools during data collection; and that the research document be made available to the North-West Department of Education once finalized.

Access to the schools was not a problem. The selected schools were first contacted telephonically, an appointment was made with the principal and finally the researcher went to administer the questionnaires on the agreed date. Some principals (especially those of special schools) requested that the questionnaires be faxed to them and they faxed them back to a number provided on the covering letter (Appendix C) as soon as

they were filled. For the special schools that were geographically very far, the questionnaire was administered telephonically.

To facilitate contact, a list of all special schools in the North-West Province, their principals' names and their addresses and telephone numbers were obtained from the Disability Desk of the Department of Education (North-West Province).

3.4 Follow-Ups

It is always a good idea to correspond with those who have not yet returned their questionnaires. Follow-ups were done telephonically. Arrangements were first made by telephone to set a time and day when completed questionnaires would be collected.

3.5 Population and Sampling

The survey population was drawn from North-West Province. Because of the vastness of the Province, the respondents were purposefully selected. Thus, the researcher used the opportunity of "whole school evaluation" (WSE) training session of principals, deputy principals and head of departments that was conducted by the Department of Education in January, 2002 in Rustenburg District and in February, 2002 in Brits District to have the questionnaires administered to the participants and hence, the respondents of this study. These subjects were drawn from six educational districts namely: - Atamelang, Brits, Klerksdorp, Potchefstroom, Zeerust and Mafikeng.

Table 3.1 shows the distribution of the sample size. Another point is that schools that were personally contacted were those that were within a reasonable proximity to the researcher. Thus, funding that would have allowed the researcher to draw a random sample from the study area was the most limiting factor in this study.

Table 3.1 Distribution of the sample size

Respondents	Sample size	%
Principals	24	26.7
Deputy principals	12	13.3
Head of Departments	43	47.8
Other	11	12.2
Total	90	100.0

The distribution of sample size shows that more heads of departments responded to the questionnaires than principals and deputy principals. This could be because pressing responsibilities of the principals may not have allowed them time to fill the questionnaires. Hence, they handed them over to heads of departments. The respondents who responded to “other” specified that they were all educators. Educators have thus appeared in this study.

3.6 Response Rate

Forty schools were selected. Out of the 40 selected, 10 were special schools and 30 were regular/“normal” schools. Table 3.2 shows the response rate.

Table 3.2 Response rate based on type of school

Type of school	n	Response	%
Special school	30	20	66.6
Regular/“normal” school	90	70	77.7
Total	120	90	75

Table 3.2 shows that of the total sample size (120) to which the questionnaires were distributed, 90 (75%) returned usable questionnaires. The reason for this good response could be that the bulk of questionnaires were administered by direct contact.

3.7 Statistical Analysis

3.7.1 Descriptive Data

As stated in chapter 1 (cf: 1.5), a computer-aided statistical analysis was employed with the help of the Department of Statistics of the University of North-West. The SPSS-programme was used to compute descriptive data. More discussion is given in chapter 1 (cf: 1.5).

3.7.2 Quantitative Data

To determine the statistical significance difference, between the respondents of special and regular/“normal” school management teams, Pearson’s Chi-Square values were computed.

3.8 Summary

In summary, this chapter has presented the methodology employed in this study. It has given the rationale of why such methods were used. As is commonly the case in education and allied fields, a questionnaire was the main tool used to collect data (Tuckman, 1978:14) Finally, computer-aided statistical analysis was employed to analyze the data.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the empirical results of perceptions of special and regular/“normal” Schools’ management teams on inclusive education in the North-West Province. It presents the analysed data and discussions thereof. The total number of questionnaires distributed was 120 out of which 90 (75%) respondents returned usable questionnaires.

4.2 Biographic And Demographic Data

This is important because it reflects what experiences have taken place and background information of respondents on their perceptions about inclusive education. The biographic and demographic data of the respondents is presented in Table 4.1.

4.2.1 Gender of respondents

Table 4.1 shows the gender distribution of the respondents. About fifty-six percent of the respondents were male while 44.4% were female (figure 4.1). As shown by the results, there more males than females in the school management teams. However, one can say the females are almost catching up with their male counterparts in managerial positions of the schools.

4.2.2 Position in the school

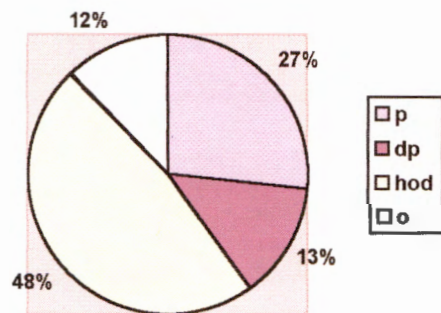
Figure 4.1 shows results of the question that addressed the position that the respondents hold in the school. In this study, school management team comprised of the principal, deputy principal and heads of departments. Below are result of respondents presented in a descending order.

Heads of departments (47.8%) > Principals (26.7%) > Deputy principals (13.3%) > Other (12.2%).

Table 4.1 Biographic and Demographic Information

		f	%
1 Gender	1.1 Male	50	55.6
	1.2 Female	40	44.4
Total		90	100
2 Position	2.1 Principal	24	26.7
	2.2 Deputy principal	12	13.3
	2.3 HOD	43	47.8
	2.4 Others (specify)	11	12.2
Total		90	100
3 How long in position	3.1 Less than a year	5	5.6
	3.2 1-3 years	35	38.9
	3.3 4-6 years	9	10.0
	3.4 Over 6 years	41	45.6
Total		90	100
4 Time at the school	4.1 Less than a year	3	3.3
	4.2 1-3 years	17	18.9
	4.3 4-6 years	3	3.3
	4.4 Over 6 years	67	74.4
Total		90	100
5 Type of school	5.1 Special school	20	22.2
	5.2 Regular /"normal" school	69	76.7
	5.3 Other	1	1.1
Total		90	100
6 School location	6.1 Urban	33	38.8
	6.2 Rural	44	51.8
	6.3 Peri-Urban	8	9.4
		85	100
7 Awareness of the concept inclusive education	7.1 Yes	80	88.9
	7.2 No	10	11.1
Total		90	100
8 Method through which respondents became aware of the concept inclusive education	8.1 Through media	31	36.5
	8.2 Through friends	7	8.2
	8.3 Through the school	47	55.3
Total		85	100
9. How long has the concept of inclusive education been known to respondent	9.1 Less than 1 year	20	23.3
	9.2 2-4 years	51	59.3
	9.3 5 years and above	15	17.4
Total		86	100

The highest number of respondents was the heads of departments. This distribution could imply that their perceptions may serve for both management team and educators. This is based on the understanding that those in the managerial positions in the school are also educators.



Key: p = principal, dp = deputy principal, hod = head of department, o = others

Figure 4.1 Position held in the school



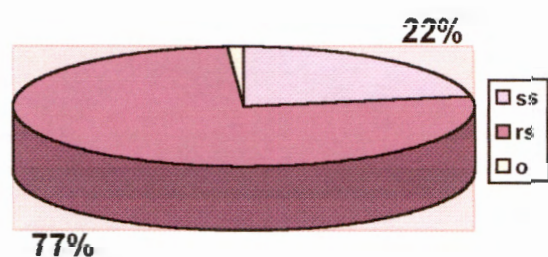
4.2.3 Length of time in a particular position and at particular school

The time the respondent had been in position and in a school reflected a similar trend (Table 4.1). Looking at how long respondents had been in a particular position and in a particular school gave the following trend in a descending order:

Over 6 years (45.6% and 74.4%) > 1 to 3 years (38.9% and 18.9%) > 4 to 6 years (10% and 3.3%). This is of particular importance because having the highest percentage of respondents in the over 6 years category reflected more experience in their school and positions. This meant the answers they gave were from their long experience.

4.2.4 Type of school

Seventy-seven percent of the respondents were from regular/“normal” schools whilst 22% were from special schools (Figure 4.2). This is in line with the population of North-West Province where the majority are regular/“normal” and special schools are in minority.



Key: ss = special school, rs = regular/“normal” school, o = others

Figure 4.2: Type of school

4.2.5 School location

Table 1 shows that out of the 85 respondents 33 (38.8%) were from urban schools, 44 (51.8%) were from rural schools and 8 (9.4%) were from peri-urban schools. It showed here that the majority of respondents taught in rural schools. The remoteness of the school can have an effect on perceptions of inclusive education, as there is likely to be lack of resources.

4.2.6 Awareness of the concept inclusive education

Table 1 shows that out of 90 respondents to this question, 80 (88.9%) responded to yes and 10 (11.1%) responded to no. The higher percentage in the awareness may be a good sign that inclusive education may be received with less resistance by the school management teams despite the fact that the concept is new to South Africa.

4.2.7 Method through which respondents became aware of the concept of inclusive education

Table 4.1 shows that out of the 85 respondents ($n = 85$) 47(55.3%) became aware of the concept of inclusive education through the school, 31(36.5%) became aware through media and 7(8.2%) through friends. It showed that the highest method of awareness was through the school. Other principals also added that the concept was made known to them through principals' workshops. Results also showed that inclusive education was not the most talked about topic amongst friends.

4.2.8 Length of time the concept of inclusive education has been known to respondents

Table 4.1 shows that out of 86 respondents ($n = 86$), 20 (23.3%) responded to less than one year, 51 (59.3%) responded to 2-4 years and 15 (17.4%) responded to 5 years and above. The highest number of respondents was in the 2-4 years category. This reflected that the concept of inclusive education became known in South Africa in the late 1990s. This is the time when democracy dawned on South Africa with its many changes, and among the many changes it brought along with, was the concern to introduce inclusive education.

4.4 Perceptions of school management teams of special and regular/"normal" schools regarding inclusive education

The challenge is that inclusive education is new to South Africa. It is possible that some school management teams were not aware of the concept. Hence, some of the questions were: are people aware of the concept? Will people accept it? With this in mind, establishing the concepts of school management teams in the North-West Province regarding inclusive education was thought necessary in this research for when the perceptions are positive, implementation of inclusive education may turn out to be faced with less resistance.

The respondents' views were presented by use of the frequency tables (Tables 4.1 - 4.11). Thereafter, Pearson's Chi - Square values were calculated with the aim of comparing and finding out whether there are significant differences between perceptions of the school

management teams of special and regular/“normal” schools regarding inclusive education.

Table 4.2 shows perceptions of respondents regarding placement of disabled learners into mainstream classes. The scale used was as follows:

1 = SA: Strongly agree

2 = A: Agree

3 = D :Disagree

4 = SD: Strongly disagree

A brief discussion of Table 4.2 is given.

Item 10.1.1 Disabled learners should be placed in regular/“normal” schools

Table 4.2 shows that out of 86 respondents ($n = 86$), 11 (12.8%) strongly agree, 19 (22.1%) agree, 27 (31.4%) disagree and 29 (33.7%) strongly disagree. This finding indicates that majority of respondents had negative perceptions regarding disabled learners being placed in regular/“normal” school. This may have a negative effect on planning inclusive education.

Table 4.2 Perceptions of respondents regarding placement of disabled learners into mainstream classes

Perceptions	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.1.1 Disabled learners should be placed in regular/"normal" schools	11	12.8	19	22.1	27	31.4	29	33.7	86	100.0
10.1.2 Disabled learners should be placed in mainstream classes according to age of their peers in the mainstream	13	16.0	18	22.2	28	34.6	22	27.2	81	100.0
10.1.3 Disabled learners should be placed in mainstream classes according to nature of disability	21	24.1	29	33.1	21	24.1	16	18.4	87	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; f = frequency

Item 10.1.2 Disabled learners should be placed in mainstream classes according to age of their peers in the mainstream.

Table 4.2 shows that out of 81 respondents (n=81), 13(16%) strongly agreed, 18 (22.2%) agreed, 28 (34.6%) disagreed and 22 (27.2%) strongly disagreed to the statement that disabled learners should be placed in main stream classes according to age of their peers in the mainstream.

When strongly agreed and agreed are combined, and likewise when disagree and strongly disagree are combined, the higher percentage occurred on the negative (disagreed) scale than the positive (agree) scale. A possible explanation to this negativity in perception could be that most of the LSEN are slow in learning. This implies that their chronological age is much older than assimilation ability. Therefore, if placed with their age mates, they simply will have difficulties understanding what their own age mates are able to assimilate.

Item 10.1.3 Disabled learners should be placed in mainstream classes according to nature of disability.

Table 4.2 shows that out of 87 respondents (n = 87), 21 (24.1%) strongly agreed, 29 (33.1%) agreed, 21 (24.1%) disagreed and 16 (18.4%) strongly disagreed to the statement that disabled learners should be placed in mainstream classes according to nature of disability. This finding is more to the positive than negative perception. Thus, respondents perceived positively that disabled learner be placed in mainstream classes according to nature of disability. This finding is in line with this study in which inclusive education has been defined as integrating only mildly to moderately disabled learners into mainstream classes and leaving the special schools for severely disabled.

4.5 Changes that may need to take place for inclusive education to be possible.

Table 4.3 below illustrates respondents views of inclusive education regarding changes that may need to take place in order to make inclusive education possible. A brief discussion of the table is given.

