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ATTITUDES OF TEACHERS WITH EXPERIENCE IN EXCLUSIVE EDUCATION TOWARDS INCLUSION

A research report submitted to the Faculty of Education, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology).

Johannesburg, 2000

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M.Sc. (Medicine) WITS.

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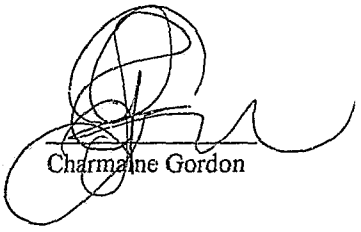
C.Gordon

ATTITUDES OF TEACHERS WITH EXPERIENCE IN INCLUSIVE EDUCATION TOWARDS INCLUSION

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DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other university.



Charmaine Gordon

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ABSTRACT

This study investigated the attitudes of teachers towards the inclusion of children with special educational needs into the mainstream after they had taught in an inclusive education system for a year. Twenty nine teachers completed a questionnaire that assessed their perceived competence and attitudes towards inclusive education and investigated the perceived problems and concerns that the teachers felt they may have encountered. The data was compared to a previous study in which the attitudes of teachers who have not yet had the opportunity to practise inclusive education were measured.

The research results indicated that teachers in the present study felt competent regarding their knowledge of and ability to teach in inclusive education. Their attitudes were significantly ($p<0.05$) positive towards inclusive education. There was no significant statistical difference between teachers' attitudes in the present and previous study. However, teachers expressed concerns that inclusive education can only work provided that the number of children per class remains below 15, that teachers receive ongoing professional development, that teacher-aides are available in every class and that a support team is present at all times.

DESCRIPTORS : inclusive education; teachers' attitudes; learning disabilities; special educational needs; mainstreaming

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CHAPTER ONE

For the past 20 years there has been a great interest in designing structural procedures to promote the inclusion of children with special educational needs into regular classrooms or mainstream education. However, obstacles such as funding difficulties, restructuring of regular class settings and teacher opposition still need to be overcome. Some research indicates that teachers' attitude towards inclusive education in the mainstream are generally negative. It is assumed that teachers who hold negative attitudes would reject children with special educational needs if mainstreaming were to take place. However, research also indicates that the more familiar teachers are with teaching children with special educational needs, the more favourable they become towards inclusive education. The present study investigates whether the attitude of teachers who have been teaching children with special educational needs in an inclusive setting are, indeed, positive.

Chapter 2 provides a general overview of the historical background of inclusive education from its origin in Scandinavia in the early 1960's, through to the role that the Universal Declaration of Human Rights played in affirming the World Declaration on Education for All. The guidelines of the Salamanca Framework are discussed, as well as the implementation of inclusive education in the South African context. The requirements for inclusive education as well as teachers' attitudes towards the inclusion of children with special educational needs are described.

Chapter 3 describes the rationale, the research hypothesis, the aims, the sample, the measure and the procedure of the study.

Chapter 4 discusses the results of the research

Chapter 5 provides a discussion of the research findings and the concerns that teachers expressed regarding inclusive education. The shortcomings of the research are discussed and recommendations for future research are made.

CHAPTER TWO

2.1 INTRODUCTION

Education under the previous apartheid system in South Africa was characterised by fragmentation (Higgs, 1997), racism and segregation (Harber, 1998). Education and training was characterised by gross inequalities in all aspects of provision as well as the majority of the population being denied access to many institutions (Marock, 1997). Separate schools existed for African, Indian, White and Coloured children. Not only was the education provided unequal, but funding was biased favouring White schools (Steyn, 1999 ; Christie, 1991). Furthermore, learners with special educational needs (LSEN) were placed in separate special schools, (special educational need refers to learners who, because of physical, sensory, cognitive, developmental or other differences need some form of specialised educational assistance and intervention if they are to be effectively educated; special education refers to an educational service which caters particularly for learners with special needs). Donald (1993), estimates that approximately 4 000 000 South African children are in need of special education. However, research undertaken by the NCSNET/NCESS indicates that few learners with disabilities are at present accommodated in ordinary public schools. Where they do find accommodation, access to the curriculum is constrained by a range of factors, including the inaccessibility of buildings, inadequate provision of necessary assistive devices and inflexible teaching and learning practices (D.E., 1999).

The dramatic changes in South African society during the past few years have affected both general and special education (Engelbrecht, 1999). Similar to current international trends, South African education is moving away from special education towards a policy of inclusion that will not only accommodate children with special educational needs but also children from diverse cultural, racial and educational backgrounds.

2.2 HISTORICAL BACKGROUND TO INCLUSIVE EDUCATION

In recent years inclusion has become a prominent item on the international educational agenda. Although the rise seems to have been rapid, it is possible to trace a set of long-term historical developments of which inclusion is simply the latest manifestation (Dyson and Forlin ,1999).

During the 1960's, a number of Scandinavian countries shifted the emphasis of their educational provision for learners with disabilities from separate special schooling to what became known as 'integration', or the placement of such learners in regular schools (Meijer, et al., 1994).

In 1975 Public Law 94-142 was passed in the United States (Mcleskey and Pacchiano, 1994). This law stipulated that each public agency shall ensure :

1) That to the maximum extent appropriate, handicapped children, including those in public or private institutions or other care facilities, are educated with children who are not handicapped, and

2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature of severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

This integration model, however, is increasingly seen as referring to a limited attempt to accommodate and support learners with disabilities in regular schools that remain relatively unchanged. Inclusion, on the other hand, emphasises a greater commitment to create regular schools that are inherently capable of educating all learners. This, in turn, will entail radical restructuring of schools as organisations, re-evaluation of the nature of the curriculum and changes in pedagogical practice (Dyson and Forlin, 1999).

While the integration model, which started in the 1960's, was part of the liberalisation of society, which arose out of the economic prosperity and social optimism of the post World War II years in Western Countries (Vislie,1995), the framework of inclusion was laid down in the Salamanca Statement and Framework for Action on Special Education Needs

at a world conference on special needs education in Spain in July 1994 under the aegis of UNESCO. The guiding principles that informed the Salamanca Framework (1994) were:

1) The right of every child to an education is proclaimed in the ***Universal Declaration of Human Rights*** *and was forcefully reaffirmed by the* ***World Declaration on Education for All.***

2) That schools should accommodate ***all children*** *regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.*

3) It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. A child-entered pedagogy is beneficial to all students and, as a consequence, to society as a whole.

The Salamanca Statement also proposes a **Framework for Action** that comprises the following sections:

I New thinking in special needs education
II Guidelines for action at the national level
- A. Policy and organisation
- B. School factors
  - Curriculum flexibility
  - School management
  - Information and research
- C. Recruitment and training of educational personnel
- D. External support services
- E. Priority areas
  - Early childhood education
  - Girls' education
  - Preparation for adult life
  - Adult and continuing education
- F. Community perspectives
  - Community involvement
  - Role of voluntary organisations
  - Public awareness
- G. Resource requirements

III Guidelines for action at the regional and international levels.

Table 1 The Salamanca Statement - Framework for Action

The Salamanca Statement thus clearly indicates that inclusion is not only about reconstructing provision for learners with disabilities, but also implies extending educational opportunities to a wide range of marginalised groups who may historically have had little or no access to schooling.

2.3 INCLUSION IN THE SOUTH AFRICAN CONTEXT

For developed countries, with sophisticated and well resourced regular education systems which have effectively included the large majority of learners, inclusion primarily has to do with provision for learners with disability. However, in less developed countries, children with disability, as well as large numbers of learners without disability, have no access to education (Peresuh and Ndawi, 1998). Given that such countries may have insufficient funds to create a large infrastructure of special schools or to establish special projects and provision for other excluded groups, the 'inclusive school' may be the only viable means of extending education to the nation as a whole (Dyson and Forlin, 1999).

The South African policy on inclusion developed in the following manner: in June 1980 the Human Sciences Research Council was requested by the South African Government to investigate provision of education to children of all racial and cultural groups in the South African education system. In the resulting report, the De Lange Commission (1981) formulated a set of eleven principles for educational provision in South Africa. Most importantly they recommend:

"Equal opportunity for education, including equal standards in education for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the state'.

However, it was not until after the historic April 1994 elections that the development of this recommendation came to the fore. The White Paper (a draft publication) on education was published in September 1994. The final White Paper, subtitled "Education and Training in a Democratic South Africa : First steps to Develop a New System", was published in February 1995. This paper was founded on the philosophy of the Reconstruction and Development Programme. It indicates that the government is

committed to the goal of providing access to general education for all children from a reception year up to Gr 9, funded fully by the state at an acceptable level of quality, and to achieving this goal in the shortest possible time (Ministry of Education, 1995).

The Gauteng School Education Act, 1995 (Act No. 6 of 1995) created the legal environment for Inclusive Education. It states :

"Admission requirements for public schools shall not unfairly discriminate on grounds of race, ethnic or social origin, colour, gender, sex, disability, sexual orientation, religion, conscience, belief, culture or language"

"Every public school shall, as far as reasonably possible, attempt to accommodate the specialized educational needs of any learner who attends such a school".

In order to address the requirements of this act, the Ministry appointed a National Commission on Special Needs in Education and Training (NCSNET) and a National Committees on Education Support Services (NCESS) in October 1996. A joint report of these two committees was presented to the Ministry in 1997 and was published in February 1998 (D. E., 1999). According to the recommendations regarding inclusion, set out in the NCSET and NCESS report (1997) :

1) Ordinary learning centres have to transform to welcome all learners in an anti-discriminatory learning environment, where the culture of learning, teaching and service is entrenched through well equipped teachers, centre-based and community-based support teams, democratically elected representative governance bodies, and learners eager to learn.

2) All centres of learning should be developed to cater for diversity and provide support to overcome barriers to learning and ensure the full development of the learner.

The Gauteng School Education Act of 1995 was affirmed in the South African School Act in 1996, Section 12 (3). According to the Consultative Paper on Special Education, (D.E.,1999), the South African Schools Act of 1996 provided the first basic framework for an inclusive education and training system through its affirmation of the right of equal access to basic and quality education for all learners on a non-discriminatory basis. The

Act provides for a public school to be an ordinary school as well as a school for learners with special education needs (Section 12 (3)).

In line with its responsibility to develop policy to guide the transformation programme necessary to achieve these goals, the Ministry of Education prepared a Green Paper as a discussion document for the information and comment of all stakeholders, role-players and the wider public. The Green paper outlines how the education and training system must change to accommodate the full range of learning needs, including those previously categorised as 'special', and the mechanisms to be put in place. (D.E, 1999). (A Green Paper is released when policy development is completed). The intention was, therefore, not to replace previous policies but rather to extend critical projects such as Curriculum 2005- which has now been extended to Curriculum 2021- the Culture of Learning, Teaching and Service (COLTS) campaign, the development of new quality assurance policies, methods and instruments, norms and standards for teacher education, the higher education planning process and the development of effective education management and governance capacity (D.E., 1999).

Furthermore, as the Act requires that the MEC for Education provides appropriate educational support services for learners with special educational needs in the ordinary school, the MEC for Education is required to take reasonable measures to ensure that the physical facilities at public schools are accessible to disabled persons (Section 12(5)). The Act recognises Sign Language as an official language for the purpose of learning at a public school (Section 6(4)), and prohibits the administration of tests related to the admission of a learner to a public school (Section 5(2)), (D.E., 1999).

The proposals put forward in the Green Paper are ambitious and groundbreaking and the Ministry recognises that it cannot happen overnight, therefore, a programme for the implementation of inclusion has been proposed (D.E., 1999).

During Phase One (1999 - 2000) the focus will be on preparing educators, education managers, education support personnel, parents and places of learning for the

establishment of an inclusive education and training system. The following areas are laid down as guidelines:

- Building capacity and revising policies, legislation and the competencies of advisory bodies
- Establishing inter-governmental and inter-departmental coherence
- Raising public awareness
- Professional development and support of human resources
- Optimal utilisation of resources
- Accommodating learners requiring secure care
- Accommodating learners outside the system

During Phase Two (2001 - 2005) the focus will be on increasing the access of learners experiencing learning difficulties and exclusion. Guidelines for this phase are:

- Increasing access to an inclusive learning system
- Developing an inclusive community-based support system
- Ongoing human resource development
- Partnership with parents
- Developing and piloting appropriate funding strategies

During Phase Three (2005 ++), the focus will be on continuing to expand access to education and training and education support services for learners who fail to learn effectively and who experience learning difficulties with exclusion. During this phase, however, the focus will be primarily on the quality improvement of education and training provision through the attainment of agreed quality benchmarks.