Table 4.3 Views of respondents about inclusive education regarding changes that may possibly be implemented

Views	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.2.1 All children can learn irrespective of their ability and/or disability	35	40.2	31	35.6	14	16.2	7	8.0	87	100.0
10.2.2.1 Inclusive education is possible if change is implemented in education infrastructure	30	35.7	37	44.0	14	16.7	3	3.6	84	100.0
10.2.2.2 Inclusive education is possible if change is implemented in the education system (change to one system of education)	32	39.0	35	42.7	11	13.4	4	4.9	82	100.0
10.2.2.3 Inclusive education is possible if there is change in the attitudes of the school management team	22	32.4	32	47.1	6	8.8	8	11.8	68	100.0
10.2.2.4 Inclusive education is possible if change is implemented in the school environment (change in mindset)	31	39.7	33	42.3	10	12.8	4	5.1	78	100.0
10.2.3.1 Inclusive education is possible if people acknowledge the differences in learners due to disability	27	31.8	43	50.6	11	12.9	4	4.7	85	100.0
10.2.3.2 Inclusive education is possible if people respect the differences in learners due to H.I.V. or other infectious diseases	32	37.6	37	53.5	8	9.4	8	9.4	85	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree; f = frequency

Item 10.2.1 All children can learn irrespective of their ability and /or disability.

From the results in Table 4.3, out of 87 respondents (n = 87), 35 (40.2%) strongly agreed, 31 (31.6%) agree, 14 (16.2%) disagree and 7 (8%) strongly disagree to the statement that all children can learn irrespective of their ability and/or disability. This item was aimed at checking the mindset of respondents towards change. It checked whether they had changed their perception towards children that were capable of learning. The results showed more of a positive response. This finding is important for it may enhance the planning and implementation of the process of inclusive education.

Item 10.2.2.1 Inclusive education is possible if change is implemented in the infrastructure (e.g. buildings).

According to Table 4.3, a higher percentage of respondents gave a positive perception by either agreeing strongly (35.7%) or just agreeing (44%). This positive response may be because many respondents in this study felt that the current school buildings were not meant for LSEN especially those on wheel chairs.

Item 10.2.2.2 Inclusive education is possible if change is implemented in the education system (e.g. one educational system being responsible for educational provision, and not two systems - mainstream education system and special education system).

As reflected by results in Table 4.3, 82 respondents (n = 82) gave their views. When 32 (39%) that strongly agreed is combined with 35 (42.7%) that just agreed to the statement, the result of positive perceptions towards changing the education system is 81.7%. This finding may be a sign towards a good co-operation between special and regular/“normal” schools management teams in the process of planning and implementing inclusive education.

Item 10. 2.2 3 Inclusive education is possible if there is change in the attitudes of the school management team.

Table 4.3 shows that out of 68 respondents (n = 68), 22 (32.4%) strongly agreed, 32 (47.1%) agreed, 6 (8.8%) disagreed and 8 (11.8%) strongly disagreed that change of

attitudes by the management teams was one of the factors that could contribute to the implementation of inclusive education. This finding reveals positive perceptions regarding change in School Management Teams (SMTs). The implication is that SMTs (being made up of influential figures of the schools), and realising the change of attitudes they must have can play a significant role in the planning and implementation of inclusive education.

Item 10.2.2.4 Inclusive education is possible if the school environment changes to accept diversity in learners.

Out of 78 respondents ($n = 78$), 31 (39.7%) strongly agreed and 33 (42.3%) just agreed that inclusive education was possible if the school environment changed to accept diversity in learners. The implication of this finding could be that the more positive the perceptions of the SMTs, the more it can be hoped that inclusive education would be accepted at school level because of the influence of such figures.

Item 10.2.3.1 Inclusive education can be possible if people acknowledge and respect differences in learners due to disability.

Table 4.3 shows that out of 85 ($n = 85$), 27 (31.8%) strongly agreed, and 43 (50.6%) agreed that inclusive education could be possible if differences in learners with disability were acknowledged. As explained above (cf:10.2.2.4), acceptance of the existence of differences among learners is vital because that is one of the many important ways in which inclusive education could find its place in the school systems.

Item 10.2.3.2 Inclusive education can be possible if people respect differences in learners due to HIV and other infectious diseases.

According to the results on Table 4.3, out of 85 ($n = 85$), 37 (53.5%) agreed and 32 (37.6%) strongly agreed to the statement that people needed to respect differences among learners due to H.I.V. and other infectious diseases. Positive perceptions are vital to the planning and implementation of inclusive education. Thus, when people perceive an idea positively, it, in part, ensures co-operation of all stakeholders. This may further lead to successful implementation of inclusive education.

In conclusion, to all items presented in Table 4.3, it is evident that the general trend was that of positive response. This is evidenced by the high percentage of scores recorded for the strongly agree and agree levels of agreement as opposed to the low percentages of disagree and strongly disagree levels of agreement. The findings reflect the fact that inclusive education indeed needs certain aspects of the present educational system to change for it to be possible and fully operational. Hence, items in this question looked into possible changes that may be necessary before implementation of inclusive education.

4.6 Some of the factors that may result in learners failing to learn or being excluded from education system.

Table 4.4 presents respondents' perceptions on some of the factors that could result in learners failing to learn or be excluded from education system. Presented immediately below the table is a brief discussion of the table.

Table 4.4 Respondents perceptions regarding factors that may result in learners failing to learn or learners being excluded.

	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.3.1 Negative attitudes to and stereotyping of difference due to disability	30	34.9	40	46.5	11	12.8	5	5.8	86	100.0
10.3.1.2 An inflexible curriculum	29	33.0	43	48.9	10	11.4	6	6.8	88	100.0
10.3.1.3 Inappropriate languages or language of learning and teaching	22	25.9	42	49.4	13	15.3	8	9.4	85	100.0
10.3.1.4 Inadequate support services	37	43.0	38	44.2	9	10.5	2	2.3	86	100.0
10.3.1.5 Inadequate policies	25	30.1	42	50.6	11	13.3	5	6.0	83	100.0
10.3.1.6 Non-involvement of parents	37	42.5	34	39.1	10	11.5	6	6.9	87	100.0
10.3.1.7 Inadequate trained education managers	40	47.1	30	35.3	12	14.1	3	3.5	85	100.0
10.3.1.8 Inappropriately trained educators	34	42.5	35	43.8	9	11.3	2	2.5	80	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.3.1 Negative attitudes and stereotyping of difference due to disability.

Table 4.4 shows that 86 respondents gave their views on the above statement. 30(34.9%) of the respondents strongly agreed and 40 (46.5%) agreed to the statement that negative attitudes and stereotyping of differences due to disability was one of the factors contributing towards learners failing to learn or being excluded from education system. Only a few respondents 11 (12.8%) disagreed and 5 (5.8%) strongly disagreed to the statement.

Item 10.3.1.2 An inflexible curriculum.

As shown from Table 4.4, 33% strongly agreed and 48% agreed that an inflexible curriculum might be a factor that may contribute towards failure of disabled learners to learn or being excluded from a learning system. This finding may imply that an inflexible curriculum may result in a LSEN being excluded from the education system. This indicates that a flexible curriculum is a necessary tool towards planning and implementing inclusive education.

Item 10.3.1.3 Inappropriate language or language of learning and teaching.

According to Table 4.4, out of 85 respondents ($n = 85$), 42 (49.4%) agreed and 22 (25.9%) strongly agreed that inappropriate language or language of learning may indeed cause a LSEN to fail to learn. It is important to mention that knowledge and skills learnt at school are carried through language to the learner. It therefore follows that if language that is used as medium of instruction is not properly understood by a learner, there is a high possibility that this learner may fail to learn or even be excluded should the worse come to the worst.

Item 10.3.1.4 Inadequate support services.

Table 4.4 shows that out of 86 respondents ($n = 86$), 37(43%) strongly agreed and 38(44.2%) agreed that inadequate support services may cause a LSEN to fail to learn adequately. Availability of adequate support services is an important condition in cases where inclusive education has been successfully implemented (cf: 1.2).

Item 10.3.1.5 Inadequate policies.

From Table 4.4, out of 83 respondents, 37 (43%) strongly agreed and 42 (50.6%) agreed to the statement that inadequate policies may lead to some learners failing to learn or being excluded. This finding may suggest that if policies were not properly put in place, some LSEN would be excluded and fail to learn.

Item 10.3.1.6 None involvement of parents.

From the results (Table 4.4), 87 respondents ($n = 87$) gave their views. 37(42.5%) strongly agreed and 34 (39.1%) agreed that if parents were not involved in the learning of their children, it may result in their children's learning being difficult.

Item 10.3.1.7 Inadequately trained education managers.

Out of 87 respondents ($n = 87$) (Table 4.4), 40(47.1%) strongly agreed and 30(35.3%) agreed that education managers be adequately trained. This finding is crucial for implementation of inclusive education. It may imply that well trained education managers stand a better chance to understand what inclusive education is all about and hence be more accepting to the concept than if they were not so trained. On the other hand, only a few respondents did not agree. Thus, 12(14.1%) disagreed and 3(3.5%) strongly disagreed.

Item 10.3.1.8 Inappropriately trained educators.

Table 4.4 above shows that out of 80 respondents ($n = 80$), 34 (42.5%) and 35 (43.8%) strongly agreed and agreed respectively to the statement that inappropriately trained educators could be a source of LSEN failing to learn and be excluded. This implies therefore that educators must be well trained for their job. This may help them to be more creative enough their instruction so as to accommodate diversity in learners.

In conclusion, items in Table 4.4 were aimed at highlighting that a broad range of learning needs exists among the learner population at any point in time. They also served as a warning signal that, where these are not met, learners might fail to learn effectively

or even worse still, learners might be excluded from the learning system (Education White Paper 6, 2001:7).

4.7 Perceptions of respondents regarding promotion of inclusive education

Table 4.5 presents the perceptions of respondents regarding promoting of inclusive education. A brief discussion is given.

Item 10.4.1 A national awareness campaign should be a part of promoting inclusive education

The results in Table 4.5 show that out of 89 respondents ($n = 89$), 45 (50.6%) strongly agreed and 30 (33.7%) agreed that a national awareness campaign should be a part of the promotion of inclusive education. Only a few 8 (9%) disagreed and 6 (6.7%) strongly disagreed to the statement. The possible explanation to this positive perception to an awareness campaign could be because inclusive education is new to South Africa. Despite its good intentions, as long as people are not fully aware of it, its implementation may be fraught with difficulties.

Table 4.5 Perceptions of respondents regarding promotion of inclusive education

Promoting inclusive education	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.4.1 A national awareness campaign should be a part of promoting inclusive education	45	50.6	30	33.7	8	9.0	6	6.7	89	100.0
10.4.2 Learner should participate to their maximum in the culture of educational institutions	29	34.5	37	44.0	10	11.9	8	9.5	84	100.0
10.4.3 Minimise barriers to learning once they are uncovered	27	32.1	38	45.2	12	14.3	7	8.3	84	100.0
10.4.4 A strengthened district-based education support service is necessary.	48	55.2	29	33.3	4	4.6	6	6.9	87	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

10.4.2. *Learner should participate to their maximum in the culture of educational institutions.*

Table 4.4. Shows that out of 89 respondents, 29(34.5%) strongly agreed that learners should participate to their maximum. 37(44%) agreed to the statement, while 10(11.9%) disagreed and 8(9.5%) strongly disagreed. This finding emphasizes the fact that one has to concentrate on what LESN CAN DO and not what s/he CAN'T do (Naicker,1996).

Item 10.4.3 Minimizing barriers to learning once they are uncovered.

Table 4.5 shows that respondents agree 38(45.2%) and strongly agree 27(32.1%) that once barriers to learning are uncovered, they should be minimised to let the process of learning run smoothly in a learner. A few 12(14.3%) and 7(8.3%) disagreed and strongly disagreed respectively.

Item 10.4.4 Strengthened district-based education support service is necessary.

Results in Table 4.5 reveal that out of 87 respondents (n = 87), 48 (55.2%) strongly agreed that a strengthened district-based education support service is necessary. 29 (33.3%) agreed to the statement. Only 4 (4.6%) and 6 (6.9%) disagreed and strongly disagreed respectively. A reasonable explanation to the high percentage on the strongly agree and agree scales could be that support is key to successful inclusion programmes (cf: 1.2). In conclusion, the general trend in all items in Table 4.5 was more of positive perceptions. This may imply that there is need to promote inclusive education.

4.8 Development of human resources for inclusive education through training.

Table 4.6 presents perceptions of school management teams on whether training of human resources is necessary for inclusive education. A brief discussion is presented.

Table 4.6 Perceptions of respondents regarding development of human resources for inclusive education through training

Human resources	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.5.1.1 Would you recommend workshops on inclusive education for educators?	55	61.8	27	30.3	4	4.5	3	3.4	89	100.0
10.5.1.2 Would you recommend workshops on inclusive education for support personnel?	53	59.6	29	32.6	4	4.5	3	3.4	89	100.0
10.5.1.3 Would you recommend workshops on inclusive education for other relevant human resources?	48	54.5	32	36.4	5	5.7	3	3.4	88	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.5.1.1 Workshops on inclusive education for educators is recommended.

From Table 4.6, out of 89 respondents, 55(61.8%) strongly agreed that workshops on inclusive education were necessary for educators. 27(30.3%) agreed to the statement, whilst only 4(4.5%) disagreed and 3(3.4%) strongly disagree. This finding reveals that workshops for educators are vital in order that they become more informed of the inclusive education philosophy.

Item 10.5.1.2 Can workshops on inclusive education be recommended for support personnel?

Table 4.6 shows that out of the 89 respondents, 53(59.6%) strongly agreed that workshops on inclusive education for support personnel were important. 29(32.6%) agreed to the statement, while only 4(4.5%) and 3(3.4%) disagreed, and strongly disagreed respectively. This finding just emphasised that to include also means to have well informed personnel on inclusive education.

Item 10.5.1.3 Workshops on inclusive education should be recommended for other relevant human resources.

From Table 4.6, it clearly shows that perceptions of respondents were positive towards recommending workshops for any other relevant human resources. This is evidenced by the 48 (54.5%) and 32 (36.4%) who strongly agreed and agreed respectively. Only 5 (5.7%) and 3 (3.4%) disagreed and strongly disagreed respectively.

In summary, training of principals, educators and other relevant human resources is crucial to inclusive education if it has to work. The trend of positive perceptions shown in this study revealed how respondents of the study valued training. This indicates the need for people to be knowledgeable about inclusive education. The workshops could change their perceptions all together about the concept. One may only do a task well if he/she is well informed about it.

4.9 Who among the disabled learners should be included in the mainstream classes.

Generally, there is a diversity in disability and hence people can be confused when it comes to who should be included in the mainstream class. The items in Table 4.7 were aimed at gathering perceptions from the schools management teams (SMTs) regarding who should be included in this new inclusive educational system. A brief discussion is presented.

Table 4.7 Perceptions of respondents regarding who among disabled learners should be included in the mainstream classes

Category of disabled learners	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.6.1.1 Learners with sensory handicaps such as deafness and blindness	4	4.6	17	19.5	28	32.2	38	43.7	87	100.0
10.6.1.2 Learners with physical and cerebral handicaps	9	10.8	21	25.3	31	37.3	22	26.5	83	100.0
10.6.1.3 Learners with neurological handicaps	10	11.9	20	23.8	33	39.3	21	25.0	84	100.0
10.6.1.4 Learners with mild handicaps	23	26.4	40	46.0	18	20.7	6	6.9	87	100.0
10.6.1.5 Learners with moderate handicaps	19	22.1	39	45.3	21	24.4	7	8.1	86	100.0
10.6.1.6 Learners with severe handicaps	4	4.9	9	11.0	26	31.7	43	52.4	82	100.0
10.6.1.7 Learners with behavioural problems and youth at risk	8	9.4	22	25.9	30	35.3	25	29.4	85	100.0
10.6.1.8 Learners with specific learning difficulties	10	11.8	46	54.1	23	27.1	6	7.1	85	100.0
10.6.1.9 Learners who are temporarily ill and need to be hospitalised or chronically ill learners	11	12.5	40	45.5	29	33.0	8	9.1	88	100.0
10.6.1.10 Some learners from poor socio-economic milieus	22	25.6	51	59.3	8	9.3	5	5.8	86	100.0
10.6.1.11 Scholastically deprived learners	22	27.8	36	45.6	16	20.3	5	6.3	79	100.0
10.6.1.12 None of the above			2	6.9	3	10.3	24	82.8	29	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.6.1.1 *Learners with sensory handicaps such as deafness and blindness.*

Table 4.7 reveals that out of 87 respondents (n = 87), 38 (43.7%) strongly disagreed that learners with sensory handicaps (such as deafness and blindness) should be included in the mainstream class. Those that agreed were 21 (25.3%) and those that strongly agreed were 9 (10.8%). The findings showed that respondents had negative perceptions towards including LSEN who had sensory handicaps.

Item 10.6.1.2 *Learners with physical combined with cerebral handicaps.*

Table 4.7 shows that respondents were more on the negative side when it came to considering that learners with physical and cerebral handicaps should be included in the mainstream classes. Out of 83 respondents (n = 83), only nine (10.8%) strongly agreed that such learners should be included in mainstream classes. 21(25.3%) agreed to the statement while 31 (37.3%) disagreed and 22 (26.5%) strongly disagreed. Although the difference was not significant, it was clear from the results that many of the respondents had negative perceptions towards receiving physical and cerebral handicapped learners into the mainstream classes. This is in line with studies of Chris et al. (1996).

Item 10.6.1.3 *Learners with neurological handicaps.*

From Table 4.7, it shows that out of 84 (n = 84), only 10 (11.9%) strongly agreed that learners with neurological handicaps should be included in mainstream classes. 20(23%) agreed to the suggestion, while 33 (39.3%) disagreed and 21 (25%) strongly disagreed. The finding shows that the majority of the respondents had negative perceptions toward including such learners.

Item 10.6.1.4 *Learners with mild handicaps.*

Table 4.7 shows that out of 87 respondents (n = 87), 23 (26.4%) strongly agreed to the suggestion that learners with mild handicaps should be included in mainstream classes. 40 (46%) agreed, while 18 (20.7%) disagreed and six (6.9%) strongly disagreed to the suggestion. It shows clearly that the majority's perceptions were positive. This may suggest that mildly handicapped learners may be included in mainstream classes with more acceptances.

Item 10.6.1.5 *Learners with moderate handicaps.*

Table 4.7 shows that out of 86 respondents, 19 (22.1%) strongly agreed that learners with moderate handicaps should be included in mainstream classes. 39(45.3%) agreed to the suggestion, whilst 21 (24.4%) disagreed and 7 (8.1%) strongly disagreed to the statement. The findings of this study have shown positive perceptions towards including learners with moderate handicaps into the mainstream classes. This is in line with findings from the study of Barnart & Kabzems (1992:135-146).

Item 10.6.1.6 *Learners with severe handicaps.*

Results in Table 4.7 show that out of 82 respondents, 4(4.9%) strongly agreed that learners with severe handicaps should be included in the mainstream. 9(11%) agreed to the suggestion, while the majority 26 (31.7%) disagreed and 43 (52.4%) strongly disagreed. Chris et al. (1996) reported similar trend.

Item 10.6.1.7 *Learners with behaviour problems and youth at risk.*

Table 4.7 shows that perceptions of respondents were more negative, i.e. 30 (35.3%) disagreed that learners with behavior problems and youth who are at risk should be included in mainstream schools, and 25 (29.4%) strongly disagreed. Only 8(9.4%) strongly agreed to the suggestion and 22 (25.9%) respondents agreed to the suggestion.

Item 10.6.1.8 *Learners with specific learning difficulties.*

Table 4.7 shows that out of 85 respondents (n = 85), 46 (54.1%) agreed to the suggestion that learners with specific learning difficulties should be included in mainstream classes. ten 10(11.8%) strongly agreed to the statement, whilst 23 (27.1%) and 6 (7.1%) disagreed and strongly disagreed respectively. The findings showed that there is a positive perception trend towards the suggestion. Thus, school management teams may be more willing to get such kind of learners into mainstream.

Item 10.6.1.9 *Learners who are temporarily ill and need to be hospitalised or chronically ill learners.*

Table 4.7 shows that out of 88 respondents, only 11 (12.5%) strongly agreed to the suggestion that chronically ill learners should be included in the mainstream schools. 40 (45.5%) agreed to the suggestion and 29 (33%) disagreed, whilst 8 (9.1%) strongly disagreed to the statement. This finding may be interpreted as respondents perceiving that temporary illness and chronically ill learners were not necessarily perceived as handicapped. Thus, it was perhaps perceived that after getting their medication, these learners may return to normal classes.

Item 10.6.1.10 *Some learners from poor socio-economic milieus.*

Table 4.7 shows that perceptions were positive for including learners who were simply from poor socio-economic background. As shown from table 4.7, out of 86 respondents ($n = 86$), 22 (25.6%) strongly agree to the suggestion that some learners from poor socio-economic miles should be included in mainstream classes. 51(59.3%) agreed to the statement, whilst eight (9.3%) disagreed and five (5.8%) strongly disagreed to the statement. These findings may only be explained in the same way as those above (cf: 10.6.1.9). Thus, this may imply that these learners may not be perceived to be handicapped as such. Given financial support, they could be in a mainstream class just as everyone else.

**NWU
LIBRARY**

Item 10.6.1.11 *Scholastically deprived learners.*

Table 4.7 shows that out of 79 respondents ($n = 79$), 22 (27.8%) strongly agreed that scholastically deprived learners should be included in the mainstream classes. 36(45.6%) agreed whilst 16 (20.3%) and 5 (6.3%) disagreed and strongly disagreed respectively. These findings show that SMTs perceived these learners as being included in mainstream perhaps with the view that educators could try their best to minimize the barriers to learning among these learners.

In conclusion, on the question of who should be included in the mainstream classes, out of the 11 types/categories of disability, 6 received positive perceptions from respondents.

These were:

- learners with mild and moderate handicaps,
- those with specific learning difficulties,
- those temporarily ill or chronically ill and need to be hospitalized;
- those from poor socio-economic milieus and
- those who are scholastically deprived learners.

Among the six, mild and moderate handicapped learners ranked highest in favor of being included in the mainstream classes. On the other hand, trend for the others as shown by items 10.6.1.1, 10; 6.1.2, 10.6.1.3 and 10.6.1.7 were negatively perceived by respondents for inclusion in mainstream classes (Table 4.7). These findings are in line with an Australian study by Chris et al. (1996), where results revealed that as the level of disability increased, there was a marked decline in willingness to integrate either a child with an intellectual or a physical disability into a regular classroom.

4.10 Allocation of financial resources for inclusive education.

Table 4.8 presents the perceptions of respondents regarding allocation of financial resources for inclusive education system to successfully be implemented.

Table 4.8 Perceptions of respondents regarding allocation of financial resources

Allocation of financial resources	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.7.1 Developing a revised funding, that ensures redress for historically disadvantaged communities and institutions; to sustain ultimately access to education for all learners is necessary	48	53.9	35	40.4	5	6			89	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.7.1 Developing a revised funding that ensures redress for historically disadvantaged communities.

As shown in Table 4.8, the majority strongly agreed (53%) and agreed (40.4%). Only 6% disagreed to the statement above. This finding entails that there is need to revise funding to ensure redress for historically disadvantaged communities and institutions. It also may be highlighting the need for equity so that the imbalances of the past in allocation of financial support to institutions may be addressed. This would ultimately sustain access to education for all learners.

4.11 Perceptions of respondents regarding curriculum.

Table 4.9 shows results of respondents regarding curriculum and its relation to inclusive education. A brief discussion is provided.

Table 4.9 Perceptions of respondents regarding curriculum

Curriculum	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.8.1 Outcomes-Based Education (OBE) is compatible with inclusive education particularly for disabled learners	25	30.1	36	43.4	10	12.0	12	14.5	83	100.0
10.8.2 According to the three premises of OBE, All learners perform successfully, but not at the same time	43	48.9	40	45.5	2	2.3	3	3.4	88	100.0
10.8.3 The curriculum is flexible so that it can be responsive for the full range of diverse needs	38	43.2	36	40.9	12	13.6	2	2.3	88	100.0
10.8.4 The curriculum goals, plans and evaluation procedures of the school ensures that the diverse needs of the learner population are being addressed	30	34.9	38	44.2	14	16.3	4	4.7	86	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.8.1 *Outcomes-Based Education(OBE) is compatible with inclusive education particularly for disabled learners.*

Table 4.9 shows that out of 83 respondents, 25 (30.1%) strongly agreed that OBE is compatible with inclusive education particularly for disabled learners. 36(43.4%) agreed while only 10 (12%) and 12 (14.5%) disagreed and strongly disagreed respectively. This finding showed a higher percentage on the positive perceptions. It could mean that curriculum is one of the vital tools necessary for successful implementation of inclusive education.

Item 10.8.2 *According to the three premises of OBE, all learners perform successfully but not at the same time.*

Table 4.9 shows that out of 88 respondents, 43 (48.9%) strongly agreed that all learners perform successfully, but not at the same time. 40(45.5%) agree to the statement whilst on the other hand, two 2(2.3%) disagreed and three 3(3.4%) strongly disagreed. The findings of this study showed that the majority of respondents have positive perceptions about all learners being able to perform successfully. This may enhance planning and implementation of inclusive education.

Item 10.8.3 *The curriculum is flexible so that it can be responsive for the full range of diverse needs.*

Table 4.9 shows that out of 88 respondents, 38(43.2%) and 36(40.9%) strongly agreed and agreed respectively that a flexible curriculum can be responsive for the full range of diverse needs. Only 12(13.6%) and 2(2.3%) disagreed and strongly disagreed respectively to this statement. The findings showed that the perceptions of respondents were positive towards flexible curriculum. This implies that a flexible curriculum is indeed more receptive to diversity needs than a rigid curriculum.

Item 10.8.4 ***The curriculum goals, plans and evaluation procedures ensure that the diverse needs of the learner population are being addressed.***

Table 4.9 shows that out of 86 respondents, 30(34.9%) and 38(44.2%) strongly agreed and agreed respectively to the statement that the curriculum goals, plans and evaluation procedures of the school must ensure that the diverse needs of the learner population are being addressed. Only 14(16.3%) disagreed and 4(4.7%) strongly disagreed. This finding also shows how positive the perceptions of the respondents were to this statement. This may confirm that indeed for inclusive education to work, the curriculum also needs to be revisited. Generally, respondents were positive about OBE being compatible with inclusive education because the learner and what he/she can achieve is the central issue.

4.12 Leadership and management roles can promote inclusive education.

Table 4.10 shows results of respondents regarding leadership and management roles that can promote inclusive education.

Table 4.10 Perception of respondents regarding leadership and management roles that can promote inclusive education

Leadership and management roles	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.9.1 Principals as leaders and key figures play an influential role in motivating teachers to succeed in the inclusion of disabled learners in regular classrooms	37	42.0	30	34.1	17	19.3	4	4.5	88	100.0
10.9.2 The school management team's role is essential in expanding opportunities for more inclusionary programming, while ensuring that students with disabilities receive services that have been successfully planned by the placement team to meet their individual needs	31	35.2	43	48.9	8	9.1	6	6.8	88	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.9.1 Principals as leaders and key figures play an influential role in motivating teachers to succeed in the inclusion of disabled learners in regular/“normal” classrooms.