2.4 REQUIREMENT FOR INCLUSIVE EDUCATION

2.4.1) Organisational Framework

Lazarus, Daniels and Engelbrecht (1999) are of the opinion that the building of an inclusive school requires strategies that engage with change in an intentional way. Organisational development is required and should be aimed at developing an effective learning environment in the context of particular values and goals, such as physiological, psychological, social, spiritual and environmental health. One such organisational development framework has been devised by Davidoff and Lazarus (1997). They identified eight basic elements that could constitute a focus for development: Firstly, the school must be understood in the context of local, national and global *dynamics,* eg, social dynamics such as racism, sexism and discrimination; secondly, the *culture* of a school comprises the values, norms and overall climate of the school; thirdly, each school should have its own particular *identity*, thus it's own mission and broad aims and tasks; fourthly, a *strategy,* to achieve goals as well as criteria for measuring these goals should be in place; fifthly, *structures and procedures* for responsibility, authority, communication and accountability should be determined; sixthly, *technical support* which includes administration, financial and other resource allocation; seventhly, *human resource utilization;* eighthly, *leadership and management.*

2.4.2) The Inclusive Classroom

Diversity is the keyword in the inclusive classroom (Lomofsky, Roberts and Mvambi, 1999). Not only are learners with a range of learning disabilities and severity of difficulty present, but also learners with language and cultural differences, learners with emotional and socio-economic difficulties and learners with various physical disabilities. For this reason classrooms should be informal, allowing for multi-purpose use. There should be seminar tables, work areas, and places to spread out for small group work (McCune, 1998). Learning centres or workstations may be used for the integrated curriculum around phase organisers and programme organisers Roller, 1996).

According to Lomofsky, Roberts and Mvambi (1999), the inclusive classroom must make ample provision for independent work, however, most of the time learners will be expected to work on projects in groups - both homogenous and mixed. Peer tutoring is important. This would require teachers to learn different teaching methodologies and skills.

2.4.3) The Inclusive Curriculum

Since 1998, ***Curriculum 2005*** has been phased into the South African Education system. According to Skuy, 1997 :

"This curriculum, like the new South African Constitution itself, can be regarded as embodying the most progressive and enlightened principles in the world."

Curriculum 2005 reflects a learner-centred approach and aims to meet a diverse range of needs (Consultative Paper, 1999). This approach:

- *Allows learners to make progress through the learning programmes at their own pace and style*
- *Credits learner's achievements at every level, irrespective of the pathway they follow*
- *Allows learners to demonstrate their competence in the manner that is most appropriate to their abilities*
- *Allows multi-dimensional assessment methods to be used*
- *Measures progress against previous achievements and not against those of other learners and*
- *Places emphasis on learners progressing and experiencing success.*

Eight learning areas are incorporated in Curriculum 2005: (1) communication, (2) literacy and language learning; (3) numeracy and mathematics; (4) human and social sciences; (5) natural sciences; (6) arts and cultures; (7) economic and management sciences; (8) life orientation as well as technology (NDE, 1997).

2.4.4) Inclusion and Outcomes-Based Education (OBE)

Due to the different developmental and educational levels that children with learning

disabilities have, it is necessary that an educational system that provides for individual developmental goals is created. Outcomes-based education, cognitive education and continuous assessment lend themselves to these needs and are therefore important concepts in inclusive education.

Curriculum 2005, now 2021, incorporates the principles of outcomes-based education. OBE may be defined as an educational approach that focuses not only on what the students learn, but how they learn. It starts with the belief that all students can learn and succeed (Schwarz and Cavener, 1994). OBE refers to a structure at a school and district level that stresses clearly defined outcomes, criterion-referenced measures of success, instruction strategies directly related to student abilities and needs, flexible use of time and learning opportunities, recognition of student success, and modification of programmes on the basis of students results (Blondin-Andrew, 1998).

Three types of outcomes are envisaged in Curriculum 2005 (NDE, 1997): critical cross-field outcomes, where learners must demonstrate their skills in effective communication, problem solving, critical thinking, organisation and management, teamwork, collecting, organising and critically evaluating information, using science an technology effectively, understanding the world as a set of related systems, and showing awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities; learning area outcomes referring to the general skills, abilities and values a learners will be expected to demonstrate in a certain area; specific outcomes referring to specific knowledge, attitudes and understanding which should be displayed in a particular context (NDE, 1997).

2.4.5) Cognitive Education

The various critical outcomes of OBE incorporated in the new curriculum are based largely on the principles and techniques developed in the field of cognitive psychology and education. According to Lomofsky, Roberts and Mvambi, (1999) cognitive education is a movement based on the idea that intelligence and effective thinking are not innate

characteristics, but a set of learned abilities. Because curriculum 2005 expects learners to be critical thinkers and problem solvers, it would be expected of the teachers to develop these qualities not only in learners, but also in themselves. According to Skuy, (1997), teachers themselves need to be empowered to become active learners so as to enable them to transform their pupils into active learners. Skuy, (1997), Skuy and Mentis (1992) and Skuy et al. (1993) have demonstrated that through Mediated Learning Experience and Instrumental Enrichment (Feuerstein, 1980), a framework for enhancing teachers' own thinking skills and for facilitating the application of these skills, can be provided.

2.4.6) Assessment

The Continuous Assessment Model (CASS) has been proposed as an assessment model for South Africa (Kruger, 1997). The assessment methods must take into account all features of the expected outcomes and be appropriate for the age and the maturity of the learners. The purposes of the assessment entail measuring the achievement of set standards for individuals or groups, monitoring systems or quality assurance, measuring capability, measuring generic competencies such as transfer of learning and application of learning in a context, measuring progress in a learning situation or learning pathway, selection for access (to jobs or further education and training), motivation, diagnosis of learning problems, diagnosis of remediation, evaluation of learning programmes, driving socio-economic change and enhancing productivity through the recognition of prior learning and/or experience (GDE, 1997). Suggestions for the assessment techniques include observation, questioning, parental assessment, peer assessment, self-assessment, portfolio assessment, project assessment and dynamic assessment (Archer and Rossouw, 1999).

2.4.7) Teachers' Formal Support in Inclusion

The practicalities of adapting classrooms to accommodate the learning needs of all learners have fallen mostly on the class teacher (Vlachou, A., 1993; Hall, Campher and Smith, 1999). Teachers need to deal with complex dilemmas in the process of delivering

the curriculum to the diverse needs of their learners. As this could lead to feelings of isolation and incompetence, which in turn lead to stress, teachers are in need of concrete advice (Hall and Engelbrecht, 1999). The development of collaborative relationships among teachers, so that expertise may be shared, is very important (Willard, 1994 ; Thousand and Villa, 1999). Collaborative functions fall into the domain of communication and collaborative planning and include exchanging and sharing information as well as joint responsibility and accountability (Willard, 1994 ; Bradley, King-Sears and Tessier-Switlick. 1997 ; Idol and West, 1987). A collaborative team can be described as a group of people, each of whom possesses particular expertise; each of whom is able to make individual decisions; who, together hold a common vision; who meet together to communicate, collaborate and consolidate knowledge from which plans are made, actions determined and future decisions influenced (Hall, Camphor and Smith, 1999). According to the aforementioned authors the collaborative team needs experience in describing, analysing and conceptualising learners' needs and classroom problems; communication skills for interviewing, selecting and defining realistic intervention goals; problem solving skills; brainstorming strategies and procedures for assessing intervention effectiveness. The teacher support team is usually composed of teachers in the school who act as the core of the support team and, where appropriate, include parents and learners. Special education teachers and general teachers could use their collective expertise through the process of problem-solving in specific collaborative teams (Rainfort et al., 1992 ; D.E. 1999; Hall and Engelbrecht, 1999). Special school educators and special schools, as expert centres in individualised learning programmes, learning strategies, and early intervention, could play an important role in the inclusive education system in South Africa (Hall and Engelbrecht, 1999). District support teams, which will be the responsibility of the education departments, will furthermore formally support teachers (Belknap, Robersts and Nyewe, 1999 D.E., 1999).

2.4.8) Informal Sources of Learning Support

(i) Parents

The establishment of partnership with parents is essential for the success of the

inclusive approach to learning and development. Such a partnership should enable parents to participate in the planning and implementation of inclusion activities, decision-making, curriculum development, supervision and support (D.E., 1999; G.D.E., 1996). Schools thus need to involve parents at levels other than only, for example, fundraising.

(ii) School Governing Bodies (SGB)

The SGB's composition, power and functions are laid down in the South African Schools Act of 1996. This act requires that all schools elect SGB's, comprising representatives of both teaching and non-teaching staff, parents and, where needed, community representatives. The SGB is required to make important decisions to ensure that the school runs smoothly (Belknap, et al., 1999). It is, therefore, necessary for the members of the SGB to possess administrative and management skills and for the education department to provide training for SGB's. According to Belknap, et al., (1999), a recent assessment of the training of SGB's suggests that a component involving education policy development be included in the training programme. A survey conducted by Kok, Myburgh and Van Loggerenberg, (1999) indicates that South African teachers, in general, are in favour of headmasters and SGBs playing an increasing role in the appointment of teachers and other staff members.

(iii) The Wider Community

NGO's that provide particular expertise concerning aspects of diversity or of addressing barriers to learning and development can provide insight and resources for assisting schools in their attempts to build an inclusive teaching and learning environment (Lazarus, Daniels and Engelbrecht, 1999). The development of a community-based support system will rely on the development and utilisation of all community resources such as community-based organisations, NGOs, organisations of the disabled, and individuals such as health professionals and ordinary members of the community (D.E., 1999).

2.5 TEACHERS' ATTITUDE TOWARDS INCLUSION

2.5.1) Attitude

According to Papalia and Olds (1988), attitude is a learned, relatively permanent way of responding to someone or something in a favourable or unfavourable manner. It comprises a cognitive component, an emotional component and a behavioural component. According to learning theory, attitudes are learned in the same way that anything else is learned: by association, reinforcement and social imitation (Louw, 1988; Freedman, Sears and Carlsmith, 1981). Cognitive consistency theory maintains that a perceived incompatibility between a person's thoughts and actions can cause discomfort (cognitive-dissonance), that the person then tries to reduce the discomfort either by changing his/her thinking or actions, in order to make the two consistent with each other (Papalia and Olds, 1988 ; Louw, 1988). Bem's self-perception theory states that people look at their own behaviour and then form their attitudes by observing what they do. If attitudes follow behaviour, then the more a person does on behalf of a particular cause, the more strongly he will believe in that cause (Papalia and Olds, 1988).

Aristotle, who, in his *Rhetoric*, described attitude change in terms of 'who says what and to whom', was one of the first people to describe attitude change (Worchel, Cooper, Goethals, 1989). More recently Aronson, Brewer and Carlsmith (1985) describe the basic factors influencing attitude change in terms of the source of the communication, the nature of the communication and the characteristics of the audience.

Petty and Cacioppo (1986) as cited in Worchel et al. (1989), describe attitude change in terms of persuasion that can occur via two routes; central or peripheral. Persuasion by the central route involves the scrutinising and processing of an argument. Petty and Cacioppo coined the term *elaboration* to refer to the scrutiny with which a person examines a message's content. Persuasion by the peripheral route focuses on the mood of the audience and other characteristics of the source or communicator,

eg. the trustworthiness, expertise, likeability and similarity to the audience.

Drawing from a broad base of research, Worchel *et al* (1989 conclude that many techniques, such as the following, can be useful in changing attitudes;

- Presenting both sides of an argument
- Processing an argument
- Allowing the audience to draw it's own conclusions
- Associating the communication with pleasant emotions
- Committing the audience by having it agree to positions in small steps
- Getting the audience to publicly commit to a position

2.5.2) Teachers' Attitude and Inclusion

Fullan (1988) describes educational innovations as being dependent on their dimensions of change, namely, materials, teaching approaches and teacher beliefs, with the latter stressed as the most significant. Teacher attitudes are expected to influence the extent to which inclusion will be successful (Baker and Gottlieb, 1980). There is a misguided belief that teachers are generally opposed to inclusion (McLeskey and Waldron, 1996 ; Davies and Green, 1998). Although some studies indicate teacher-negativity (Coates, 1989 ; Semmel 1991 ; Ellett, 1993) others show that teachers are not opposed to inclusion (McLeskey and Waldron, 1996 ; Davies and Green, 1998). Research undertaken by McLeskey and Waldron (1996) show that 33% of the teachers in their sample were willing to accept children with mild learning, emotional or behaviour difficulties into their classes without any modification to their classrooms, 54% of the teachers were willing to accept the children for inclusion with some teacher-chosen modifications and only 14% were unwilling to accept such children. This pattern also seems to hold true in the South African population (Booyse and Swanepoel, 1999 ; Kok, Myburgh and Van Loggerenberg, 1999 ; Davies and Green, 1998). A study undertaken by Davies and Green (1998) in the Western Cape indicates that 86% of the teachers in their sample

were in favour of inclusive education. However, the study conducted by Christie (1998), indicates that teachers' attitudes towards inclusion remain largely negative and disadvantageous to children with special educational needs. The study concludes that the factors that mitigate against the implementation of educational policies in South Africa are the country's extremely limited educational budget, the relative paucity of numbers of appropriately trained teachers, the large teacher to pupil ratio and the lack of support services.

Most of the concerns and resistance of teachers towards inclusive education, both internationally and in South Africa, can be described in terms of a few categories. Teachers perceive themselves as lacking the skills to teach in an inclusive classroom and feel inadequately trained; they are concerned about the number of children in the class and are worried that they will not receive enough support from special education teachers (Vaughn and Schumm, 1995 ; Christie, 1998 ; Davies and Green 1998; Hall and Engelbrecht, 1999 ; Kok, Myburgh and Van Loggerenberg, 1999). They also express the concern that too much time and work would be involved in teaching children with special educational needs and, additionally, there are concerns about the lack of finances and resources. Researchers (McLeskey and Waldron, 1996; Booyse and Swanepoel, 1999) point out that the largest contributing factor towards teachers' resistance to inclusive education, is their feeling that most educational changes have been introduced in a 'top-down' fashion, without consultation with teachers. According to McLeskey and Waldron, opposition to inclusion could approach 100% if teachers have little or no involvement in planning or when inclusion is simply mandated. A study undertaken by Vaughn et al., (1996) in the USA indicates that the majority of teachers are of the opinion that decisions about inclusion were made by administrators who did not work in classrooms and who were not aware of the consequences of the implementation of the mainstreaming practices that they advocated. It has been shown that a positive attitude towards inclusive education is linked to teachers experiencing success with inclusion (Thomas, 1988 ; Siegel, 1992 ; Stoler, 1992 ; Giangreco, Dennis, Cloninger, Edelman and Schattman, 1993)

CHAPTER THREE

3.1 RATIONALE FOR THE STUDY

Education in the South African context is presently undergoing fundamental changes (Engelbrecht, 1999). Not only does the change involve a paradigm shift from content based education to outcomes-based-education, but it also involves changing from a system in which children were excluded from education on the basis of language, culture, race, as well as emotional, physical and cognitive disabilities, to a system of inclusion and education for all.

If inclusion is to be successful, teachers' attitudes towards inclusive education are one of the most important factors to consider. As Baker and Gottlieb (1980) state

'teacher attitudes are expected to influence the extent to which handicapped children become not only physically integrated but integral members of regular classes, benefitting academically, socially, and emotionally from the experience'

To date, limited studies investigating teachers' attitudes, perceptions and competence towards inclusive education have been conducted in the South African context but research regarding this matter is still insufficient (Rocher, 1993, Booyse and Swanepoel, 1999). A study completed by Davies and Green, (1999) conducted in the Western Cape, indicated that teachers are positive towards inclusive education, however, a larger study undertaken by Christie (1998) in the Gauteng region, points out that although the attitudes of teachers in mainstream schools towards inclusive education might not be entirely negative, a lot of concern regarding the implementation exists.

It has been found that the more success teachers experience with inclusion the more positive their attitudes are (McLeskey and Waldron, 1996 ; Thomas, 1988 ; Siegel, 1992 ; Stoler, 1992; Giangreco, et al., 1993). Christie (1998) suggests that research be undertaken to compare the attitudes of teachers towards inclusive education of

those teachers who have taught in a mainstreamed class for at least one year with those who have had no exposure to mainstreaming. This is what this study sets out to do.

Informally observed, it seems that the attitude of teachers towards inclusive education at Forest Town School, where inclusive education has been practised since before the implementation of Phase I, is largely positive. This study sets out firstly, to formally investigate these teachers' attitudes toward inclusive education; secondly, to compare the Forest Town teachers' attitudes with those in the former study by Christie (1998), to determine whether differences do exist, and what the nature of the differences are, with the view to contributing to suggestions to overcome negative attitudes.

3.2 RESEARCH HYPOTHESIS

a. It is anticipated that a significant difference between positive and negative attitudes will be found in teachers who have been practising inclusive education for at least a year, favouring a more positive attitude.

H_0 No difference between positive and negative attitudes will be found in teachers who have been practicing inclusive education for at least a year.

b. It is anticipated that a significant difference will be found between the attitudes towards inclusive education of teachers in general mainstream education (as measured in the Christie, 1998 study), and teachers from a school where inclusion has taken place for at least a year (Forest Town School).

H_0 No difference in teachers' attitudes will be found between the present study and that of a previous study (Christie, 1998).

3.3 AIMS

The study has the following aims:

1) To analyse teachers' perceived competence towards inclusive education.

2) To determine the extent and nature of the difference between positive and negative attitudes of teachers at Forest Town School.

3) To determine the extent and nature of the difference in attitude towards inclusive education between the previous study (Christie, 1998) and a sample where inclusive education has taken place for at least a year (Forest Town School).

4) To investigate whether the independent variables, age and teaching experience, have an effect on the attitude of teachers toward inclusive education.

5) To determine teachers' views on how they initially perceived and finally overcame difficulties with inclusion.

6) To analyse the general comments and suggestions made towards inclusive education as reflected by the teachers in an open ended section of a questionnaire.

3.4 METHOD

3.4.1. The Sample

A sample of twenty nine teachers was drawn from Forest Town School. In all there are 30 teachers at this school, 29 female and one male. The male was left out of the

study for statistical purposes.

Forest Town School was chosen because its enrollment consists of a range of children, eg. children suffering from cerebral palsy, learning disabled children and children with behavioral and physical difficulties. The school, therefore, has been practising inclusion for a number of years.

Forest Town School was originally founded 50 years ago to accommodate children suffering from cerebral palsy. An important criterion for inclusion at that time was that a child's intelllectual functioning had to fall within the average range on an IQ test. However, in recent years the school has been admitting children with all types of disabilities including brain injured children, epileptic children, children with learning difficulties, children with hearing and speech difficulty and children with attention deficit hyperactive disorder. The school offers a nursery school programme from 3 years of age. There is a junior and a senior primary department. Each department has an academically orientated stream as well as a modified stream which offers a more practical syllabus. The classes are kept small, with a maximum of 15 children per class. Included in the staff are 30 qualified teachers, two psychologists, five physio-therapists, four speech therapists and four occupational therapists. Three hundred and fifty children were enrolled at the time of the study.

Forest Town School is well equipped to cater for the diverse needs of its learners. Facilities such as physiotherapy rooms, speech and hearing laboratories, extensive occupational therapy and remedial services are available. Ramps for wheelchairs are in place. A highly specialised woodwork centre, art centre and training centre to teach the children the skills of catering have recently been added. (This was mostly funded by private institutions).

3.4.2. Procedure

1) A questionnaire was designed to assess the attitudes of teachers towards inclusive education at Forest Town School (see details further on).
2) The headmaster of the school was approached to determine whether he was willing to allow his school to participate in the study. A copy of the letter seeking permission for the study is contained in Appendix A.
3) The questionnaire was distributed to all the teachers on a Monday afternoon after a staff meeting. Seventeen of the 29 teachers completed the questionnaire immediately. Eight questionnaires were collected the following day. Two teachers were on sick leave and their questionnaires were only completed the following Monday. One teacher was on long leave and completed her questionnaire the following term. One teacher took a month to complete the questionnaire. All the questionnaires were collected personally by the researcher.
4) The data obtained from the questionnaires were subjected to statistical analysis.

3.4.3. The Measure

A questionnaire was used as a measuring instrument to record the responses of the subjects. A copy of the questionnaire is contained in Appendix B. The questionnaire included 4 sections.

The first section dealt with biographical details. Age, home language, qualifications, teaching experience (as reflected by the number of years taught) and the length of service at Forest Town School, were controlled for.

The second section assessed the teachers' feelings of competence towards inclusive education. An 8 question 3 point Lickert scale over eight questions was used to determine whether teachers felt competent, unsure, or not competent, as far as

inclusive education is concerned.

The third section comprised 68 statements about inclusive education. The teachers were asked to mark whether they 1) strongly agree, 2) agree, 3) are unsure, 4) disagree or 5) strongly disagree with each statement. This section of the questionnaire is the same as that used in the study by Christie, (1998), since one of the objects of the present study is to compare differences between the two groups. In the previous study by Christie (1998) the reliability of this section of the questionnaire for both raw and standardised values was established, as a Cronbach's Coefficient Alpha of 0.95.

The statements in section three covered several aspects related to the provision of services to learners with special educational needs.

Statements number 3, 6, 12, 16, 17, 23, 24, 26, 32, 34, 35, 36, 37, 39, 40, 41, 42, 43, 46, 51, 52, 54, 55, 56, 57, 59, 60, 63, 65 and 57 assessed teachers' attitude towards mainstreaming. Statements 4, 7, 29, 34, 35, 36, 48 and 61 measured attitudes towards adaptation of teaching methods. Statements 2 and 8 assessed teachers attitudes towards in-service training. Statement 9 assessed teachers' perception of the need for smaller classes. Statements 10 and 18 assessed teachers' perceived ability to cope with mainstream teaching without further training. Statements 11 and 30 assessed the perceived need for changes to teacher training programmes. Statements 13, 31, 45 and 49 assessed some beliefs about the goals of education. Statements 14, 55, 56 and 66 assessed teachers perceived competence. Statements 15 and 53 was designed to assess attitudes towards the current curriculum. Statements 17, 19, 23, 27, 28, 42, 51, 52, 54, 58, 63, 65 and 68 assessed beliefs about who can be successfully mainstreamedStatement 22 measured the perception of the inevitability of mainstreaming. Statements 25, 62 and 68 were designed to measure the view of whether mainstreaming would improve the social life of the school. Statement 33 measured the perceptions that aides (or teacher-assistants) can or cannot increase the success of inclusive education. Statements 44,

of inclusive education. Statements 44, 47 and 64 assessed the perceptions of pupils' attitudes towards mainstreaming. Statement 50 measured perceptions of parents' attitudes towards mainstreaming.

Subjects' responses to the statements contained in Section Three were added to obtain an overall 'Q' score, indicating the subject's attitude towards mainstreaming pupils with special educational needs. Reversed scoring was used on some items to avoid errors due to a response set. The higher the subject's overall score, the more positive were his or her attitudes towards mainstreaming.

The last section comprised four questions pertaining to the difficulties that teachers originally anticipated they might have, and how they overcame them. They were furthermore requested to give their opinion as to what measures and techniques could be introduced to ensure that the needs of learning disabled children were met in the mainstream. Finally space was allowed for any further comments regarding inclusive education that teachers wanted to add.

3.4.4 Experimental Design and Statistical procedures

This research project took the form of a survey to determine the attitudes of the teachers at the school towards the inclusion into mainstream education of children with special educational needs.

In the first part of the study (Section 2) the teachers' feelings of competence with regard to implementing inclusive education were measured using a 3 point Lickert Scale. Percentages were calculated for each point on the scale.

In the second part of the study, percentages were calculated to determine whether respondents attitudes were largely positive or negative towards inclusion. The Wilcoxon signed-rank test was used to determine the level of difference.

Thereafter, the effect of the independent variables, age and teaching experience, on the dependent variable was examined using the Generalised Least Squares fit.

Following this, the differences between the present study and the previous Christie (1998) study were compared, using the Two-Sample Kolmogorov-Smirnov procedure. The p value was calculated to determine whether a difference between the two studies existed. (If the p value was less than 0.05 the null hypothesis was rejected and the difference regarded as significant).

The responses to the open ended questions under general comments (Section 4) were subjected to content analysis. Where more than one similar response was made, a category was created to describe these responses. The percentages of responses per category were calculated.

CHAPTER FOUR

4 RESULTS

4.1 SECTION 1 - Biographical Details

The composition of the biographical details, ie age, home language, academic qualifications, teaching experience and length of service at Forest Town School, are reflected in Table 2 below.

INDEPENDENT VARIABLE	n	%
AGE		
20 - 29 years	8	27.59
30 - 39 years	4	13.79
40 - 49 years	13	44.83
50 - 59 years	4	13.79
HOME LANGUAGE	29	
Afrikaans	3	10.34
English	23	79.31
Setswana	1	3,45
Sesotho	1	3.45
Bilingual (Eng/Afr)	1	3.45
QUALIFICATIONS	29	
Teaching diploma	5	17.24
Teaching diploma plus further studies	16	55.17
Teaching degree	4	13.79
Teaching diploma plus teaching degree	1	3.45
Teaching degree plus post-graduate studies	3	10.34
TEACHING EXPERIENCE	29	
<1 year	1	3.45
1 - 5 years	7	24.14
6 - 10 years	5	17.24
11 - 15 years	3	10.34
16 - 20 years	4	13.79

21 - 25 years	5	17.24
26 - 30 years	3	10.34
>30 years	1	3.45
LENGTH TAUGHT AT FOREST TOWN SCHOOL	28	
< 1 year	4	13.79
1 - 5 years	13	44.83
6 - 10 years	5	17.24
11 - 15 years	5	17.24
16 - 20 years	1	3.45
non-responder	1	3.45

Table 2 **Frequencies and percentages for biographical details of subjects**

All the teachers at Forest Town School teach in a full time capacity. Twenty seven have permanent positions while only two are employed in a temporary capacity. The majority of teachers fall within the 40-49 year old range. Twenty three of the twenty nine teachers' home language is English. All the teachers have obtained a teaching qualification. More than half of the teachers have a teaching diploma plus additional qualifications. Four teachers have a teaching degree, while only one teacher completed a post-graduate degree.