Table 4.10 shows that out of 88 respondents, 37(42%) strongly agreed that principal as leaders and key figures play an influential role in motivating teachers to succeed in the inclusion of disabled learners in regular classroom. 30(34.1%) agreed to the statement. On the other hand, 17(19.3%) disagreed and only 4(4.5%) strongly disagreed to the statement. The finding show that the majority agree or have a positive perceptions to the statement. This finding is vital because it reflects that some people in the school look at the principal as the role model and his/her influence is vital to any change that may need to be implemented.

Item 10.9.2 The school management team’s role is essential in expanding opportunities for more inclusionary programming.

Table 4.10 shows that out of 88 respondents, 31(35.2%) strongly agreed that the school management team’s role was essential in expanding opportunities for more inclusionary programmes while ensuring that students with disabilities received services that have been successfully planned by the placement team to meet their individual needs. 43(49%) agreed to the statement. On the other hand, only 8(9.1%) disagreed and 6(6.8%) strongly disagreed to the statement. This finding seemed to reflect the important role of the SMTs in the planning and implementing of inclusive education.

4.13 Recommendations of respondents regarding inclusive education.

Table 4.11 presents the recommendations on inclusive education as perceived by respondents.

Table 4.11 Recommendations of respondents regarding inclusive education

Recommendations	SA		A		D		SD		Total	
	f	%	f	%	f	%	f	%	N	%
10.10.1.1 Recommend for transformation of all aspects of education system	29	33.7	32	37.2	17	19.8	8	9.3	86	100.0
10.10.1.2 Recommend development of an integrated system of education	35	41.2	29	34.1	16	18.8	5	5.9	85	100.0
10.10.1.3 Recommend 'infusing needs and support services' throughout the educational system	34	40.0	32	37.6	13	15.3	6	7.1	85	100.0

Key: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree, f = frequency

Item 10.10.1.1 Recommendation for transformation of all aspects of education System..

Table 4.11 shows that out of 86 respondents, 29(33.7%) strongly agree to the recommendation that all aspects of education system needed to be transformed for inclusive education to be a success. 32(37.2%) agreed to the statement. On the other hand, 17(19.8%) agreed and 8(9.3%) strongly disagreed to the recommendation. This may signify the fact that inclusive education is all about transformation of education system.

Item 10.10.1.2 Recommendations for development of an integrated system of education.

Table 4.11 shows that out of 85 respondents, 35(41.2%) strongly agreed that an integrated system of education ought to be developed for the success of inclusive education. 29(34.1%) agreed to the recommendation, whilst 16(18.8%) disagreed and 5(5.9%) strongly disagreed to the recommendation. This finding shows that the majority of respondents recommend that an integrated system of education is vital for inclusive education.

Item 10.10.1.3 Recommendation for 'infusing needs and support services' throughout the educational system.

According to Table 4.11 out of 85 respondents (n = 85), 34 (40%) strongly agreed that for inclusive education to work, there was need to 'infuse needs and support services' throughout the educational system. 32 (37.6%) agreed to the recommendation. On the other hand, 13 (15.3%) disagreed and only six (7.1%) strongly disagreed with the recommendation.

In conclusion to items on Table 4.11, the respondents were for transformation, integration and provision of support services in the education system. This is what inclusive education is all about. The findings of this study are in line with the arguments of Joan and Andrew (1998), who argued that inclusive education is a term used to describe an educational reform.

4.14 Open-ended questions.

This section is based on open-ended questions. It consists of seven items each focusing on a different perception of inclusive education. Below is a presentation of each item in this section.

Item 11.1 How long will it take for inclusive education to be operational?

Respondents were given a time category to choose their responses from, and were asked to comment on the reason for the choice. Results showed that majority (43%) answered to 1-7 years time category, followed by 31% who answered to the 8-14 years category. The majority in the 1-7 year category contrast with the report of Thousand (1995) who reported that the time frame for success in implementing inclusive education in Vermont State in the USA was at least 25 years. Perhaps the reason for such a contrast could be ascribed to the fact that inclusive education is new to South Africa. Therefore, many people were not yet well informed on the issues attached to its success. However, the general perceptions of respondents reflected that a much longer time than 1-7 years may be required. The following were comments given:

- People's attitudes may take long to change. Thus, mindset of educators and learners must change first before inclusive education can become fully operational. This may need time;
- Training of educators may take long;
- It may take long to establish resources needed for inclusive education;
- Infrastructure (buildings, sporting facilities, toilets - to mention but a few) of the regular schools need to change;
- Implementation of inclusive education should be slow;
- A number of research need to be done to inform planners and finally but not least;
- Enough funds are needed to have the above concerns put in place.

The above comments by respondents were in line with literature. For example, The Education White Paper 6, (2001:42) proposed a realistic time frame of 20 years for the implementation of inclusive education and training system for South Africa. This

proposed time falls almost in line with the 25 years in which inclusive education became successfully operational in Vermont State in the US (Thousand & Villa, 1995:288-91).

Item 11.2 Main challenges facing principals of special schools.

Respondents were asked to list five main challenges facing principals of special schools with regards to inclusive education. As is with the case with open-end questions, a lot was revealed. Presented below is a list of some of the outstanding challenges:

- Lack of funds;
- Lack of staff that are trained and qualified to teach LSEN;
- Lack of parental support;
- Shortage of support services at societal, and community level;
- Inadequate resources;
- Negative attitudes of people towards LSEN and
- Acceptance by peers not adequate.

The most highly ranked of the above was lack of qualified staff that is trained to teach LSEN. Perhaps this is a signal that more staff needs to be trained for LSEN even so in the move towards inclusive education because these may be placed in the district support teams. The other highly ranked challenge was inadequate resources. The resources mostly referred to were buildings as well as human resources. The challenges listed by respondents from special schools included:

- Lack of specialists;
- Diversity in disabilities;
- Closure of special schools and
- Stigmatization by learners of regular/“normal” schools.

Item 11.3 What can be done to improve the situation (such challenges).

Respondents suggested ways and means of dealing with such challenges. Below is a list of some:

- Workshops were needed for educators, SMTs, and parents;
- Department of Education to monitor the schools;

- National awareness campaign that would emphasise that LSEN can learn;
- More attention be given to training of educators and provision of resources;
- Financial support;
- Parent and community involvement. Respondents also suggested that parents should not hide their disabled children;
- Collaboration with medical personnel, and finally but not least;
- Encourage learners and educators to accept LSEN.

Item 11.4 Challenges facing principals of regular/“normal” schools regarding inclusive education.

Respondents came up with a variety of responses to this item. Many of the concerns were similar to those of special school principals (cf:11.2). Among those that were referred to by many were:

- Lack of support;
- Lack of training for school management teams and educators;
- Facing LSEN who are included by default;
- Curriculum which is not inclusive;
- Non-involvement of parents;
- Attitudes and acceptance and
- Too much to adjust to the situation.

**NWU
LIBRARY**

Presented below is what special school respondents had to say:

- Inclusive education would be expensive because funds would be needed to educate “normal” children to accept disabled learners; and to motivate teachers of regular/ “normal” schools to include or make provision for LSEN.

Item 11.5 What to be done to improve the situation presented above (cf:11.4).

Eighty respondents gave their views. Among what was suggested, this section presents the most outstanding ones:

- Involvement of government;

- Building of more schools with the right facilities that will accommodate LSEN;
- Support services be implemented and
- Workshops of stakeholders about inclusive education.

Respondents from special school gave similar suggestions as above.

4.15 Yes/No responses

Table 4.12 shows perceptions of respondents on certain aspects of inclusive education.

	Yes		NO		Total	
	f	%	f	%	n	%
11.6 Special schools must completely be closed up and their learners must join their non-disabled peers in the mainstream classes.	7	8.1	79	91.9	86	100
11.7 It is important to maintain and strengthen special schools regardless of the move towards inclusive education.	79	95.2	4	4.8	83	100
11.8.1 Resource rooms for academic instruction for different natures of disability are required.	80	97.6	2	2.4	82	100
11.8.2 Speech and language services are required.	82	98.8	1	1.2	83	100
11.8.3 Physical and occupational therapies are required	83	100	-	-	83	100

f= frequency

Item 11.6 Respondents comments on whether special schools should close.

This was a Yes/No response question, which further asked respondents to comment on whether special schools must be closed all together and let their learners join non-

disabled peers in the mainstream class. Majority of respondents (91.9%) (Table 4.12) answered No, special schools must not be closed. This is in line with education White Paper 6 (cf: 2.3.4).

The comments to rationalise their answers were varied. Nevertheless, there were those that were common, viz:-

- Normal schools were not built to cater for LSEN;
- In regular/“normal” school, its not possible to give 100% attention to LSEN;
- LSEN are very slow to learn, hence they wont cope in regular/“normal” schools, and
- Learners with severe disabilities still need the special schools. Thus, special schools are important to provide skills to such learners.

Special schools respondents had the following comments:

- Normal learners usually make LSEN laughing stocks;
- Certain disabilities (severe) could not just fit in regular/“normal” schools;
- Attitudes of peers wont be right;
- Loss of jobs for special school educators, and
- “Normal” learners undermine, call names, and insult LSEN, which may sometimes result in provoked fights.

For the few who answered that special school must close, they had one common comment to make. This was that special schools do enhance the problem of labeling others as disabled. It is important to note that the majority said that special schools should not close. This could be a sign of not welcoming inclusive education. This view is also supported in the planning of inclusive education (cf: 2.3.5)

Item 11.7 Strengthening and maintaining of special schools is important regardless of the move towards inclusive education

Table 4.12 shows that out of 83 respondents, 95.2% said Yes the special schools must be strengthened and maintained, while only 4.8% said such schools must not be strengthened and maintained.

Respondents had varied comments. The most highly ranked were as follows:

- Teachers were not nurses;

- Teachers in special schools had the experience and
- Educators at special schools should retain their posts. Thus, it revealed some concern and fear of job losses should inclusive education become a reality.

On the other hand, the following were some comments from special schools:

- History has shown that disabled learners are not well accepted by younger “normal” learners;
- There will always be need for special schools. What will happen to the Autistic, Blind and Deaf children?

From the comments of special schools respondents, there seems to be the need to maintain special schools for LSEN to attend. The possible explanation to this could be that they are experienced in dealing with LSEN, they have learnt to love them, and hence, they want to continue to see LSEN assisted in that way. On the other hand, respondents from normal schools did not have such experience and reality, which may have an effect on their comments. Furthermore, this finding may reflect respondents’ understanding and acknowledging that severe cases of disability that may not be included still need these special schools. The only way then is to include them in the inclusive education system by strengthening and maintaining them (cf:2.3.4).

Item 11.8.1 Resource rooms for academic instruction for different natures of disability are required at mainstream schools.

Table 4.12 has shown that out of 82 respondents, 97.6 % respondent to Yes and only 2.4% responded to No. This finding is supported by literature (cf: 2.4.7.1).

Item 11.8.2 Speech and language services are required.

Table 4.12 shows that speech and language services must be attached to mainstream schools to cater for LSEN when they are included in mainstream. This is shown by the results in table 4.14 where out of 83 respondents 98.8% said yes to such services.

Item 11.8.3 Physical and occupational therapies are required.

Table 4.12 shows that all who responded (100%) answered Yes to need for physical and occupational therapy in the regular/“normal” schools where LSEN will be placed.

4.16 Mean scores and ratings of the ten highest ranked items

An attempt was made to get a picture of the first highest ten items on the perceptions of SMTs of special and regular/“normal” schools perceptions regarding inclusive education. The statements listed in table 4.13 were ranked as the most important perceptions to be established which if positive, they could enhance planning and implementation of inclusive education.

- Perceptions of respondents regarding recommendations for inclusive education.

The first three items on table 4.13 can be referred back to table 4.11 (cf: 4.13). Respondents gave their perceptions on what would be recommended for inclusive education to work. Refer to (cf:4.13) for results. This reflects that without transformation of some aspects of education, without an integrated system, and support services, inclusive education may just remain a myth and not a reality. Positive perceptions are therefore vital on these aspects of inclusive education.

NWU
LIBRARY

- Perceptions of respondents regarding placement of disabled learners into mainstream classes.

A major aspect of inclusive education is to place those learners that can into mainstream classes. The second set of items (10.1.1, 10.1.2, and 10.1.3) refers back to table 4.2 (cf:4.4). It is necessary to know whether placing LSEN should take into consideration age and nature of disability. Hence, positive perceptions to such are inevitably important.

Table 4.13 Ten high ranked mean scores of respondents.

Item no.	Item	$\bar{X}$	SD
10.10.1.1	Recommendation for transformation of all aspects of education system.	2.03	0.96
10.10.1.2	Recommendation for development of integrated system of education.	1.88	0.91
10.10.1.3	Recommendation for 'infusing needs and support services' throughout the education system.	1.88	0.91
10.1.1	Disabled learners should be placed in regular/"normal" schools	2.86	1.03
10.1.2	Disabled learners should be placed in regular/"normal" schools according to age of peers in the mainstream classes.	2.73	1.04
10.1.3	Disabled learners should be placed in regular/"normal" according to nature of disability.	2.37	1.05
10.2.1	All children can learn irrespective of their ability and/or disability.	1.92	0.94
10.2.2.1	Inclusive education is possible with change in infrastructure.	1.87	0.81
10.2.2.2	Inclusive education is possible if change (working in collaboration with other Ministries) is implemented.	1.83	0.84
10.2.2.3	Inclusive education is possible if attitudes of SMTs change.	2.00	0.95

- Views of respondents regarding changes that may possibly be implemented for the success of inclusive education

The third set of items (10.2.1, 10.2.2.1, 10.2.2.2 and 10.2.2.3) in Table 4.13 refers back to Table 4.3 (cf: 4.5). Because inclusive education is in its infancy, in South Africa, it was thought necessary to establish perceptions of change in the education system. Positive

perceptions may subsequently play a positive role in successful planning of inclusive education.