The experience of the teachers, as reflected by the number of years that they have taught, ranges from less than a year to 32 years with the average being 13.5 years. The number of years that the teachers have taught at Forest Town School ranges from less than a year (4) to 18 years (1). The average length of service at this school was 5 years.

4.2 SECTION 2 - Feelings of competence with regard to inclusive education

		Good		Unsure		Not good	
		n	%	n	%	n	%
1	Knowledge about IE in the South African context	15	53.57	10	35.71	3	10.71
2	Ability to successfully implement IE	16	57.14	9	32.14	3	10.71
3	Ability top teach children with various SEN in one classroom	20	71.43	5	17.86	3	10.71
4	Curriculum implementation in IE	15	53.57	9	32.14	4	14.29
5	Assessment methods in IE	11	39.28	13	46.43	4	14.29
6	Teacher collaboration in IE	19	67.86	8	28.57	1	3.57
7	Collaborative teaching in IE	21	75.00	7	25.00	0	0
8	Classroom management in IE	19	67.85	9	32.14	0	0
	Average		60.71		31.24		8.04

Table 3 **Feelings of competence with regard to inclusive education**
(In each row the highest percentage is printed in bold type.)

Twenty eight teachers responded to this section of the questionnaire. In Table 3 the number of responders as well as the percentage were calculated. As can be seen from Table 3, (overall) teachers felt competent regarding their ability towards inclusive education. Teachers felt specifically competent as far as collaborative teaching was concerned. They felt very competent as far as their ability to teach children with various special educational needs, in one classroom, was concerned. They were unsure about assessment in inclusive education.

4.3 SECTION 3

4.3.1 Comparison of the percentage of agreement or disagreement expressed by the respondents to the questionnaire items.

Appendix C contains a table comparing the percentage of agreement expressed by the respondents to the items in the five point Lickert Scale contained in Section 3 of the

questionnaire. In Appendix D these percentages were condensed into a three point scale to indicate whether the respondents disagreed with, were unsure of or agreed with each item.

4.3.1 (a) Overall comparison of agreement or disagreement expressed by the respondents, using average mean Q scores.

In the following table, in row one the frequency distribution of responses were calculated. In row two the percentages of responses were calculated. Columns four and five indicated a more favourable attitude, while columns one and two indicated a less favourable attitude towards inclusion. Adding the frequencies or percentages of column four and five together and comparing them with column one and two a clear difference can be seen.

	1 1-68 STRONGLY OPPOSED	2 69-136 OPPOSED	3 137-204 NEUTRAL	4 205-272 IN FAVOUR OF	5 273-340 STRONGLY IN FAVOUR OF	p value
Frequency of responses	262	444	279	634	353	
Percentage	13.29	22.51	14.15	32.15	17.90	
Calculated means	9.03	30.62	28.86	87.45	60.86	
Q score				216.82		p<0,0036*

Table 4 **Percentages of positive and negative attitudes towards inclusive education**

*** significant at a 0.05 level**

The means contained in the table reflect the respondents' average ratings for each point on the scale. From this the Q score was calculated by adding the means together. A mean of 1 - 68 (Column 1) indicates that on average the subjects selected the first option, indicating a very negative attitude towards mainstreaming. A mean of 69 - 136 (Column 2) indicates that on average the subjects selected the second option, indicating that they have some opposition to Inclusive Education. A mean of 137 - 204 (column 3) indicates that on average the subjects selected option 3 revealing a neutral position. A mean of 205 - 272 indicates that on average

these subjects selected the fourth option, indicating a positive attitude towards Inclusive Education. A mean of 273 - 340 indicates that on average the subjects selected the last option, indicating strong support for Inclusive Education. Thus, the higher the mean the more positive the attitude towards Inclusive Education.

As can be seen from the above table, teachers responded more positively than negatively to the inclusion of children with special educational needs into the mainstream. Statistical analysis yielded similar results. As the respondents scores do not have a Gaussian distribution (see Appendix L and Appendix M), the Wilcoxon signed-rank test was employed. A significant value ($p<0.0036$) was calculated, indicating that teachers' attitude are, overall, positive towards inclusive education. The H_0 can therefore be rejected.

To statistically compare the results from the present study with the available data from the Christie (1998) study, the Two-sample Kolmogorov-Smirnov Test, was used. No statistically significant difference was found between the two studies at the 0,05 level ($p=0.4568$). Therefore the H_0 can be accepted (See Appendix E).

4.3.1 (b) Ninety percent (or more) of the respondents indicated agreement with the following statements :

1 Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about 15 pupils or less.

2 Pupils with learning disabilities require more attention than is possible in a mainstream class.

3 Meeting special educational needs should receive considerable attention when changes are introduced to South Africa's educational systen..

4 Computers could be a useful aid in contributing to the success of classes that include learning disabled pupils.

5 All teachers should be trained to make more effective use of technological aids to educate students with learning disabilities.

6 Classroom teaching should focus on encouraging pupils to be creative in their thinking.

4.3.1 (c) Eighty to eighty-nine percent of the respondents indicated agreement with the following statements:

1 Teachers without formal remedial training should attend in-service training courses on teaching learning disabled children.
2 Training teachers to teach pupils with learning difficulties should be part of every teacher training programme.
3 Pupils with learning disabilities should have their educational needs addressed in remedial rather than in mainstreamed classes.
4 The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes.
5 Classroom teaching should include life skills.
6 Teaching in mainstream classes, which include both pupils with and without special educational needs, will involve more work.
7 It will be very difficult for teachers to meet the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class.
8 Mainstream teachers would be able to cope with teaching learning disabled pupils if there are efficient support services readily available to assist them, eg remedial therapists, occupational therapists, psychologists, speech therapists and physiotherapists.

It seems that the statements to which teachers agree in the present study are very similar to those in the Christie (1998) study. The teachers in the present study support the statement that mainstream teachers would be able to cope with teaching learning disabled pupils if there were efficient support services readily available to assist them. In addition, the Christie(1998) study indicated agreement with the statements that it is usually better to teach learning disabled

pupils in separate specialised schools and that, if teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning difficulties.

4.3.1 (d) Eighty to eighty-nine percent of the respondents disagreed with the following statements:

1 Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class.

2 Pupils with special educational needs will be able to reach their full learning capability in a mainstream class.

3 Pupils with serious learning disabilities could be mainstreamed.

4 Classroom teaching should be concerned mainly with subject content.

5 If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction.

Four of the five statements that the teachers in the present study disagreed to, are the same as those that the teachers in the Christie (1998) study disagreed to. Teachers in the present study also disagreed that pupils with serious learning disabilities could be mainstreamed. Christie's study, on the other hand, disagreed with three statements regarding the adequate training of teachers as far as special education was concerned.

4.3.2 The relationship between independent variables and attitude towards inclusive education

Responses towards the questionnaire were compared across the independent variables of age and teaching experience.The General Least Squares method was used to determine whether there were any significant interaction effects.

The following two tables contain the means and significant differences in attitude towards Inclusive Education for the independent variables, age and teaching experience. The means

contained in the table reflect the respondents' average ratings of the 68 statements in Section 3 of the questionnaire, (Q score), see Appendix F.

4.3.2 (a) Age

INDEPENDENT VARIABLE	n	1 1-68 STRONGLY OPPOSED	2 69-136 OPPOSED	3 137-204 NEUTRAL	4 205-272 IN FAVOUR OF	5 273-340 STRONGLY IN FAVOUR OF
20-29 years	8				222.62	
30-39 years	4				215.75	
40-49 years	13				210.23	
50-59 years	4				227.75	

Table 5 **Means and significant differences in attitudes to mainstreaming for the independent variable of age.**

As reflected in Table 5, the teachers in all the age groups were in favour of including children with special educational needs into the mainstream ($p < 0,01$). The teachers in the 50-59 year age group were more in favour of inclusion than the other groups. Least in favour of inclusion was the 40-49 years old group. However, a significant statistical difference between the various age groups was found to exist only at the 0.1 level.

The pattern found above is very similar to that found in the Christie (1998) study. Her study also indicated that the teachers in the 40-49 year old range were the most negative towards inclusion, while the means of the two youngest groups added indicated that they were more in favour of inclusion.

4.3.2 (b) Teaching experience

INDEPENDENT VARIABLE	n	1 1-68 STRONGLY OPPOSED	2 69-136 OPPOSED	3 137-204 NEUTRAL	4 205-272 IN FA-VOUR OF	5 273-340 STRONGLY IN FA-VOUR OF
0-10 years	13			199.38		
11-20 years	7				212.00	
21-32 years	9				213.11	

Table 6 **Means and significant differences in attitudes to mainstreaming for the independent variable of teaching experience.**

From Table 6 it appears that the teachers with the most experience seem to be most favourable towards inclusive education. Opposed to that, it appears that the less experience teachers have, the less favourable they are towards inclusive education. A significant statistical difference was found only at the 0.1 level.

4.4 - SECTION IV

Analysis of the comments and suggestions made in relation to the teachers view of difficulties they experienced and how it was overcome.

The open ended sections of the questionnaire afforded respondents the opportunity to express their views on aspects of the study. A leading statement introduced this section:

Please think back over the last year or so when you first needed to include children with various special educational needs into your classroom.

Respondents were requested to answer four questions. As a final item, the respondents were asked whether they had any further comments or suggestions.

4.4.1 Question 1 What were the problems that you envisaged you might have encountered?

Eighteen teachers responded to this question. Some teachers gave more than one response. Thirty-three responses were given in total. Where more than one teacher refered to a specific problem a separate category was created. Of the 33 responses 15 single but different statements were made, these were clustered together as 'other'. The different categories of responses are reflected in Table 7. The percentage of responses per category was calculated for the number of teachers responding to this question. For a detailed summary of all the responses made, consult Appendix G.

	CATEGORY OF RESPONSE	Number of responses (n = 33)	% of teachers responded (n = 18)
1	Not enough time for individual attention	7	38.89
2	Language difficulties	2	11.11
3	Number of children in class	2	11.11
4	Behaviour difficulties	5	27.78
5	Curriculum implementation	2	11.11
7	Other	15	83.33

Table 7 Categories of responses to question 1.

For this question, the most frequent concern expressed by teachers - as well as overall - was that they would not have enough time to give individual attention to each child. They were also concerned that the behavioural difficulties would be too great to handle in a class where so many different learning disabled children were present.

4.4.2 Question 2 How did you overcome the problem?

Seventeen teachers answered this question and results are shown in Table 8. Altogether, thirty responses were given. As in the previous question, where more than one reference was made to a problem a category was created. Single, but different

responses, were clustered together. Percentages were calculated as above. A full summary of all the responses made can be found in Appendix H.

	CATEGORY OF RESPONSE	Number of responses (n=30)	% of teachers responded (n=17)
1	More individual teaching	2	11.76
2	Consult with therapists	5	29.41
3	Use individual worksheets	2	11.76
4	Adapting existing teaching methods and aids	4	23.53
5	Seek information	2	11.76
6	Consult with parents	2	11.76
7	Differentiate children into matching groups	5	29.41
8	Reinforce positive behaviour	2	11.76
9	Other	6	35.29

Table 8 Categories of responses to question 2

It would appear that teachers overcame their concerns mainly by differentiating the children into matching groups and spending their time rotating between the groups. Furthermore, consulting with the team of therapists, ie psychologists, occupational therapists, physiotherapists and speech therapists, proved to be helpful. In another way, teachers overcame some of their problems by adapting teaching methods and aids to suit the individual needs of the child.

4.4.3. Question 3 In retrospect what are your feelings regarding the success of the Inclusive Education System?

Twenty teachers responded to this question. Twenty-six responses was provided. As in the previous two questions, where more than one reference were made to a specific problem a category was created. Ten single but different statements were made and they were clustered together. The different categories of responses are reflected in

Table 9: The percentage of responses per category was calculated as above. One teacher responded that unless huge financial input is provided, inclusive education cannot be successful. This response was not added under the negative or positive categories but under other, because it is conditional. A detailed summary of all the responses made, appears in Appendix I.

	CATEGORY OF RESPONSE	Number of responses (n = 26)	% of teachers responded (n = 20)
1	Classroom numbers should be kept to a minimum	3	15.00
2	Children with special educational needs should be kept in a protected environment	2	10.00
3	Inclusive Education will not work	7	35.00
4	Inclusive education will work	2	10.00
5	Inclusive education can maybe work in a remedial setting but not in a mainstream school	2	10.00
6	Other	10	50.00

Table 9 Categories of responses to question 3

Of the twenty teachers who responded to this question, seven were of the opinion that inclusive education will not work. Three teachers felt that inclusive education could work if classroom numbers were kept to a minimum.

4.4.4 Question 4. What measures and techniques could be introduced to ensure that the needs of learning disabled children are met in the mainstream?

Nineteen teachers responded to this question. Thirty-seven responses were made. Categories and percentages were calculated in the same way as what has been described above. For the complete summary of responses, refer to Appendix J.

	CATEGORY OF RESPONSE	Number of responses (n=37)	% of teachers responded (n=19)
1	Teaching-aides or assistants in each classroom	4	21.05
2	Therapist teams should be available	3	15.79
3	Continual professional education should be provided	7	36.84
4	Classroom number should be kept small	4	21.05
5	More teaching equipment should be made available	4	21.05
6	More teachers with training in special education are needed	4	21.05
7	Teacher training programmes should provide for training on special education	2	10.52
8	Support services	2	10.52
9	Other	7	36.84

Table 10 Categories of responses to question 4

From Table 10 it appears that continuing professional education and information on special education is what teachers think is the most important requirement for ensuring the effective implementation of inclusive education.

4.4.5. Question 5. General comments or suggestions

This section elicited only eight responses. Each respondent made only one statement. See Appendix K for the full responses. Table 11 summarises the categories in full.

	CATEGORY OF RESPONSE	Number of responses (n=8)	% of teachers responded (n=8)
1	*Children with special educational needs* should be kept separate	5	62.50
2	Not all children with learning disabilities could be included in the mainstream	1	12.50
3	More in-service training should be given	1	12.50
4	First do an experimental run in a few schools before implementing Inclusive Education	1	12.50

Table 11 **Categories of responses to question 5**

Most of the comments made in this part of the questionnaire were of a negative kind, suggesting that children with special educational needs should be kept separate. One teacher was of the opinion that a trial run of inclusive education should first be implemented at some selected schools to see if it could work, before inclusive eduction was generalised.

From the above statements it would appear that teachers in general are negative towards inclusive education. However, this must be interpreted with caution. Only a small number of teachers responded to the open ended part of the questionnaire. Of the group of responders only a small number felt that inclusive education would not work. Overall, as was reflected in Section 3 of the questionnaire, the teachers in this study felt more positively towards inclusive education.

CHAPTER FIVE

DISCUSSION

5.1 INTERPRETATION OF THE RESEARCH RESULTS

The purpose of this study was to establish whether teachers who have been practising inclusive education for at least a year are more favourable towards inclusive education than the general attitude of teachers who have not yet had the experience. The argument was that once teachers have experienced inclusive education their negative attitude would become more positive. As was expected, the majority of respondents in this study were favourable towards including students with special educational needs into the mainstream. This is in keeping with other studies described in the literature (Davies and Grain; Hame-Nietupski et al, 1993; Giangreco et al., 1993). Furthermore it describes a shift in attitude towards being more favourable than was found in the Christie (1998) study in which teachers had not yet experienced inclusive education.

Teachers who are between the ages of 40 - 49 years, seem to be more negative towards inclusive education., while older and younger teachers are more in favour of inclusion. This was also the case in the study of Christie (1998)

The present study indicated that, overall, teachers felt competent about their ability to teach students with special educational needs. They are comfortable in collaborating with other teachers and professionals and they feel confident in managing their classrooms.

5.2 TEACHER CONCERNS REGARDING INCLUSIVE EDUCATION

A finer scrutiny of the statements that received a high rating revealed that the teachers' main concerns revolve around: classroom number, support from teacher aides or teacher assistants, professional support teams(psychologists etc.) and further professional

education. The suggestions made by teachers in the Cipani (1995) as well as the Davies and Green (1998) study appear to be similar .

As far as class size is concerned, teachers felt that students with special educational needs would not benefit in classes larger than 15. Studies by Scruggs and Mastropieri, (1996) as well as Vaughn et. al., (1996) suggests the same. In terms of the goals for education set by the Government this might be an even bigger concern in the South African context where the mean class size averages around the 40 mark.

Almost all the teachers in this sample agreed on the statement that the individual needs of the learner with special educational needs would not be met in the mainstream school, due to the fact that the teacher would not have enough time to devote to individual pupils. Research suggests that once teachers become more familiar with inclusive education, and the related teaching methods, their concerns regarding the time issue change (Giangreco et el., 1993 ; Hame-Neitupsi et al., 1993). However, the present study does not support this finding. The teachers in this study have first class experience with inclusive classes but their class numbers are definitely below 15. They remain concerned about inclusive education in the mainstream under present circumstances, in which the student numbers are very large. Note should thus be taken as to the effect of placing such learners in a mainstream environment might have on the pupils.

Ninety percent or more of the teachers in this study felt that computers could be a useful aid in making mainstreamed classes including learning disabled pupils successful. Computers can aid many children whose physical disability renders them unable to write. Children with mild forms of Dyslexia also benefit from working on computers. However, although extensive investments and donation from private firms, such as Telkom, are made annually to Forest Town School, the average number of computers per class is less than one. The practicality of having enough computers in the mainstream to support the inclusion of children with learning difficulties (as well as others) might prove to be very difficult in the light of the enormous financial constraints that exist in most South African schools. Furthermore, ninety percent or more of

technological aids more effectively to aid students with learning disabilities.

The large majority of teachers supported the statement that classroom teaching should focus on encouraging pupils to be creative in their thinking. Cognitive training programmes, such as that proposed by the outcomes-based education system as well as Instrumental Enrichment (Skuy, 1997 ; Skuy et al., 1993, Skuy and Mentis, 1992 ; Feuerstein, 1980) as was described in chapter three, might fulfil this requirement. These programmes are offered frequently and teachers could find them useful.

Ongoing professional development was one of the greatest concerns that teachers expressed. This was also the case found in many other studies (Booyse and Swanepoel, 1999; Hall and Engelbrecht, 1999; Vaughn and Schumm, 1994; Vaughn and Schumm, 1995; Idol, 1997; Solomon, 1996; Taylor et al., 1997). Idol (1997), is of the opinion that, to make inclusive education work, teachers should be offered professional development opportunities in areas such as effective instruction of difficult-to-teach students in general education programmes, collaborative skills in communicating, problem solving and team decision making. She adds that comprehensive professional development should also include opportunities for teachers to use peer coaching. Vaughn and Schumm(1995) states that professional development may include traditional education programmes as well as innovative methods, such as teacher-to-teacher mentor programmes. Furthermore these authors are of the opinion that professional development experiences will need to be ongoing and periodically refined to meet teachers' ever-changing challenges.

Another statement that was well supported by the teachers in this study was that learners with special educational needs would benefit more in remedial schools. This does not fit into the overall goal of the Inclusive Education Programme that has been set by the Government, as remedial schools will also be included into the mainstream. Contrasting views are indicated in the research as to what actually happens to learners with special educational needs. Do they make it in the mainstream? Whereas Walther-Thomas, (1997) reports that 95% of students with identified disabilities receive their

education and related support services in the public schools in the USA, Mcleskey and Pacchiano (1994) scrutinised the research literature for actual numbers of learners with special educational needs who had been included into the mainstream. They found that in the 11 years since the legal implementation of inclusion in that country, there seems to be an increase in students taught in special classes and a decreasing number of children with special educational needs in regular classes. This despite that more children are labelled as having special educational needs, because of finer definitions and greater awareness of learning disabilities. In other words inclusion is not happening in practice.

As with the Christie study (1998) respondents in this study expressed concern that the age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstream classes.

Two statements that hold together and that were well supported by the teachers in this study as well as the Christie (1998) study are, that teaching in mainstream classes, which include both pupils with and without special educational needs, will involve more work and teachers will find it difficult to meet the demands placed upon them. However, in contrast, it seems from Section 4 of the questionnaire that the teachers did overcome this perceived problem by placing children in groups of similar abilities, as to afford more time for specific educational needs.

The fact that teachers need support staff in the form of a professional team, ie psychologists, occupational therapists, speech therapists and physiotherapists, was not only well supported in Section 3 of the questionnaire but was also one of the most expressed concerns of teachers in this study. At Forest Town School, teachers consult informally on a daily, as well as on a needs-basis, and on once-a-term formal basis, with the various members of the support team. Support staff often work in the classroom with children and adapt large aspects of their therapy to what the teacher is doing in the classroom. The importance of this collaborative involvement has been well described in the literature (Hall, Camphor and Smith, 1999; Hall and Engelbrecht 1999 ; Thousand

and Villa, 1999; Willard, 1994; Idol and West, 1987) as was quoted in chapter 3. Of concern is the fact that because of financial constraints the Gauteng Education Department proposes to remove all psychologists from schools and to place them at centres in consulting capacities. At present this means that there would, on average, be only one psychologist for every fifty schools.

Finally, teachers very adamantly expressed the need for teacher aides (or teacher assistants). At Forest Town School, every class is assigned a 'general assistant'. These are woman who have to double up as both cleaner and assistant. They have absolutely no formal training as far as assisting in a classroom is concerned, or for that matter, any other training. Their scale of benefit is that of cleaners. The need for aides or assistants in the classroom is well described in the literature, (Cipani, 1995; Vaughn and Schumm, 1995). Cipani (1995), is of the opinion that the presence of a teacher's aide in the inclusive classroom is absolutely necessary. He continues that is also highly necessary for these aides to be trained. The DET (1999) in their consultative paper, mention that in some specialized settings additional support is needed. However, they state that the vast majority of ordinary public schools have not considered or utilised such support. Therefore the Ministry of Eduction should investigate the use of teaching assistants who could be able, under the direction of the teacher or education support personnel, to provide additional assistance and strengthen the learning and teaching environment.

5.3 GENERAL IMPLICATIONS OF THE RESEARCH FINDINGS

Significantly, the results of this research indicated that the attitudes of teachers who have been teaching in an inclusive classroom for at least a year were more positive than negative. However their attitudes were not more positive than those previously found.

The teachers in this study were of the opinion that their knowledge of inclusive education, as well as their ability to implement the system in their classrooms was adequate. They did, however, express concerns that the numbers of children in the classes should be kept to a minimum, that support teams and teacher aides must be

provided and that a system for continual professional education should be implemented.

Some of the initial problems they envisaged, eg the concern they had about not having enough time for individual teaching, were overcome by their own creativity and experimentation. From the comments in the open ended questions section of the questionnaire it appears that the teachers spontaneously and without giving it too much thought, implemented the principles that make inclusive education effective, ie making use of collaborative teaching, working with support groups and managing their classrooms to suit the diverse needs of a variety of educational needs.

5.4 SHORTCOMINGS AND LIMITATIONS OF THE RESEARCH

Although the attitudes of the teachers in this sample were overwhelmingly positive, it might be a biased view. Firstly, the teachers at this school have all chosen to work with children who have special educational needs. Secondly, the structure of this school is of such a nature that it automatically supports an inclusive setting, ie classroom numbers are small, teacher-aides are available, an extensive on-site support team is present at all times and most teachers have had extra training in the needs of children with learning difficulties. Furthermore, facilities such as those described under 3.4.1, which are necessary for the success of inclusion, have already been in place for a while. Thirdly, the sample size is small and only included female teachers.

Although section 3 of the questionnaire obtained a Cronbach alpha coefficient of 0.95, indicating good reliability it did not cover some of the issues that might be specific in a South African population, eg the issue of language. Although some of the respondent mentioned language difficulties in the open ended part of the questionnaire, the general attitude towards this was not controlled for in the study.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

As stated above, this sample was drawn from a school where the principles of inclusion were not entirely new and where the teachers, through experience and choice, were better prepared for inclusion. It would thus be feasible to repeat this study in a population where teachers were naive to inclusive education prior to the implementation thereof, or schools where inclusive education has been practised by different race groups, ie black township schools where children with disabilities were included, though there were no facilities for these children.

The majority of the teachers at this school were white and thus not representative of the whole of the South African population. A study incorporating all the racial groups in South Africa is thus warranted.

The present study as well as findings from international studies supports inclusive education provided that class numbers are kept to a minimum and that resources (human and financial) are available to the teacher. In South Africa these two factors have been a critical issue even before inlusive education was implemented. Due to financial constraints teacher numbers are dwindling and the teacher to pupil ratio is increasing all the time. Overcrowded classrooms are one of the main concerns of the education department. It would thus be interesting to assess whether the attitude and experience of these teachers after a year of inclusion, would also be as positive as the present study.

5.6 SUMMARY AND CONCLUSION

The dramatic changes in the South African society over the last few years have affected both general and special education. As people are attached to their established way of thinking, dramatic changes in society are often experienced as a crisis. It is, therefore, not surprising that the restructuring and redesigning of education, including the movement away from segregated settings for learners with special education needs to

the provision of education for all learners in an inclusive and supported setting, have been received with misgiving by teachers, as was described in a previous study.

It is well known that the more familiar a person becomes with a new challenge the more easily it is accepted. The findings in this study demonstrate that teachers who have faced the challenge of inclusion in their classrooms for a year, are more in favour of inclusive education than those who have not had the experience.

The concerns that the teachers expressed and supported in this study seem to be the same as those that have been expressed by the international community ever since the inclusive education has become a buzz word. Socio-political arguments view integration as essentially a matter of human rights. The Centre for Studies on Inclusive Education (CUIE, 1989) states this view forcibly in their Integration Charter.:

> *We see endings of segregation in education as a human rights issue which belongs within equal opportunities policies. Segregation of education because of disability or learning difficulty is a contravention of human rights as is a segregation because of race and gender.*

However, the voices of stakeholders regarding the practicality of proposed new systems, are often ignored by policy makers. Inclusive education might not be in the best interest of all children. There is a strongly held view that pupils with similar characteristics do learn more effectively if they are educated together (Lubovoski, 1988). It is also more economical to teach learning difficulties in one school Farrell, 1997).