4.17 Chi-Square tests

Chi-Squared Tests were done to determine significant differences between perceptions of STMs of special schools and regular/“normal” schools so that the hypothesis may be accepted or rejected. The researcher is aware of the broad ‘spectrum’ of inclusive education. Therefore, this section only presents some of the items that showed significant differences. Table 4.14 shows the Chi-Square Tests of selected items.

Table 4.14 Chi-Square tests

	value	df	Asympt. Sig. (2-sided)
10.2.2.1 Inclusive education is possible with change in infrastructure.	9.97	1	.002
10.2.2.3 Inclusive education is possible if attitudes of SMTs change	4.436	1	.035
10.4.1 A national awareness campaign is part of promoting inclusive education.	7.956	3	.047
10.6.1.4 Learners with mild handicaps should be included in mainstream classes	11.262	3	.010
10.6.1.5 Learners with moderate handicaps should be included in mainstream classes	7.130	1	.008
10.8.3 Flexible curriculum is responsive to the full range of diverse needs	7.05	1	.008
10.9.1 Principals as key figures are influential in motivating teachers to succeed in the inclusion of LSEN	27.14	3	.000
10.9.2 SMTs' role is essential in expanding for more inclusionary programming	12.797	3	.005
10.3.1.4 Inadequate support services may result in learners failing to learn or be excluded from education system	7.718	1	.005
10.6.1.7 Learners with behavioural problems and youth at risk should be included in mainstream classes	10.631	3	.014

From table 4.14 above, the following are selected items that showed significant differences:

- * Inclusive education being possible with implementation of change in infrastructure - significant difference ($p \leq 0.001$);
- * Inclusive education being possible if attitudes of SMTs are changed - significant difference ($p \leq 0.05$);
- * A national awareness campaign being part of promoting inclusive education - significant difference ($p \leq 0.05$);
- * Learners with mild disabilities should be included in mainstream classes - significant difference ($p \leq 0.05$);
- * Learners with moderate handicaps should be included in mainstream classes - significant difference ($p \leq 0.001$);
- * Flexible curriculum is responsive to the full range of diverse needs - significant difference ($p \leq 0.001$);
- * Principals as key figures are influential in motivating teachers to succeed in the inclusion of LSEN - significant difference ($p \leq 0.001$);
- * MTs' role is essential in expanding for more inclusionary programming - significant difference ($p \leq 0.001$) and
- * Learners with behavioural problems and youth at risk should be included in mainstream classes - significant difference ($p \leq 0.05$).

According to Whitaker (1997:207-10), inclusive education being a new phenomenon, presents a particular challenge and is surrounded by a lot of controversy. Therefore, many questions regarding its feasibility are raised by many people. With regard to the views presented above, perhaps the significant differences reflected in table 4.14 could be justified. Thus, respondents of this study could be surrounded by such uncertainty.

4.18 General discussion

4.1.7.1 Who should be included?

Although a number of disabilities (11) were presented to the respondents (Table 4.7), mild and moderate handicaps emerged to be ranked highest in acceptance to be included in a regular/“normal” classrooms. Acceptance levels have been found to vary depending upon the type of disability (Barnartt & Kabzems, 1992: 135-146). The findings of this study should be treated with concern because respondents especially in regular schools could be unsure of the nature of disability they may have to face and how to deal with it. Uncertainty on the part of the respondents could be the issue. Westwood (1993) has revealed that educators expressed their concerns regarding their own ability to cope with inclusive practices because of lack of confidence in their own knowledge.

Chris et al. (1996: 119-33) wrote that even in Western Australia where principals and teachers in the education support centers (ESCs) and regular primary schools were closely associated with the move towards inclusive practices, they were not acceptive of the policy. They did not believe that all children with a disability should be included in the regular classroom, particularly on a full-time basis. The results of this study with respect to the question of who should be included falls rightly in line with findings of other researchers (Barnartt & Kabzems, 1992: 135-146; Chris et al., 1996: 119-33).

4.1.7.2 Leadership and management

Results from respondents of this study who were in leadership and managerial positions of schools, revealed that they acknowledged their positions as leaders and key figures that would motivate teachers among other things to make inclusive education a success (Table 4.10, item 10.9.1). This was evidenced by the results (42% strongly agreed 34.1% agreed 19.3% disagreed and 4.5% strongly disagreed). They also acknowledged their role as being essential in programming for inclusion. This was evidenced by the results (35.2% strongly agreed, 48.9% agreed, 9.1% disagreed and 6.8% strongly disagreed. The pattern/trend of results flows from highest to lowest in the order, strongly agree, agree, disagree and strongly disagree in both cases (Table 4.10).

This portrays a good sign in the development and support of inclusive education by the school management teams. In the same light, Katsiyannis et al., (1996: 82) reported that school administrators such as those in the school management teams were instrumental in and ultimately responsible for providing the necessary leadership for conceptualization (developing and implementing the philosophy/mission and specific aims) and monitoring inclusion practices.

4.19 Summary

This chapter has outlined the findings of the empirical investigation conducted to establish perceptions of SMTs of both special and regular/“normal” schools in North-West Province. Results of the study showed that respondents perceived that inclusive education requires among other things:-

- Training of educators and support personnel;
- Provision of support services;
- Awareness campaign and
- Both human and physical resources.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents a brief summary of the study. Furthermore, it presents major findings as well as recommendations on how inclusive education can successfully be implemented.

5.2 Summary

In chapter one, the aims and rationale for the study are provided. The main concern expressed is about inclusive education being a new philosophy to South Africa and therefore presenting a particular challenge. Another concern is that inclusive education is surrounded by a lot of controversy and many questions regarding its feasibility are being raised. In an attempt to answer the question of feasibility, the researcher's aim was to establish perceptions on some of the aspects of inclusive education that would make it a success.

Chapter two outlines the nature and scope of inclusive education. Literature consulted included the Constitutional provision (cf:2.3.1), recommendations of NCSNET and NCESS on inclusive education (cf:2.3.5), keys to successful inclusion (cf:2.4.4.2) and reports on inclusive education from other countries (cf:2.5). Literature suggests that there is hope that inclusive education can be implemented in South African education system with success. Literature has furthermore revealed that if suitably qualified and experienced teachers, pull-out services, on-site technical assistance and In-service teacher education (among others) are put in place, inclusive education would surely be a success (cf:2.4.4.1).

Although inclusive education is viewed as a challenge, it benefits learners. It recognises their rights as human beings and puts dignity in humanity. It reflects a society that allows

individuals the right to equal and full citizenship irrespective of race, class, disability, language, learning style, gender and other differences (cf:2.3.1). Furthermore, in this chapter, an overview of inclusive education research in developed and developing countries was provided. It is clear from literature that inclusive education has received more attention in developed countries than in developing countries.

Chapter three outlines the methodologies of the study. It presents rationale for following such methods. The tool used to gather information was the questionnaire. The results of the empirical investigation are reported in chapter 4. The quantitative and qualitative data collected through the investigation were summarized and discussed. From the empirical investigation, it became clear that inclusive education could be implemented successfully. It just needs to be given time for planning and putting resources in place. Open-ended questions in the questionnaire revealed that inclusive education was perceived by SMTs with minds that are more open. From this study, there are important findings that answer the research questions: ‘what perceptions do SMTs of special and regular/“normal schools have regarding inclusive education?’ ‘who should be included?’ and ‘are schools aware of inclusive education?’ These are presented in the next section.

5.3 Research Findings

5.3.1 Findings on Aim 1

With regard to aim 1, namely, to determine from literature the nature and scope of the concept of inclusive education (cf:1.3), the findings which were made are summarised as follows:

- Inclusive education is part of a strategy for inclusive development; it cannot take place in isolation. The family, the community, and other sectors, all need to be involved from the start (International Save the Children Alliance; cf:2.4.3).
- Inclusive education is primarily about transforming or building an educational system which responds to the real diversity of children’s ethnicity, gender, age, HIV status or

other type of differences. The focus is on changing the system rather than make the child fit into a rigid system (International Save the Children Alliance, 1997; cf:2.2.1)

- Inclusive education is good for all children, because it results in school improvement, methodology and curriculum which is child focused (cf:2.5.2.3 ; International Save the Children Alliance, 1997).
- Finally, inclusive education is more than inclusive schooling. Schools are only part of education which begins in the family and continues throughout life (International Save the Children Alliance, 1997).

5.3.2 Findings on Aim 2.

Regarding Aim 2, namely, to determine empirically the perceptions between the School Management Teams (SMTs) of special and regular/“normal” schools regarding inclusive education (cf:1.3), the following findings were made:

The empirical investigation conducted revealed that SMTs perceptions are positive towards:

- Transforming all aspects of education systems;
- Developing an integrated system of education;
- Putting support services throughout the education system;
- Disabled learners being placed in regular/“normal” schools according to nature of their disability.

School Management Teams (SMTs) also had high positive perceptions that the mildly to moderately disabled learners with special education needs (LSEN) would fit in regular “normal” schools. At the same time however, special schools were not ruled out. These schools can form a part of the inclusive education programme where they would be improved to form resource centres that would be used as ‘libraries’ for regular/“normal” schools.

It is also important to mention that the Chi-Square Tests revealed that there were some significant differences between perceptions of respondents of special and regular/“normal” schools on some variables. For example changes in infrastructure that would make inclusive education possible, and inappropriate and inadequate support as a factor that would result in LSEN fail to learn, were among the variables that showed significant differences ($p \leq 0.001$). A reflection of differences between responses of the two groups was also made possible by cross tabulations (Appendix E).

On the other hand, there were some aspects of inclusive education where respondents' perceptions were similar (See Chi-Square computations and cross tabulations in Appendix E).

5.4 Recommendations

The following recommendations are made from the study:

Recommendation 1

Schools must be empowered by the appropriate authority to conduct workshops that educate others regarding inclusive education.

Motivation

Conducting workshops on inclusive education at school level may result in more educators and learners becoming aware and motivated to have inclusive schools. This will also improve acceptability of each others' differences that arise from disabilities.

Recommendation 2

District-based support services should be put in place as soon as possible to enhance the move towards inclusive education.

Motivation

District-based support services may encourage the Ministry of Education to work in collaboration with other Ministries. For example District-based support services should provide specialists in the field of Psychology, Occupational therapy, Speech therapy,

Social workers and other relevant specialists who may assist with LSEN in inclusive schools. This move may try to cut costs of providing these professionals to every inclusive school.

Recommendation 3

Parents of LSEN must be encouraged, and supported, by providing them with psychologists, social workers and even financial support.

Motivation

Supporting parents who have disabled children will encourage them to bring up their children to schools, instead of hiding them in backrooms at home. It will also ease their emotions, because sometimes a parent in this situation wonders why it had to be their child.

Recommendation 4

More research is needed on perceptions of both administrators and educators of special and regular/“normal” schools on different variables of inclusive education.

Motivation

This research is not enough to generalise the perception of the entire population. Therefore, more research of this kind will help to establish a general trend of respondents' perceptions. Research will also help to provide information to the planners. For example, information about immediate resources and structures that need to be put in place before bringing LSEN into school, or the general perceptions of educators and learners of the different types of schools.

Research that would increase the sample size of the special schools may also be a necessity.

5.5 Conclusion

The success of inclusive education will depend on a number of factors. The most pressing one is financial assistance for research work, support services, awareness campaigns and changing of infrastructure of existing buildings to fit diverse in learning. The case for inclusive education is to take everyone on board to support LSEN with care, love and put that dignity they deserve back in them.

Perceptions of respondents in this study have supported this view by many of their positive perceptions, that if inclusive education can be implemented in other developing nations, it may also be implemented in South Africa. This is a notion worthy further research and development.

[LIBRARY]

CHAPTER 6

BIBLIOGRAPHY

- ABOSI, C.O. 2000. Thoughts on action plan for the development of inclusive education in Africa. The Council for exceptional children. Reston Virginia: An interaction website publication.
- ASMAL, K.A. 2001. Education White Paper 6. Ministry of Education. Pretoria: Government Printers.
- AYERS, B. & MEYERS, L. 1992. Helping teachers manage the inclusive classroom: Staff development and teaming star among management strategies. *The school Administrator*, (4292): 30-37.
- BACON, E.H. & SCHULTZ, J.B. 1991. A survey of mainstreaming practices. *Teacher Education and special education*, 14: 144-149.
- BAIN, A. & DOLBEL, S.1991. Regular and special education principals' perceptions of an integration programme for students who are intellectually handicapped. *Education and training in mental retardation*, 26: 33-42.
- BAKER, E.T., WANG, M.C. & WALBERG, H.J. 1994/1995. The effects of inclusion on learning. *Educational leadership*, 52(4): 33-35.
- BARNARTT, S.N. & KABZEMS, V. 1992. Zimbabwean teachers' attitudes towards the integration of pupils with disabilities into regular classrooms. *International Journal of disability, development and education*, 39: 135-146.
- BARNETT, C.A. & MONDA-AMAYA, L.E. 1998. Principals' knowledge of and attitudes toward inclusion. *Remedial and special education*, 19: 181-92, May/June.
- BECKWITH, J.B. & MATTHEWS, J.M. 1994. Measuring comfort in interacting with People with intellectual disabilities. *Australian Journal of Psychology*, 46: 53-57.
- BELL, J. 1999. Doing your research project: A guide for first-time researchers in education and social science. 3rd Ed. Open University Press: Buckingham.
- BORG, L.G. & GALL, M.D. 1989. Educational research: an introduction. New York: Longman.
- CAMPHER, E. 2000. How to establish teachers support team at school. Paper read at the National Conference on "Learner Support and Development". Cape Town, Sept.