The factors that mitigate against the implementation of inclusive education in South Africa currently are the limited available finances, the large teacher to student ratio, the need for suitably trained teachers, and the lack of support services.

Hopefully the educational policy makers in South Africa will hear and heed the views expressed by the respondents in this study. It is further hoped that structures that have been in place and working well would not be removed before workable replacements

have been found.

Finally, it is hoped that through careful planning and much more consultation with teachers and other stakeholders at grassroots levels, the implementation and smooth running of inclusive education in South Africa, will be more successful than that of outcomes-based education, which was implemented too rapidly with too little consideration, and which failed dismally as a result.

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APPENDIX A

Division of Specialised Education

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Date : 20 March 2000

Dear Colleague

We are currently engaged in research pertaining to the feasibility of including children with special educational needs in the mainstream. We would be very interested in your views and attitudes. Your information will assist us to formulate well-groomed proposals regarding the implementation of mainstreaming.

We would greatly appreciate it if you could assist us in this project by completing the enclosed questionnaire. We hope to be able to start analysing the returns by the end of March 2000. The results of this study will be made available to you upon request, later this year.

Your attitudes and input about this matter are considered to be crucial in arriving at an indication of the approach that should be taken in this regard. The questionnaire is anonymous.

If you have any queries, kindly contact me at the above telephone number or Charmaine Gordon at 646 0131.

Yours faithfully

MERVYN SKUY PhD
Professor of Specialised Education and
Head of the Division

APPENDIX B

QUESTIONNAIRE ON INCLUSIVE EDUCATION

This questionnaire asks for your opinion on a number of issues relating to inclusive education. Please read the definitions below prior to completing the questionnaire.

NB THIS QUESTIONNAIRE IS ANONYMOUS

DEFINITIONS

INCLUSIVE EDUCATION refers to the promotion of equal participation of, and non-discrimination against, all learners in the learning processes, irrespective of their disabilities, within a single educational system, and a continuum of learning contexts and resources according to their need.

SPECIAL EDUCATIONAL NEEDS arise out of children having difficulties, for a range of reasons, in coping with regular curriculum. This includes a number of different categories, including those listed below.

LEARNING DISABILITIES may be placed on a continuum, according to their causation, including the following major points along the continuum:

LEARNING DISABILITIES THAT ARE BELIEVED TO BE DUE TO CENTRAL NERVOUS SYSTEM DYSFUNCTION

This refers to a group of different kinds of disorders which are shown by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are inborn (INTRINSIC) and believed to be due to central nervous system dysfunction, and may occur across the life span.

LEARNING DISABILITIES THAT ARE RELATED TO SOCIOCULTURAL / SOCIOPOLITICAL AND SOCIO-ECONOMICAL DEPRIVATION

This refers to difficulties in learning which are EXTRINSIC, i.e. They are related to sociocultural deprivation or other environmental conditions which result in general academic difficulties.

LEARNING DIFFICULTIES THAT ARE INTERACTIVE

This refers to difficulties in learning caused by a combination of INTRINSIC and EXTRINSIC factors.

2 **HEARING IMPAIRMENTS** are hearing disabilities, whether permanent or changing, which negatively affect a child's educational performance. This term includes deafness.

3 **VISUAL IMPAIRMENT** are visual disabilities which, even with correction, negatively affect the child's educational performance. The term includes both partially seeing and blind children.

4 **COMMUNICATION IMPAIRMENTS** refers to speech that is difficult to understand or interferes with the message the speaker is attempting to deliver.

5 **MILD MENTAL RETARDATION** refers to pupils with impaired intellectual functioning and adaptive behaviour, who, with appropriate educational opportunities can learn basic academic skills.

6 **GIFTED PUPILS** are those pupils, identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance in any of the following areas (singly or in Combination): general intellectual ability; specific academic aptitudes; creative or productive thinking; leadership ability; visual and performing arts; psychomotor ability.

7 **PHYSICAL IMPAIRMENTS** are disorders that interfere with an individual's mobility, motor coordination, general muscular ability, ability to maintain posture and balance or communication skills, to the extend that they inhibit learning or social development.

8 **BEHAVIOUR DISORDERS** refer to behaviour within the educational setting that reveals that the child has difficulty with the relationship with others and/or whose academic achievement may be impaired due to an ability to learn, utilizing the presented teaching techniques. The child's current behaviour is shown either as an extreme or a persistent failure to adapt and function intellectually, emotionally or socially at a level corresponding to his or her chronological age.

9 **MAINSTREAMING** refers to the placement of pupils with special educational needs (including disabled learners) within the regular classroom where possible/desirable.

QUESTIONNAIRE ON INCLUSIVE EDUCATION

SECTION 1 : BIOGRAPHICAL INFORMATION

In the following sections, please mark the appropriate box with an x.

1. Please indicate whether you are :

Male	
Female	

2. How old are you?

20-25	
26-29	
30-34	
35-39	
40-49	
50-59	
60+	

3. What is your home language?

Afrikaans	
English	
IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Seswati	
Setswana	
TshiVenda	
Xitsonga	
Other (specify)	

4. Please indicate your level of qualification

Teaching Diploma	
Teaching Diploma plus Further Studies	
Teaching Degree	
Teaching Degree plus Postgraduate Studies	
Other - Please specify _____	

5. Please indicate the year your teaching qualification was obtained.

_____

6. How many years of teaching experience do you have.

_____

7. Please indicate the length of time taught at the present school.

_____

8. Please indicate if you are :

A full-time staff member	
A part-time staff member	

SECTION 2 : QUESTIONS RELATED TO FEELINGS OF COMPETENCE

In the following questions, please mark the appropriate box with an X

How would you rate your feelings of competence with regard to :

		Very good	Good	Unsure	Not good
1	Knowledge about IE in the South African context				
2	Ability to successfully implement IE				
3	Ability to teach children with various SEN in one classroom				
4	Curriculum implementation in IE				
5	Assessment methods in IE				
6	Teacher collaboration in IE				
7	Collaborative teaching in IE				
8	Classroom management in IE				

SECTION 3 : STATEMENTS ON INCLUSIVE EDUCATION (IE)

A number of statements on IE are given. You are expected, for each statement, to answer which applies to you the most. There are no right or wrong answers.

Please indicate whether you :

Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree 5

		1	2	3	4	5
1	All pupils have special educational needs					
2	Most teachers will be willing to participate in an in-service training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes					
3	Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class					
4	Approaches that are used in teaching learning disabled pupils can be good to use with all pupils					
5	Most learning disabilities in South Africa are caused by socio-economic deprivation.					
6	As far as possible pupils with special educational needs should be included in the mainstream class.					
7	Teaching techniques, rather than subject matter, cause pupils to perform poorly at school					
8	Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled children					
9	Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.					
10	Teachers of regular classes who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs					
11	Training teachers to teach pupils with learning difficulties should be part of every teacher training programme					
12	Including children with special educational needs in mainstreamed classes will result in a lowering of the presents standards of education					
13	Teaching children facts is as important as teaching children thinking skills					
14	It is possible to teach every teacher to cope well with pupils with special educational needs in a mainstreamed class					

Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree 5

15	Educational curricula needs to be changed to give all pupils a chance to succeed in mainstreamed classes						
16	It is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities						
17	Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class						
18	Teachers do not need specialized training to meet the educational needs of pupils with special educational needs						
19	Children with mild disabilities (e.g. learning problems) could be mainstreamed						
20	It is usually better to teach learning disabled pupils in separate, specialized schools						
21	Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system						
22	Eventually all schools will cater for pupils with many different sorts of educational needs						
23	Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes						
24	Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming						
25	Including pupils with special educational needs into a mainstreamed class will improve the social life of a school						
26	It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well						
27	Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class						
28	Pupils with serious learning disabilities could be mainstreamed						
29	If pupils with special educational needs are mainstreamed, teachers could adapt regular teaching materials to make them suitable for these pupils						
30	Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs						
31	Classroom teaching should be concerned mainly with subject content						
32	Teaching a mainstreamed class involves more work than teaching a regular class						
33	Computers could be a useful aid in making mainstreamed classes, which include learning disabled pupils, successfully						

Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree 5

34	Students with learning disabilities would need to be separated for most learning activities in the mainstreamed class						
35	Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher						
36	If pupils with special educational needs are mainstreamed, teachers would use teaching materials that will meet their needs						
37	Most teachers will support the mainstreaming of learning disabled pupils						
38	If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities						
39	Teachers of classes of pupils of mixed ability will be able to give each pupil adequate encouragement						
40	If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction						
41	The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes						
42	Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability						
43	Teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed / excluded.						
44	Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs						
45	Classroom teaching should include teaching life skills						
46	Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work						
47	Most pupils with special educational needs will be in favour of being mainstreamed						
48	All teachers should be educated to use technological aids to more effectively to educate students with learning disabilities						
49	Classroom teaching should focus on encouraging pupils to be creative in their thinking						
50	Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs						
51	Most learning disabled pupils will reach their potential only if they are placed in remedial schools						

Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree 5

52	Learning disabled pupils in mainstreamed classes could receive remedial education after school						
53	Most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs)						
54	It will be very difficult for teachers to met the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class						
55	All current teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities						
56	Teaching pupils with learning disabilities is too difficult for the regular / ordinary teacher to deal with						
57	Mainstream teachers will cope with teaching learning disabled pupils if there are efficient support services readily available to assist them, (e.g. remedial therapists, occupational therapists, psychologists, speech therapists and physiotherapists)						
58	Mildly mentally retarded pupils should be mainstreamed						
59	Mainstreaming is desirable in theory						
60	Mainstreaming is not very practical						
61	The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs						
62	Mainstreaming children will be socially beneficial to children without special educational needs						
63	Appropriate provision for children with special educational needs within the mainstream will necessitate placement in a remedial school for fewer children						
64	Most pupils without special educational needs can be taught to support mainstreaming of pupils with special educational needs						
65	Learning disabled pupils in mainstreamed classes could receive remedial education during school hours						
66	All prospective teachers will be able to learn how to teach learning disabled pupils as well pupils without learning disabilities						
67	The availability of teacher aids (assistant teachers) will make possible the success of mainstreaming of children with special educational needs						
68	Mainstreaming children with special educational will better equip those children for adult life						

SECTION 4 : Please comment on the following

Please think back over the last year or so when you first needed to include children with various special educational needs into your classroom. What were the problems that you envisaged you would have encountered?

If you identified problems, to what extent did you overcome them and how?

In retrospect, what are your feelings regarding the success of the Inclusive Education system?

What measures and techniques could be introduced to ensure that the needs of learning disabled children are met in the mainstream?

Any further comments or suggestions

DEAR TEACHER

THANK YOU FOR THE TIME THAT YOU HAVE SPENT COMPLETING THIS QUESTIONNAIRE

APPENDIX C

RESULTS OF SECTION 3 OF THE QUESTIONNAIRE

PERCENTAGE OF SUBJECTS RESPONSES TO EACH STATEMENT

(In each row the highest percentage is printed in bold type)

	STATEMENT	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
		1	2	3	4	5
1	All pupils have special educational needs	3.45	20.69	6.896	**48.28**	20.69
2	Most teachers will be willing to participate in an in-service training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes	0	27.59	**31.03**	27.59	13.79
3	Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class	**27.59**	**55.17**	6.90	10.34	0
4	Approaches that are used in teaching learning disabled pupils can be good to use with all pupils	10.34	24.14	3.45	**55.17**	6.90
5	Most learning disabilities in South Africa are caused by socio-economic deprivation.	17.24	**41.38**	17.24	20.69	3.45
6	As far as possible pupils with special educational needs should be included in the mainstream class.	**27.59**	20.69	24.14	20.69	6.90
7	Teaching techniques, rather than subject matter, cause pupils to perform poorly at school	3.45	20.69	17.24	**55.17**	3.45
8	Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled children	0	13.79	3.45	**55.17**	27.59
9	Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.	0	6.90	0	20.69	**72.41**
10	Teachers of regular classes who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs	**27.60**	**31.03**	6.90	24.14	10.34
11	Training teachers to teach pupils with learning difficulties should be part of every teacher training programme	3.45	10.34	3.45	13.80	**68.97**
12	Including children with special educational needs in mainstreamed classes will result in a lowering of the presents standards of education	3.45	13.80	13.80	**34.48**	**34.48**
13	Teaching children facts is as important as teaching children thinking skills	10.34	**37.93**	0	31.03	20.69
14	It is possible to teach every teacher to cope well with pupils with special educational needs in a mainstreamed class	17.24	**31.03**	20.69	10.34	20.69
15	Educational curricula needs to be changed to give all pupils a chance to succeed in mainstreamed classes.	6.90	27.60	20.69	**31.03**	13.80
16	it is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities	**27.59**	**37.93**	6.90	20.69	6.90
17	Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class	0	0	3.45	34.48	**62.07**