- CENTER, Y., WARD, J., PARAMENTER, T. & NASH, R. 1985. Principals' attitudes toward the integration of disabled children into regular schools. *The exceptional child*, 32: 149-160.
- CENTRE FOR STUDIES ON INTEGRATION IN EDUCATION (CSIE), 1989. The integration charter. [on line], <http://ep.open.ac.uk/wgma/CSIE/csiehome.html>
- CHRIS, F., GRAHAM, D. & JOHN, H. 1996. Inclusive practices: how accepting are teachers? *International Journal of disability, development and education*, 43(2): 119-133.
- CLARK, C., DYSON, A. MILLWARD, A. (Eds). 1995. Towards inclusive schools? London: David Fulton Publishers.
- CLARK, C., DYSON, A. MILLWARD, A. & SKIDMORE, D. 1997. New directions in special needs: innovations in mainstream schools. London: Cassell.
- CLINE, R. 1981. Principals' attitudes and knowledge about handicapped children. *Exceptional children*. 48: 172-174.
- COLBETT, J. 1994. Warnock in the market place. In: S. Riddell & S. Brown. Special educational needs policy in the 1990s. London: Routledge.
- COMMONWEALTH OF AUSTRALIA. 1992. Disability Discrimination Act. Canberra, ACT: Australian Government Printer.
- CONRAD, M. & WHITAKER, T. 1997. Inclusion and the law: a principal's proactive approach. *The Clearing House*, 70(4): 207-10.
- COOK, B.G., SEMMEL, M.I. & GERBER, M.M. 1999. Attitudes of principals and special education teachers toward the inclusion of students with mild disabilities: critical differences of opinion. *Remedial and special education*, 20(4): 199-207, July/August.
- DAANE, C.J., BEIRNE-SMITH, M. & LATHAM, D. 2000. Administrators' and teachers' perceptions of the collaborative efforts of inclusion on the elementary grades. *Education*, 121 (2): 331-338, winter.
- DANIEL, P.T.K. 1997. Educating students with disabilities in the least restrictive environment. A slippery slope for educators. *Educational Administration*, 35 (5): 397-410.

- DAVIS, W.E. 1980. Public school principals' attitudes toward mainstreaming retarded pupils. *Education and training of the mentally retarded*, 15: 174-178.
- DAVIDOFF, S. & LAZARUS, S. 1997. The learning school: an organisational Development approach.
- DEFINITION OF INCLUSEVE EDUCATION. 2000. [on line], cache of
<http://www.unomaha.edu/~wwwsped/wc/cbs/prf/saf/nkr/2/def.html>.
- DEPARTMENT OF NATIONAL EDUCATION (DNE). 1997. Report of the national commission on special needs education and training (NCSNET) and the national committee for education support (NCESS). Pretoria: Government Printers
- DEPARTMENT OF EDUCATION. 2001. Education White Paper 6. Building an inclusive education and training system. Pretoria: Government Printers.
- ENGELBRECHT, P. 1999. A theoretical framework for inclusive education
In: Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. (Eds).
Inclusive education in action in South Africa. Pretoria: Van Schaik.
- ENGELBRECHT, P., GREEN, L., NAICKER, S. & ENGELBRECHT, L. 1999. Inclusive education in action in South Africa. Pretoria: Van Schaik.
- FARRELL, P. 2000. The role of learning support assistants in developing inclusive practice in the classroom. Paper presented at the National Conference on learner support development, Cape Town, September.
- FLATTERY, E. 2001. Inclusive education project. North-West department of education
Edunews. 9: 10, July.
- FUCHS, D. & FUCHS, S. 1994/1995. Sometimes separate is better. *Educational Leadership*, 52(4): 22-26.
- GAMEROS, P. 1995. The visionary principal and inclusion of students with disabilities. *NASSP Bulletin*, 79 (568): 15-17.
- GUZMÁN, N. 1997. Leadership for successful inclusive schools. A study of principals behaviours. *Educational Administration*, 35(5): 439-450.
- IDOL, L. 1997. Key questions related to building collaborative and inclusive school. *Journal of Learning Disabilities*, 30(4): 384-394.

- INGLIS, J. 2001. Inclusive education as an emerging educational scenario in South Africa: challenges in education. Paper presented at SEAMEO Education Congress.
- INGRAM, P.D. 1997. Leadership behaviours of principals in inclusive educational settings. *Educational Administration*, 35(5): 411-427.
- NORTH-WEST DEPARTMENT OF EDUCATION. 2001-2004. Integrated Provincial Disability Strategy (IPDS).
- INTERNATIONAL SAVE THE CHILDREN ALLIANCE. 1997. The rights of children with disabilities. [Internet], catch of <http://www.crin.org/resources/infoDetail.asp?ID=1643&flag=report>
- KALABULA, M.D. 2000. Inclusive education in Africa: a myth or reality? A Zambian case study. Paper presented at ISEC, 2000. [Internet], http://www.wisec2000.org.uk/abstracts/papers_k/kalabula_1.htm
- KATSIYANNIS, A., CONDERMAN, G. & FRANK, D. 1996. Students with disabilities: inclusionary programming and the school principal. *NASSP bulletin*, 80(578): 81-86.
- KRIEGLER, S. M. 1989. The learning disabilities paradigm: Is it relevant to South African context? *International Journal of Special Education*, 4(2): 165-171.
- KRUGER, N. & ADAMS, H. 1998. Psychology for teaching and learning. Sandton: Heinemann.
- LAZARUS, S., DANIELS, B. & ENGELBRECHT, L. 1999. The inclusive school. In: Engelbrecht, P., Green, L., Niacker, S. & Engelbrecht, L. Inclusive education in action in South Africa. Pretoria: Van Schaik.
- LAZARUS, S., DAVIDOFF, S. & DANIELS, B. 2000. Developing health promoting and inclusive schools within an integrated framework for understanding and developing schools. Paper presented at National Health Promoting Schools Task Team Meeting. Johannesburg, and at the National Conference on Learner Support and Development. Cape Town, September.
- LEGOTLO, M.W. 1996. Some elements of research: student handbook. Mmabatho: University of North-West.

- LEGOTLO, M.W. 2000. An overview of educator's rights in South Africa: marching to the same drum. *Australia & New Zealand Journal of Law and Education*, 5(1): 15-25.
- MASON, D.A. & DOEPNER, R.W. 1998. Principal' views of combination classes. *The Journal of education research*, 91(3): 160-171.
- MBEKI, T.M. 1997. White paper on integrated national disability strategy. Western Cape: Rustica Press (PTY) LTD.
- McLESKEY, J. & WALDRON, N.L. 1996. The response to questions teachers and administrators frequently ask about inclusive school programmes. *Phil Delta Kappan*, 78-6.
- MINISTRY OF EDUCATION. 1996. Educating Our Future, Lusaka, Zambia.
- MORRIS, R.C. 2000. How to make your school inclusive. *Principal Leadership (Middle school Ed.)*, 1(3):81-82.
- NAICKER, S.M. 1996. Why inclusive education? Paper prepared for the National Curriculum Committee for LSEN, Department of National Education, South Africa, January.
- NAICKER, S.M. 1996. Inclusive education: 'from rhetoric to reality'. A paper prepared For ELSEN principal's Conference, Parow Teacher's Centre, May.
<http://www.unomaha.edu/~wwwsped/wc/cbs/prt/sat/nkr/2/det.html>
- NAICKER, S. 1999. Inclusive education in South Africa. In: Engelbrecht, P., Green, L. Naicker, S.& Engelbrecht, L. (Eds). *Inclusive education in action in South Africa* Pretoria: Van Schaik.
- NEBRASKA DEPARTMENT OF EDUCATION. 1994. Neighbourhood schools and inclusive education practices. Lincon, Nebr.: Special education office.
- NKABINDE, Z.P. 1993. The role of special education in a changing South Africa. *Journal of special education*, 27 (1): 107-104, Spring.
- NORTH-WEST PROVINCIAL GOVERNMENT REPORT TO CITIZENS. 1994-2000. 1: 61.
- OFORI-ADDO, L., WORGBEYI, N. & TAY, K. 1999. Inclusive education in Ghana. [on line], <http://www.nhf.no/Internasjonal/ie-ghana.htm>

- O'NEIL, J. 1994/1995. Can inclusion work? A discussion with Jim Kauffman and Mara Sapon-Shevin. *Educational Leadership*, 52(4): 7-11.
- O'SHEA, D.J. & O'SHEA, L.J. 1998. Learning to include. *Teaching exceptional Children*, 31 (1): 40-8.
- PORTER, G. & RICHTER, D. (Eds). 1991. Changing Canadian schools: perspectives on disability and inclusion. North York, Ontario: Roeher Institute.
- UNESCO. 1999. The Salamanca statement and framework for action on special needs education. Paris.
- SABORNIE, E.J. & de BETTENCOURT, L.U. 1997. Teaching students with mild disabilities at the secondary level. London: Prectice-Hall International (UK) Limited.
- SEBBA, J. & AINSLOW, M. 1996. International developments in inclusive schooling : mapping the issues. *Cambridge Journal of Education*, 26(1): 5-18.
- SERVATIUS, J.D., FELLOWS, M. & KELLY, D. 1992. Preparing leaders for inclusive schools, In: Villa, R.A., Thousand, J.S., Stainback, W. & Stainback, S. (Eds.), *Restructuring for caring and effective education: An administrative guide to Creating heterogeneous schools*: 109-137. Baltimore: Brookes.
- SHANKER, A. 1994/1995. Full inclusion is neither free nor appropriate. *Educational Leadership*, 52(4): 18-21.
- SQUELCH, J. & SQUELCH, A. 1998. The challenge of inclusive education in South Africa. *EduLaw Newsbrief*, 4(3). [online]. Available: <http://Cyberhawk.csir.co.za/EduLawNewsbrief/-Private/logo.htm>
- SHANKER, A. 1994. Where we stand on the rush to inclusion. *Vital speeches of the day*, 60:314-17, March.
- SIMON, J. 1998. Specialized school placement for blind students with concomitant Severe disabilities: perceptions of public school administrators. *RE: view*. 29(4): 175-80, Winter.
- SHAW, L. 1992. 'From conference to learning community', *Learning together magazine*, 7.

- SKRTIC, T.M., SAILOR, W. & GEE, K. 1996. Voice, collaboration and inclusion: democratic themes in education and social reform issues. *Remedial and Special education*, 17(3): 142-157.
- SOCIETY OF EDUCATION OFFICERS. 1990. In: F.J. Adams C.B.E. Special education In the 1990s. Westgate House: Longman Group UK Ltd.
- STAINBACK, S. & STAINBACK, W. 1990. Inclusive schooling . In: Stainback, W. & Stainback, S. (Eds.), support networks for inclusive schooling, In: Interdependent integrated education: 3-23, Baltimore: Brooks.
- STAINBANK, S., STAINBACK, W. & JACKSON, H.J. 1992. Toward inclusive classrooms, In: Stainback, S. & Stainback, W. (Eds.), Curriculum considerations in inclusive classrooms: Facilitating learning for all students, 3-7, Baltimore: Brooks.
- STEWART, C. (1990) Effect of practica types in preservice adapted physical education curriculum on attitudes toward disabled populations. *Journal of teaching in physical education*, 10: 76-83.
- STUSSMAN, B. 1997. Inclusion isn't all-academic. The education digest, 1: 18-21.
- TAIT, K. & PURDIE, N. 2000. Attitudes toward disability: teacher education for inclusive environments in an Australian university. *International Journal of disability, development, and education*, 47(1):25-38, Mar.
- THE WESTERN CAPE RESOURCE CENTRE FOR INCLUSIVE EDUCATION.
[on line], cache of http://www.saschooldirectory.co.za/html/Newsletters/News_Western%20Cape%20Forum.htm.
- THOUSAND, J.S. & VILLA, R.A. 1990. Sharing experiences and responsibilities through teaching teams. In: Stainbach, W, & Stainbach, S. (Eds). Support networks for inclusive schooling: integrated and interdependent education. Baltimore: Paul brookes.
- TUCKMAN, B.W. 1978. Conducting educational research. 2nd Ed. New York: Harcourt Brace Jovanovich, Inc.
- VAN DALEN, D.B. 1979. Understanding educational research: an introduction. 4th Ed. New York: McGraw-Hill Book Company.