18	Teachers do not need specialized training to meet the educational needs of pupils with special educational needs	51.72	27.59	3.45	13.79	3.45
19	Children with mild disabilities (e.g. learning problems) could be mainstreamed	0	24.14	17.24	51.72	6.90
20	It is usually better to teach learning disabled pupils in separate, specialized schools	6.90	3.45	10.34	41.38	37.93
21	Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system	0	0	3.45	27.59	68.97
22	Eventually all schools will cater for pupils with many different sorts of educational needs	24.14	20.69	27.59	20.69	6.90
23	Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes	3.45	6.90	3.45	48.28	37.93
24	Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming	20.69	37.93	24.14	13.79	3.45
25	Including pupils with special educational needs into a mainstreamed class will improve the social life of a school	24.14	24.14	24.14	24.14	3.45
26	It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well	10.34	24.14	10.34	27.59	27.59
27	Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class	41.38	41.38	10.34	6.90	0
28	Pupils with serious learning disabilities could be mainstreamed	58.62	27.59	6.90	6.90	0
29	If pupils with special educational needs are mainstreamed, teachers could adapt regular teaching materials to make them suitable for these pupils	17.24	13.79	34.48	27.59	6.90
30	Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs	51.72	27.59	13.79	6.90	0
31	Classroom teaching should be concerned mainly with subject content	41.38	44.83	6.90	6.90	0
32	Teaching a mainstreamed class involves more work than teaching a regular class	17.24	27.59	24.14	17.24	13.79
33	C ..puters could be a useful aid in making mainstreamed classes, which include learning disabled pupils, successfully	0	6.90	0	55.17	37.93
34	Students with learning disabilities would need to be separated for most learning activities in the mainstreamed class	10.34	31.03	13.79	31.03	13.79
35	Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher	41.38	37.93	13.79	3.45	3.45
36	If pupils with special educational needs are mainstreamed, teachers would use teaching materials that will meet their needs	10.34	20.69	10.34	41.38	17.24
37	Most teachers will support the mainstreaming of learning disabled pupils	34.48	34.48	17.24	13.79	0
38	If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities	3.45	6.90	13.79	44.83	31.03
39	Teachers of classes of pupils of mixed ability will be able to give each pupil adequate encouragement	31.03	31.03	6.90	27.59	3.45
40	If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction	37.93	51.72	0	3.45	6.90

41	The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes	3.45	6.90	6.90	41.38	41.38
42	Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability	0	24.14	24.14	37.93	13.79
43	Teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed / excluded.	17.24	37.93	27.59	17.24	0
44	Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs	10.34	24.14	41.38	24.14	0
45	Classroom teaching should include teaching life skills	3.45	3.45	3.45	41.38	48.28
46	Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work	0	6.90	10.34	44.83	37.93
47	Most pupils with special educational needs will be in favour of being mainstreamed	17.24	31.03	34.48	17.24	0
48	All teachers should be educated to use technological aids to more effectively to educate students with learning disabilities	0	0	6.90	51.72	41.34
49	Classroom teaching should focus on encouraging pupils to be creative in their thinking	0	3.45	0	51.72	44.83
50	Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs	13.79	27.59	44.83	10.34	3.45
51	Most learning disabled pupils will reach their potential only if they are placed in remedial schools	6.90	13.79	10.34	44.83	24.14
52	Learning disabled pupils in mainstreamed classes could receive remedial education after school	20.69	20.69	3.45	55.17	0
53	Most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs)	3.45	20.69	24.14	37.93	13.79
54	It will be very difficult for teachers to met the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class	0	10.34	0	48.28	41.34
55	All current teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities	10.34	24.14	27.59	34.48	3.45
56	Teaching pupils with learning disabilities is too difficult for the regular / ordinary teacher to deal with	3.45	34.48	20.69	27.59	13.79
57	Mainstream teachers will cope with teaching learning disabled pupils if there are efficient support services readily available to assist them, (e.g. remedial therapists, occupational therapists, psychologists, speech therapists and physiotherapists)	3.45	10.34	0	55.17	31.03
58	Mildly mentally retarded pupils should be mainstreamed	31.03	31.03	24.14	10.34	3.45
59	Mainstreaming is desirable in theory	6.90	10.34	13.79	55.17	13.79
60	Mainstreaming is not very practical	0	10.34	13.79	41.34	34.48
61	The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs	6.90	37.93	17.24	31.03	6.90
62	Mainstreaming children will be socially beneficial to children without special educational needs	6.90	27.59	13.79	44.83	6.90
63	Appropriate provision for children with special educational needs within the mainstream will necessitate placement in a remedial school for fewer children	0	10.34	17.24	65.52	6.90

64	Most pupils without special educational needs can be taught to support mainstreaming of pupils with special educational needs	3.45	13.79	31.03	44.83	6.90
65	Learning disabled pupils in mainstreamed classes could receive remedial education during school hours	3.45	17.24	3.45	58.62	17.24
66	All prospective teachers will be able to learn how to teach learning disabled pupils as well pupils without learning disabilities	3.45	17.24	24.14	41.38	13.79
67	The availability of teacher aids (assistant teachers) will make possible the success of mainstreaming of children with special educational needs	0	6.90	24.14	48.28	20.69
68	Mainstreaming children with special educational will better equip those children for adult life	3.45	55.17	10.34	27.59	3.45

APPENDIX D

RESULTS OF SECTION 3 OF THE QUESTIONNAIRE

Percentage of subjects responses to each statement.

(In each row the highest percentage is printed in bold type.)

	STATEMENT	Disagree	Unsure	Agree
1	All pupils have special educational needs	24.14	68.96	**69.18**
2	Most teachers will be willing to participate in an in-service training programme to learn skills that will help them to teach pupils with special educational needs in mainstreamed classes	27.59	31.03	**41.38**
3	Most teachers would prefer to teach a class of children with both special and ordinary needs rather than a regular class	**82.76**	6.90	10.34
4	Approaches that are used in teaching learning disabled pupils can be good to use with all pupils	34.48	3.45	**62.07**
5	Most learning disabilities in South Africa are caused by socio-economic deprivation.	**58.62**	17.24	24.14
6	As far as possible pupils with special educational needs should be included in the mainstream class.	**48.28**	24.14	27.59
7	Teaching techniques, rather than subject matter, cause pupils to perform poorly at school	24.14	17.24	**58.62**
8	Teachers without formal remedial training should attend in-service training courses to learn how to teach learning disabled children	13.79	3.45	**82.76**
9	Pupils with special educational needs will receive the special attention that they need only if they are placed in classes of about fifteen pupils or less.	6.90	0	**93.10**
10	Teachers of regular classes who have not received special training to teach children with special educational needs, will nevertheless have the skills to cope with teaching in a class of children with both special and ordinary needs	**58.63**	6.90	34.48
11	Training teachers to teach pupils with learning difficulties should be part of every teacher training programme	13.79	3.45	**82.77**
12	Including children with special educational needs in mainstreamed classes will result in a lowering of the presents standards of education	7.25	13.80	**68.96**
13	Teaching children facts is as important as teaching children thinking skills	48.27	0	**51.72**
14	It is possible to teach every teacher to cope well with pupils with special educational needs in a mainstreamed class	**48.27**	20.69	31.03
15	Educational curricula needs to be changed to give all pupils a chance to succeed in mainstreamed classes.	35.50	20.69	**44.83**
16	It is possible to meet the needs of all the pupils in a class in which there are pupils both with and without learning disabilities	**65.52**	6.90	27.59
17	Pupils with learning disabilities require more attention than it will be possible to give them in a mainstreamed class	0	3.45	**96.55**
18	Teachers do not need specialized training to meet the educational needs of pupils with special educational needs	**79.31**	3.45	17.24
19	Children with mild disabilities (e.g. learning problems) could be mainstreamed	24.14	17.24	**58.62**
20	It is usually better to teach learning disabled pupils in separate, specialized schools	10.35	10.34	**79.31**

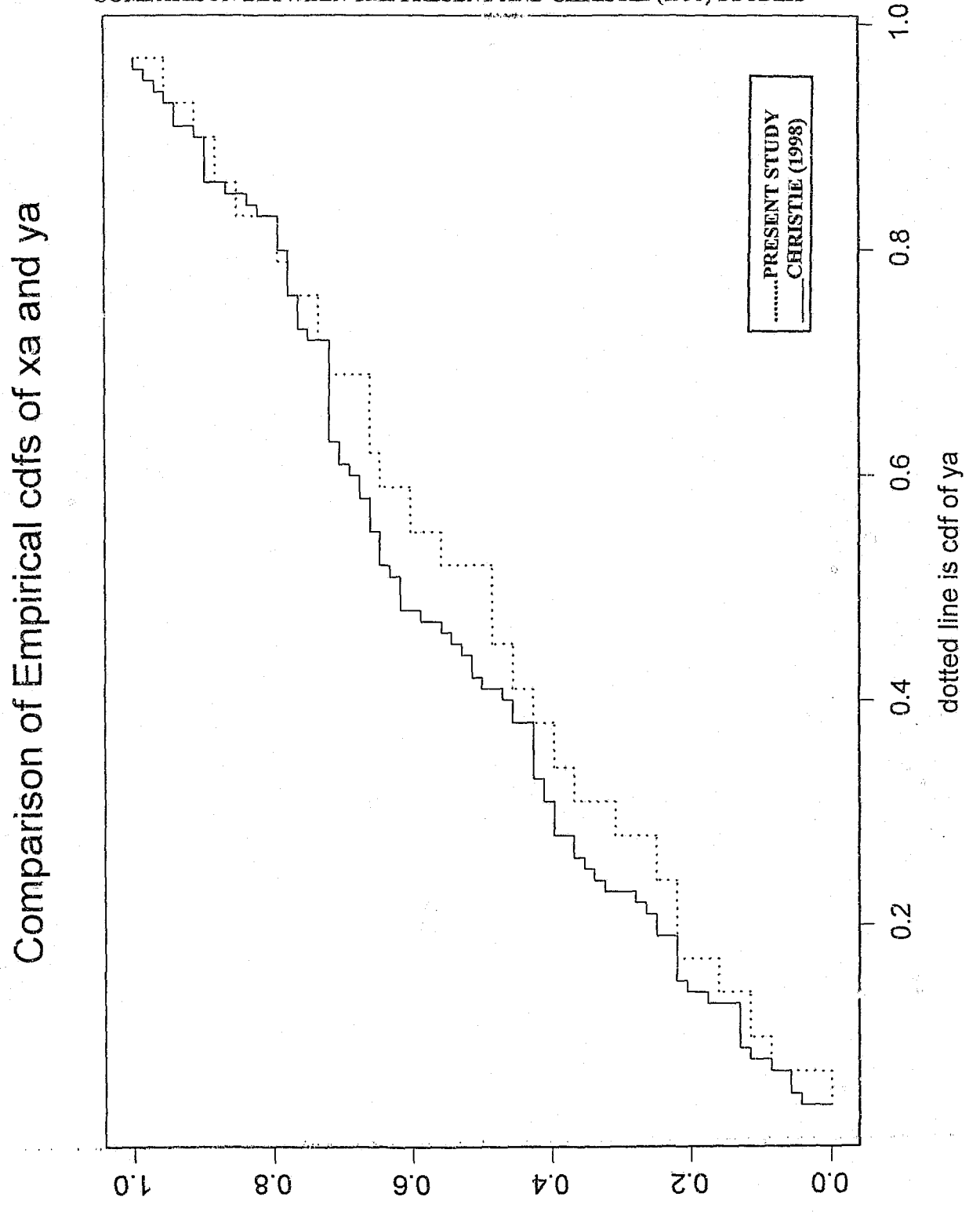
21	Meeting special educational needs should receive lots of attention when changes are introduced to South Africa's educational system	0	3.45	96.56
22	Eventually all schools will cater for pupils with many different sorts of educational needs	44.83	27.59	27.59
23	Pupils with learning disabilities should have their educational needs addressed in remedial classes rather than in mainstreamed classes	10.35	3.45	86.21
24	Although pupils with learning difficulties might produce work that is of a lower standard than the work produced by the other pupils in the class, teachers will, nevertheless, welcome mainstreaming	58.62	24.14	17.24
25	Including pupils with special educational needs in a mainstreamed class will improve the social life of a school	48.28	24.14	27.59
26	It is possible for the teacher of a class of pupils with both regular and special needs to get to know all the pupils well	34.48	10.34	55.18
27	Pupils with special educational needs will be able to reach their full learning capability in a mainstreamed class	82.76	10.34	6.90
28	Pupils with serious learning disabilities could be mainstreamed	86.21	6.90	6.90
29	If pupils with special educational needs are mainstreamed, teachers could adapt regular teaching materials to make them suitable for these pupils	31.03	34.48	34.49
30	Present teacher training adequately prepares all teachers to effectively teach pupils with special educational needs	79.31	13.79	6.90
31	Classroom teaching should be concerned mainly with subject content	86.21	6.90	6.90
32	Teaching a mainstreamed class involves more work than teaching a regular class	44.83	24.14	31.03
33	Computers could be a useful aid in making mainstreamed classes, which include learning disabled pupils, successfully	6.90	0	93.10
34	Students with learning disabilities would need to be separated for most learning activities in the mainstreamed class	41.37	13.79	44.82
35	Teaching learning disabled pupils as well as pupils without learning disabilities in the same class need not affect the teaching methods used by the teacher	79.31	13.79	6.90
36	If pupils with special educational needs are mainstreamed, teachers would use teaching materials that will meet their needs	31.03	10.34	58.62
37	Most teachers will support the mainstreaming of learning disabled pupils	68.6	17.24	13.79
38	If teachers are specially trained to teach pupils with learning disabilities, they will be better able to effectively teach pupils both with and without learning disabilities	10.35	13.79	75.86
39	Teachers of classes of pupils of mixed ability will be able to give each pupil adequate encouragement	62.06	6.90	31.04
40	If children with special educational needs are mainstreamed, most teachers will be able to give them adequate individual instruction	89.65	0	10.35
41	The age difference between pupils with and without special educational needs could be a problem if pupils with special educational needs are placed in mainstreamed classes	10.35	6.90	82.76
42	Including pupils with special educational needs in a mainstreamed class could prevent gifted pupils from reaching their academic capability	24.14	24.14	51.72