- VAN ZYL, M.J. 2001. LSEN unit for blind / partially sighted learners. North-West Department of education Edunews. 9: 11, July.
- VAUGHN, S., ELBAUM, B.E. & SCHUMM, J.S. 1996. The effects of inclusion on the Social functioning of students with learning disabilities. *Journal of learning disabilities*, 29(6): 598-608.
- WAGNER, M. 1990. The school programs and school performance of secondary students classified as learning disabled: findings from the national longitudinal transition study of special education students. Menlo Park CA: SRI International.
- WARE, L. 1995. The aftermath of the articulate debate: the invention of inclusive education. In: Clark, C., Dyson, A. & Millward, A. (Eds). *Towards inclusive schools?* London: Fulton Publishers.
- WESTERN CAPE EDUCATION DEPRATMENT (WCED). 2000. Education for learners with special education needs. Paper presented at conference on learner support and development. Cape Town, Sept.
- WESTERN CAPE FORUM FOR INCLUSIVE EDUCATION. 2000. Inclusive education in the Western Cape - an NGO perspective. A paper presented at on learner Support and development. Cape Town, Sept.
- WESTWOOD, P. 1993. Commonsense methods for children with special needs. 2nd ed. London: Routledge.
- WHITAKER, T. & CONRAD, M. 1997. Inclusion and the law: a principal's proactive approach. *The clearing house*, 70(4): 207-10.
- WILLIAMS, E. 2000. Inclusive education and training and its implications for ELSEN provision, programmes, staff development and support teams. A paper presented at the National Conference on Learner Support and Development, Cape Town. September.

Legislation

Further Education & Training Act of 1997.

Higher Education Act of 1997.

The Constitution of the Republic of South Africa. Act 108 of 1996.

The South African Schools Act.

APPENDIX A

UNIVERSITY OF NORTH WEST



PLANNING AND ADMINISTRATION

PRIVATE BAG X 2046, MMABATHO, 2735
REPUBLIC OF SOUTH AFRICA
TEL NO: (018) 3892111/3892500
FAX NO: (018) 3892038

DATE :

The Disability desk/District Manager/Principal
.....
.....
.....

[LIBRARY]

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Our postgraduate students (M.Ed & B.Ed) are conducting research in education.

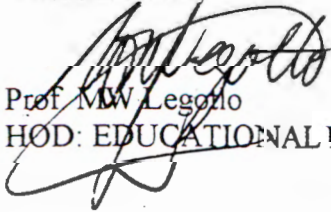
You are hereby kindly requested to allow E.K. Materechera to conduct research in the school, circuit, district under your jurisdiction.

The topic is
Inclusive education: perceptions of special and regular/
"normal" schools' management teams in North-West
Province
.....
.....

The findings of this research will be made available to you at your request. Furthermore all data collected from schools will be kept confidential, and no identification of a specific school will be given when the report is completed.

Thanking you in anticipation

Yours sincerely


Prof. M.W. Legole

HOD: EDUCATIONAL PLANNING AND ADMINISTRATION



APPENDIX B

Department of Education
Lefapha La Thuto
Departement van Onderwys

1st Floor
Garona Building
Mmabatho

Private Bag X2044
Mmabatho 2735
Tel: (+2718) 387 3429/3404
Fax: (+2718) 387 3430
e-mail: zwane@nwpg.org.za

OFFICE OF THE SUPERINTENDENT-GENERAL

Enquiries: H H Zwane
Telephone: 018 - 3873429
E-mail: zwane@nwpg.org.za

10 December 2001

Ms E K Materechera
C/o University of the North West
Planning and Administration
MAFIKENG
2735

Dear Ms Materechera

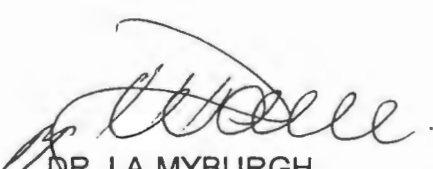
PERMISSION TO CONDUCT RESEARCH

I acknowledge receipt of your undated letter delivered to my office on 10 December 2001 concerning the above subject. Much thanks for same. The contents have been noted. Permission is hereby granted to conduct research with the provisos that, the research document be made available to this Department once finalized and that, under no circumstances must normal teaching and learning be interrupted at schools. I wish you well in your endeavours.

Thanking you.

Yours sincerely

2001-12-10


DR J A MYBURGH
ACTING-SUPERINTENDENT GENERAL

Cc MEC Z P Tolo

Amk/hhz/unw/research/permission

APPENDIX C

P.O. Box 4297
Mabatho 2735

Tel/Fax: (018) 384 3806
Cell: 083 718 4591

December, 2001

Dear Sir/Ma'am,

My name is Ellen Materechera, and I'm currently doing my Master's Degree in Educational Planning and Administration at University of North-West.

Thank you for taking the time to fill this questionnaire.

The questionnaire "Inclusive Education" is designed to obtain the perceptions of schools' management teams on Inclusive Education in the North-West Province. The questionnaire is to be completed by the **principal**, the **deputy principal** and one head of department (**HOD**) per chosen school that the questionnaire is sent to.

Your views and opinions are important, and previous research has shown the significance of principal's views as well as those of the school management team.

Please note that this questionnaire is **completely anonymous** and all information that you give shall be kept **completely confidential** and is for the purpose of this research only.

It will be greatly appreciated if the questionnaire will be returned as soon as possible.

Thank you very much for your participation.

Sincerely,



Ellen Materechera
B.Sc. Hons (UNIWEST)

QUESTIONNAIRE

INCLUSIVE EDUCATION : PERCEPTIONS OF SPECIAL AND REGULAR/ "NORMAL" SCHOOLS' MANAGEMENT TEAM IN THE NORTH WEST PROVINCE.

In this study, inclusive education refers to integrating mildly to moderately disabled learners into mainstream classes with appropriate educational aid and support provided; whilst maintaining the special schools for severely disabled learners and as resource centres.

SECTION A

BIOGRAPHIC AND DEMOGRAPHIC INFORMATION

Kindly answer the following questions by ticking (✓) the appropriate answer.

1. Gender:
- | | |
|------------|-----|
| 1.1 Male | [] |
| 2.2 Female | [] |

2. Your position in the school:
- | | |
|------------------------------|-----|
| 2.1 Principal | [] |
| 2.2 Deputy Principal | [] |
| 2.3 Head of Department (HOD) | [] |
| 2.4 Others (Specify) | [] |

-
3. For how long have you been in that position?
- | | |
|----------------------|-----|
| 3.1 Less than a year | [] |
| 3.2 1 - 3 years | [] |
| 3.3 4 - 6 years | [] |
| 3.3 Over 6 years | [] |

4. Time at the school
- | | |
|----------------------|-----|
| 4.1 Less than a year | [] |
| 4.2 1-3 years | [] |
| 4.3 4-6 years | [] |
| 4.4 Over 6 years | [] |

5. Type of School
- | | |
|-----------------------------|-----|
| 5.1 Special School | [] |
| 5.2 Regular/"Normal" School | [] |
| 5.3 Other (Specify) | [] |
-

6. School location

6.1 Urban ☐6.2 Rural ☐6.3 Peri-Urban ☐

7. Are you aware of the concept of inclusive education?

7.1 Yes ☐7.2 No ☐

8. How did you become aware of the concept of inclusive education?

8.1 Through media ☐8.2 Through friends ☐8.3 Through the school ☐

9. Length of time during which the concept of inclusive education has been known to you:

9.1 Less than 1 year ☐9.2 2-4 years ☐9.3 5 years and above ☐**SECTION B**

10. Please rate the following items on a scale of 1 to 4 by marking an "X" in the appropriate box to reflect your views and opinions about inclusive education.

10.1 PERCEPTIONS

10.1.1 Disabled learners should be placed in regular/ "normal" schools

10.1.2 Disabled learners should be placed in mainstream classes according to age of their peers in the mainstream

10.1.3 Disabled learners should be placed in mainstream classes according to nature of disability

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4
1	2	3	4
1	2	3	4

10.2 VIEWS ABOUT INCLUSIVE EDUCATION ON POSSIBLE CHANGES

10.2.1 All children can learn irrespective of their ability and/or disability

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

10.2.2 Inclusive education can be possible if **change** is implemented in the following areas:

10.2.2.1 Education infrastructures (e.g. buildings)

1	2	3	4
---	---	---	---

10.2.2.2 Education systems (e.g. one educational system and not two systems - mainstream and special)

1	2	3	4
---	---	---	---

10.2.2.3 Attitudes of the school management team

1	2	3	4
---	---	---	---

10.2.2.4 School environment to accept diversity in learners

1	2	3	4
---	---	---	---

10.2.3 Inclusive education can be possible if people acknowledge and respect the differences in learner due to:

10.2.3.1 Disability

1	1	3	4
---	---	---	---

10.2.3.2 HIV or other infectious diseases respectively

1	2	3	4
---	---	---	---

10.3 SOME FACTORS THAT MAY RESULT IN LEARNERS FAILING TO LEARN OR BE EXCLUDED FROM EDUCATION SYSTEM

10.3.1 Learners may fail to learn or be excluded from education system because of:

10.3.1.1 Negative attitudes to and stereotyping of difference due to disability

1	2	3	4
---	---	---	---

10.3.1.2 An inflexible curriculum

1	2	3	4
---	---	---	---

10.3.1.3 Inappropriate languages or language of learning and teaching

1	2	3	4
---	---	---	---

10.3.1.4 Inadequate support services

1	2	3	4
---	---	---	---

10.3.1.5 Inadequate policies

1	2	3	4
---	---	---	---

10.3.1.6 Non-involvement of parents

1	2	3	4
---	---	---	---

10.3.1.7 Inadequately trained education managers

1	2	3	4
---	---	---	---

	Strongly agree	Agree	Disagree	Strongly disagree
10.6.1.7 Learners with behavioural problems and youth at risk	1	2	3	4
10.6.1.8 Learners with specific learning difficulties	1	2	3	4
10.6.1.9 Learners who are temporarily ill and need to be hospitalised or chronically ill learners	1	2	3	4
10.6.1.10 Some learners from poor socio-economic milieus	1	2	3	4
10.6.1.11 Scholastically deprived learners	1	2	3	4
10.6.1.12 None of the above	1	2	3	4

10.7 FINANCIAL

- 10.7.1 Developing a revised funding strategy, that ensures redress for historically disadvantaged communities and institutions, sustainability and ultimately- access to education for all learners is necessary

1	2	3	4

10.8 CURRICULUM

- 10.8.1 Outcomes-Based Education (OBE) is compatible with inclusive education
- 10.8.2 According to the three premises of OBE, ALL learners perform successfully, but not at the same pace
- 10.8.3 The curriculum is flexible so that it can be responsive for the full range of diverse needs
- 10.8.4 The curriculum goals plans and evaluation procedures of the school ensure that the diverse needs of the learner population are being addressed

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

10.9 LEADERSHIP AND MANAGEMENT

- 10.9.1 Principals as leaders and key figures play an influential role in motivating teachers to succeed in the inclusion of disabled learners in regular classrooms
- 10.9.2 The school management team's role is essential in expanding opportunities for more inclusionary programming, while ensuring that students with disabilities receive services that have been successfully planned by the placement team to meet their individual needs

1	2	3	4
1	2	3	4

10.10 RECOMMENDATIONS

10.10.1 Would you recommend the following for implementing inclusive education?:

- 10.10.1.1 Transformation of all aspects of education system
- 10.10.1.2 Developing an integrated system of education
- 10.10.1.3 Infusing 'speed needs and support services' throughout the educational system

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4
1	2	3	4
1	2	3	4

SECTION C

11.1 Inclusive Education in South Africa is in its infancy stage. It may take the following time categories to become fully operational:

- 11.1.1 1 - 7 years
- 11.1.2 8 - 14 years
- 11.1.3 15 - 20 years

Please comment:

11.2 List 5 Main challenges facing Principals of Special Schools with regards to Inclusive education. Give three reasons.

1.

2.

3.

4.

5.

Reasons:

11.3 What things should be done to improve the situation?

**NWU
LIBRARY**

11.4 List 5 main challenges facing principals of regular/'normal' schools with regards to inclusive education.

1. _____
2. _____
3. _____
4. _____
5. _____

11.5 What things should be done to improve the situation?

11.6 Special schools must completely be closed up and their learners must join their non-disabled peers in the mainstream classes.

Yes	No
-----	----

Please comment

11.7 It is important to maintain and strengthen special schools regardless of the move towards inclusive education.

Yes	No
-----	----

Please comment:

11.8 Integrating learners with special needs into mainstream classes requires appropriate educational aids and support such as:

11.8.1 Resource room for academic instruction for different natures of disabilities

Yes	No
-----	----

11.8.2 Speech and language services

Yes	No
-----	----

11.8.3 Physical and occupational therapies

Yes	No
-----	----

Thank you for taking the time to complete this questionnaire.
Please feel free to add any comments.

5 Type of school * V10611T Crosstabulation

			V10611T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	4	16	20
		Expected Count	4.8	15.2	20.0
		% of 5 Type of school	20.0%	80.0%	100.0%
	Regular/"Normal" School	Count	17	50	67
		Expected Count	16.2	50.8	67.0
		% of 5 Type of school	25.4%	74.6%	100.0%
Total	Count		21	66	87
	Expected Count		21.0	66.0	87.0
	% of 5 Type of school		24.1%	75.9%	100.0%

5 Type of school * V10612T Crosstabulation

			V10612T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	7	12	19
		Expected Count	6.9	12.1	19.0
		% of 5 Type of school	36.8%	63.2%	100.0%
	Regular/"Normal" School	Count	23	41	64
		Expected Count	23.1	40.9	64.0
		% of 5 Type of school	35.9%	64.1%	100.0%
Total	Count		30	53	83
	Expected Count		30.0	53.0	83.0
	% of 5 Type of school		36.1%	63.9%	100.0%

5 Type of school * V10613T Crosstabulation

			V10613T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	3	16	19
		Expected Count	6.8	12.2	19.0
		% of 5 Type of school	15.8%	84.2%	100.0%
	Regular/"Normal" School	Count	27	38	65
		Expected Count	23.2	41.8	65.0
		% of 5 Type of school	41.5%	58.5%	100.0%
Total	Count		30	54	84
	Expected Count		30.0	54.0	84.0
	% of 5 Type of school		35.7%	64.3%	100.0%

5 Type of school * V10614T Crosstabulation

			V10614T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	8	11	19
		Expected Count	13.8	5.2	19.0
		% of 5 Type of school	42.1%	57.9%	100.0%
	Regular/"Normal" School	Count	55	13	68
		Expected Count	49.2	18.8	68.0
		% of 5 Type of school	80.9%	19.1%	100.0%
Total	Count		63	24	87
	Expected Count		63.0	24.0	87.0
	% of 5 Type of school		72.4%	27.6%	100.0%

5 Type of school * V10615T Crosstabulation

			V10615T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	8	11	19
		Expected Count	12.8	6.2	19.0
		% of 5 Type of school	42.1%	57.9%	100.0%
	Regular/"Normal" School	Count	50	17	67
		Expected Count	45.2	21.8	67.0
		% of 5 Type of school	74.6%	25.4%	100.0%
Total	Count		58	28	86
	Expected Count		58.0	28.0	86.0
	% of 5 Type of school		67.4%	32.6%	100.0%

5 Type of school * V10616T Crosstabulation

			V10616T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	0	17	17
		Expected Count	2.7	14.3	17.0
		% of 5 Type of school	.0%	100.0%	100.0%
	Regular/"Normal" School	Count	13	52	65
		Expected Count	10.3	54.7	65.0
		% of 5 Type of school	20.0%	80.0%	100.0%
Total	Count		13	69	82
	Expected Count		13.0	69.0	82.0
	% of 5 Type of school		15.9%	84.1%	100.0%

5 Type of school * V10617T Crosstabulation

			V10617T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	1	19	20
		Expected Count	7.1	12.9	20.0
		% of 5 Type of school	5.0%	95.0%	100.0%
	Regular/"Normal" School	Count	29	36	65
		Expected Count	22.9	42.1	65.0
		% of 5 Type of school	44.6%	55.4%	100.0%
Total	Count		30	55	85
	Expected Count		30.0	55.0	85.0
	% of 5 Type of school		35.3%	64.7%	100.0%

School type	School	Agree		Disagree		Total	
		f	%	f	%	f	%
Special School	V10611T	4	20.0%	16	80.0%	20	100.0%
	V10612T	7	36.8%	12	63.2%	19	100.0%
	V10613T	3	15.8%	16	84.2%	19	100.0%
	V10614T	8	42.1%	11	57.9%	19	100.0%
	V10615T	8	42.1%	11	57.9%	19	100.0%
	V10616T			17	100.0%	17	100.0%
	V10617T	1	5.0%	19	95.0%	20	100.0%
	V10618T	2	11.1%	16	88.9%	18	100.0%
	V10619T	11	55.0%	9	45.0%	20	100.0%
	V106110T	16	80.0%	4	20.0%	20	100.0%
	V106111T	9	56.3%	7	43.8%	16	100.0%
	V106112T			1	100.0%	1	100.0%
Regular/"Normal" School	V10611T	17	25.4%	50	74.6%	67	100.0%
	V10612T	23	35.9%	41	64.1%	64	100.0%
	V10613T	27	41.5%	38	58.5%	65	100.0%
	V10614T	55	80.9%	13	19.1%	68	100.0%
	V10615T	50	74.6%	17	25.4%	67	100.0%
	V10616T	13	20.0%	52	80.0%	65	100.0%
	V10617T	29	44.6%	36	55.4%	65	100.0%
	V10618T	54	80.6%	13	19.4%	67	100.0%
	V10619T	40	58.8%	28	41.2%	68	100.0%
	V106110T	57	86.4%	9	13.6%	66	100.0%
	V106111T	49	77.8%	14	22.2%	63	100.0%
	V106112T	2	7.1%	26	92.9%	28	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	11.178 ^b	1	.001	.003	.002
Continuity Correction ^a	9.322	1	.002		
Likelihood Ratio	10.265	1	.001		
Fisher's Exact Test					
Linear-by-Linear Association	11.050	1	.001		
N of Valid Cases	87				

a. Computed only for a 2x2 table

b. 0 cells (.0%) expf < 5. Min exp = 5.24...

5 Type of school * V10615T

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	7.130 ^b	1	.008	.012	.010
Continuity Correction ^a	5.726	1	.017		
Likelihood Ratio	6.772	1	.009		
Fisher's Exact Test					
Linear-by-Linear Association	7.047	1	.008		
N of Valid Cases	86				

a. Computed only for a 2x2 table

b. 0 cells (.0%) expf < 5. Min exp = 6.19...

5 Type of school * V10616T

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	4.041 ^b	1	.044	.060	.037
Continuity Correction ^a	2.680	1	.102		
Likelihood Ratio	6.654	1	.010		
Fisher's Exact Test					
Linear-by-Linear Association	3.991	1	.046		
N of Valid Cases	82				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) expf < 5. Min exp = 2.70...

5 Type of school * V10617T

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	10.510 ^b	1	.001	.001	.001
Continuity Correction ^a	8.847	1	.003		
Likelihood Ratio	13.078	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	10.386	1	.001		
N of Valid Cases	85				

a. Computed only for a 2x2 table

b. 0 cells (.0%) expf < 5. Min exp = 7.06...

5 Type of school * V10618T

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	30.477 ^b	1	.000	.000	.000
Continuity Correction ^a	27.464	1	.000		
Likelihood Ratio	30.620	1	.000		
Fisher's Exact Test					
Linear-by-Linear Association	30.119	1	.000		
N of Valid Cases	85				

a. Computed only for a 2x2 table

b. 0 cells (.0%) expf < 5. Min exp = 6.14...

5 Type of school * V10619T

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	.093 ^b	1	.761	.801	.478
Continuity Correction ^a	.002	1	.963		
Likelihood Ratio	.092	1	.761		
Fisher's Exact Test					
Linear-by-Linear Association	.092	1	.762		
N of Valid Cases	88				

a. Computed only for a 2x2 table

b. 0 cells (.0%) expf < 5. Min exp = 8.41...

5 Type of school * V106110T

5 Type of school * V10618T Crosstabulation

			V10618T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	2	16	18
		Expected Count	11.9	6.1	18.0
		% of 5 Type of school	11.1%	88.9%	100.0%
	Regular/"Normal" School	Count	54	13	67
		Expected Count	44.1	22.9	67.0
		% of 5 Type of school	80.6%	19.4%	100.0%
Total	Count		56	29	85
	Expected Count		56.0	29.0	85.0
	% of 5 Type of school		65.9%	34.1%	100.0%

5 Type of school * V10619T Crosstabulation

			V10619T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	11	9	20
		Expected Count	11.6	8.4	20.0
		% of 5 Type of school	55.0%	45.0%	100.0%
	Regular/"Normal" School	Count	40	28	68
		Expected Count	39.4	28.6	68.0
		% of 5 Type of school	58.8%	41.2%	100.0%
Total	Count		51	37	88
	Expected Count		51.0	37.0	88.0
	% of 5 Type of school		58.0%	42.0%	100.0%

5 Type of school * V106110T Crosstabulation

			V106110T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	16	4	20
		Expected Count	17.0	3.0	20.0
		% of 5 Type of school	80.0%	20.0%	100.0%
	Regular/"Normal" School	Count	57	9	66
		Expected Count	56.0	10.0	66.0
		% of 5 Type of school	86.4%	13.6%	100.0%
Total	Count		73	13	86
	Expected Count		73.0	13.0	86.0
	% of 5 Type of school		84.9%	15.1%	100.0%

5 Type of school * V106111T Crosstabulation

			V106111T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	9	7	16
		Expected Count	11.7	4.3	16.0
		% of 5 Type of school	56.3%	43.8%	100.0%
	Regular/"Normal" School	Count	49	14	63
		Expected Count	46.3	16.7	63.0
		% of 5 Type of school	77.8%	22.2%	100.0%
Total	Count		58	21	79
	Expected Count		58.0	21.0	79.0
	% of 5 Type of school		73.4%	26.6%	100.0%

5 Type of school * V106112T Crosstabulation

			V106112T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	0	1	1
		Expected Count	.1	.9	1.0
		% of 5 Type of school	.0%	100.0%	100.0%
	Regular/"Normal" School	Count	2	26	28
		Expected Count	1.9	26.1	28.0
		% of 5 Type of school	7.1%	92.9%	100.0%
Total	Count		2	27	29
	Expected Count		2.0	27.0	29.0
	% of 5 Type of school		6.9%	93.1%	100.0%

pe ool	Special School	SA		A		D		SD		Total	
		f	%	f	%	f	%	f	%	f	%
Special School	10.8.1 Outcomes-Based Education (OBE) is compatible with inclusive education	3	15.8%	6	31.6%	3	15.8%	7	36.8%	19	100.0%
	10.8.2 According to the three premises of OBE, ALL learners perform successfully, but not at the same pace	6	30.0%	10	50.0%	1	5.0%	3	15.0%	20	100.0%
	10.8.3 The curriculum is flexible so that it can be responsive for the full range of diverse needs	8	40.0%	5	25.0%	5	25.0%	2	10.0%	20	100.0%
	10.8.4 The curriculum goals plans and evaluation procedures of the school ensure that the diverse needs of the learner population are being addressed.	7	36.8%	1	5.3%	8	42.1%	3	15.8%	19	100.0%
Regular/"Normal" School	10.8.1 Outcomes-Based Education (OBE) is compatible with inclusive education	22	34.4%	30	46.9%	7	10.9%	5	7.8%	64	100.0%
	10.8.2 According to the three premises of OBE, ALL learners perform successfully, but not at the same pace	37	54.4%	30	44.1%	1	1.5%			68	100.0%
	10.8.3 The curriculum is flexible so that it can be responsive for the full range of diverse needs	30	44.1%	31	45.6%	7	10.3%			68	100.0%
	10.8.4 The curriculum goals plans and evaluation procedures of the school ensure that the diverse needs of the learner population are being addressed.	23	34.3%	37	55.2%	6	9.0%	1	1.5%	67	100.0%

Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

Type School		Agree		Disagree		Total	
		f	%	f	%	f	%
Special School	V1081T	9	47.4%	10	52.6%	19	100.0%
	V1082T	16	80.0%	4	20.0%	20	100.0%
	V1083T	13	65.0%	7	35.0%	20	100.0%
	V1084T	8	42.1%	11	57.9%	19	100.0%
Regular/"Normal" School	V1081T	52	81.3%	12	18.8%	64	100.0%
	V1082T	67	98.5%	1	1.5%	68	100.0%
	V1083T	61	89.7%	7	10.3%	68	100.0%
	V1084T	60	89.6%	7	10.4%	67	100.0%

Crosstabs

5 Type of school * V1081T

Crosstab

			V1081T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	9	10	19
		Expected Count	14.0	5.0	19.0
		% of 5 Type of school	47.4%	52.6%	100.0%
	Regular/"Normal" School	Count	52	12	64
		Expected Count	47.0	17.0	64.0
		% of 5 Type of school	81.3%	18.8%	100.0%
	Total	Count	61	22	83
		Expected Count	61.0	22.0	83.0
		% of 5 Type of school	73.5%	26.5%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	8.633 ^b	1	.003	.006	.005
Continuity Correction ^a	6.982	1	.008		
Likelihood Ratio	7.938	1	.005		
Fisher's Exact Test					
Linear-by-Linear Association	8.529	1	.003		
N of Valid Cases	83				

a. Computed only for a 2x2 table

b. 0 cells (.0%) expf < 5. Min exp = 5.04...

5 Type of school * V1082T

Crosstab

			V1082T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	16	4	20
		Expected Count	18.9	1.1	20.0
		% of 5 Type of school	80.0%	20.0%	100.0%
	Regular/"Normal" School	Count	67	1	68
		Expected Count	64.1	3.9	68.0
		% of 5 Type of school	98.5%	1.5%	100.0%
Total	Count	83	5	88	
	Expected Count	83.0	5.0	88.0	
	% of 5 Type of school	94.3%	5.7%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	9.901 ^b	1	.002	.009	.009
Continuity Correction ^a	6.746	1	.009		
Likelihood Ratio	7.949	1	.005		
Fisher's Exact Test					
Linear-by-Linear Association	9.789	1	.002		
N of Valid Cases	88				

a. Computed only for a 2x2 table

b. 2 cells (50.0%) expf < 5. Min exp = 1.14...

5 Type of school * V1083T

Crosstab

			V1083T		Total
			Agree	Disagree	
5 Type of school	Special School	Count	13	7	20
		Expected Count	16.8	3.2	20.0
		% of 5 Type of school	65.0%	35.0%	100.0%
	Regular/"Normal" School	Count	61	7	68
		Expected Count	57.2	10.8	68.0
		% of 5 Type of school	89.7%	10.3%	100.0%
Total	Count		74	14	88
	Expected Count		74.0	14.0	88.0
	% of 5 Type of school		84.1%	15.9%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance	Exact Significance (2-sided)	Exact Significance (1-sided)
Pearson Chi-Square	7.051 ^b	1	.008	.014	.014
Continuity Correction ^a	5.325	1	.021		
Likelihood Ratio	6.134	1	.013		
Fisher's Exact Test					
Linear-by-Linear Association	6.971	1	.008		
N of Valid Cases	88				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) expf < 5. Min exp = 3.18...

5 Type of school * V1084T