43	Teaching in classes which include pupils with and without special educational needs will be more satisfying than teaching in classes from which pupils with special educational needs have been removed / excluded.	55.17		27.59		17.24
44	Most pupils without special educational needs will learn to accept the mainstreaming of pupils with special educational needs	34.48		41.38		24.14
45	Classroom teaching should include teaching life skills	6.90		3.45		89.66
46	Teaching in mainstreamed classes, which include both pupils with and without special educational needs, will involve more work	6,90		10.34		82.76
47	Most pupils with special educational needs will be in favour of being mainstreamed	48.27		34.48		17.24
48	All teachers should be educated to use technological aids to more effectively to educate students with learning disabilities	0		6.90		93.06
49	Classroom teaching should focus on encouraging pupils to be creative in their thinking	3.45		0		96.55
50	Most parents of pupils with special educational needs would be in favour of mainstreaming pupils with special educational needs	41.38		44.83		13.79
51	Most learning disabled pupils will reach their potential only if they are placed in remedial schools	20.69		10.34		68.93
52	Learning disabled pupils in mainstreamed classes could receive remedial education after school	41.38		3.45		55.17
53	Most teachers will welcome a new curriculum that will meet the needs of all pupils (i.e. pupils with and without special educational needs)	24.14		24.14		51.72
54	It will be very difficult for teachers to met the demands placed upon them by having learning disabled pupils as well as pupils without learning disabilities in the same class	10.34		0		89.62
55	All current teachers will be able to learn how to teach learning disabled pupils as well as pupils without learning disabilities	34.48		27.59		37.93
56	Teaching pupils with learning disabilities is too difficult for the regular / ordinary teacher to deal with	37.93		20.69		41.38
57	Mainstream teachers will cope with teaching learning disabled pupils if there are efficient support services readily available to assist them, (e.g. remedial therapists, occupational therapists, psychologists, speech therapists and physiotherapists)	13.79		0		86.20
58	Mildly mentally retarded pupils should be mainstreamed	62.06		24.14		13.79
59	Mainstreaming is desirable in theory	17.24		13.79		68.96
60	Mainstreaming is not very practical	10.34		13.79		75.82
61	The availability of teaching aids will make possible the success of mainstreaming of children with special educational needs	44.83		17.24		37.93
62	Mainstreaming children will be socially beneficial to children without special educational needs	34.49		13.79		51.73
63	Appropriate provision for children with special educational needs within the mainstream will necessitate placement in a remedial school for fewer children	10.34		17.24		72.42
64	Most pupils without special educational needs can be taught to support mainstreaming of pupils with special educational needs	17.24		31.03		51.73
65	Learning disabled pupils in mainstreamed classes could receive remedial education during school hours	20.69		3.45		75.86

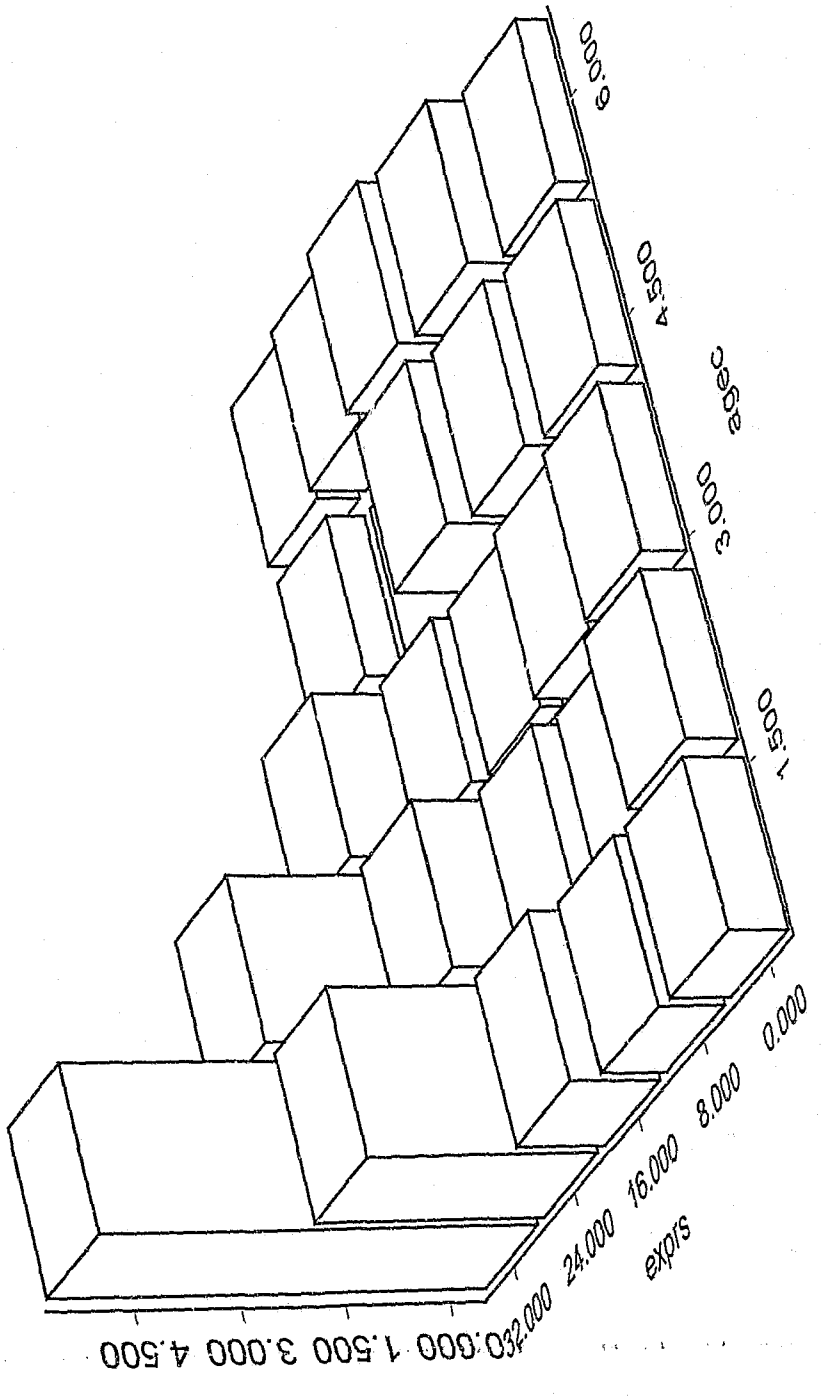
66	All prospective teachers will be able to learn how to teach learning disabled pupils as well pupils without learning disabilities	20.69	24.14	55.17
67	The availability of teacher aids (assistant teachers) will make possible the success of mainstreaming of children with special educational needs	6,90	24.14	68.97
68	Mainstreaming children with special educational will better equip those children for adult life	58.62	10.34	31.04

APPENDIX E

COMPARISON BETWEEN THE PRESENT AND CHRISTIE (1998) STUDIES



APPENDIX F
COMPARISON BETWEEN AGE, EXPERIENCE AND ATTITUDE



APPENDIX G
RESPONSES TO SECTION 4

Please think back over the last year or so when you first needed to include children *with various special educational needs into your classroom.*

(QUESTION ONE)

What were the problems that you envisaged you would have encountered?

Respondent number	RESPONSE
1	-
2	Time Too many in a class
3	-
4	-
5	-
6	Curriculum implementation Classroom management
7	-
8	Time for individual teaching Equipment How would this child affect the others Was the subject matter suitable
9	Difficulties regarding abilities and behaviour
10	Physical and behavioural difficulties
11	Not be able to teach them
12	No problem
13	-
14	Time for individual attention Difficulty to handle the group
15	Discipline problems
16	Catering for individual needs
17	-
18	Difficulty with behaviour Language Emotional needs Social problems
19	-
20	-

21	Language problems Problems with feeding
22	-
23	Behavior difficulties Range of needs
24	Pupil numbers
25	Disruptions due to ADHD Teaching at different levels all the time Differentiation
26	-
27	Individual attention
28	Finances Preparation Cultural differences
29	Different abilities and levels of functioning

APPENDIX H

QUESTION 2

How did you overcome the problem?

Respondent number	RESPONS
1	-
2	Spend less time with each child
3	-
4	-
5	-
6	Grouping children with similar needs together Consulting with psychologists ansd other therapists Experimenting with different teaching methods
7	-
8	Keeping numbers in the class down Reading up on the problems More effective planning
9	Individual worksheets Positive reinforcement for good behaviour
10	Individual teaching Individual worksheets Encouraging good behaviour
11	Working in a team with the other therapists
12	Interaction with parents
13	-
14	Support from other team members Get information from other sources
15	Adapting teaching aids Adapting teaching methods
16	Individual teaching Adopting the material to suit the pupil
17	-
18	Support from other team members
19	Support from parents Support from other teachers Support from therapists
20	-
21	Tried to overcome language problems
22	-
23	Differentiation programmes Provide structure

24	Divide children in groups to provide individual teaching
25	Differentiation programmes
26	-
27	-
28	- Graded level teaching
29	

APPENDIX I

QUESTION 3

In retrospect, what are your feelings regarding the success of the inclusive education system?

Respon-dent number	RESPONS
1	-
2	I don't believe that learning disabled children should be introduced in the mainstream class.
3	Pupils with learning disability will not benefit in large classes It would put a HUGE strain on the already overworked teacher Emotionally immature pupils will not fit into a normal class- will lead to further behaviour problems
4	-
5	-
6	Class numbers must be kept small More attention will be focussed on the disability a child ha if he is placed in a normal class
7	-
8	Teachers should be well traimed Continuous Professional Development is needed A team approach is needed Class numbers must be kept to a minimum
9	Children with disabilities will feel mote secure and happy in a protected environment
10	Children with disabilities will feel more secure and happy in a protected environment
11	-
12	-
13	Good
14	It will take yeras for most of us to adjust to the Inclusinve Education system due to socio-economic differences
15	There should be a cut-off point as to who to allow into the mainstream.
16	Not very positive. I have worked at Forest Town School long enough with pupils who have been referred from mainstream schools
17	IE will be successful and identrified problems will be overcome
18	It would be better to have remedial schools
19	It will work in a remedial setting, but not in a mainstream school
20	-
21	It will not work
22	Cannot be successful unless there are much more money to implement it.
23	Individual needs can not be met as teachers have to divide their attention too much.
24	It will never work

25	Pupil-teacher ratio is too big
26	-
27	Inclusive Education is not an ideal situation
28	-
29	I don't think it has many merits

APPENDIX J

QUESTION 4

What measures and techniques could be introduced to ensure that the needs of learning disabled children are met in the mainstream classroom?

Respon-dent number	RESPONS
1	-
2	Unsure
3	Teacher assistants or aides is needed Double planning on the part of the teacher Technical assitsnce, i.e. computers
4	-
5	-
6	Teacher assistants or aides Therapists (Speech, OT, Physiotherapists and Psychologists) Continual ProfessionalDevelopment Support systems
7	-
8	Continual Professionalm Development Team approach
9	Teacher support Continual Professional Development
10	Continual Professional Development Teachers training programmes must onclude methods of how to work with children with special educational needs
11	Teachers must be trained
12	-
13	-
14	Schools need to be upgraded, i.e. ramps.
15	Teacher assistants or aides Continuos Professional Education
16	A better curriculum is needed
17	-
18	Smaller class numbers More specially qualified teachers.
19	Smaller classroom numbers Teachers better trained
20	-

21	Teacher assistants or aides More equipment
22	More qualified teachers More therapists
23	Different levels of inclusion
24	Small classes Adequately trained teachers Proper equipment and facilities
25	Continual Professional Development More therapists
26	-
27	Smaller classes (15-20) Continual Professional Development
28	-
29	Group teaching Maximum amount of equipment

APPENDIX K

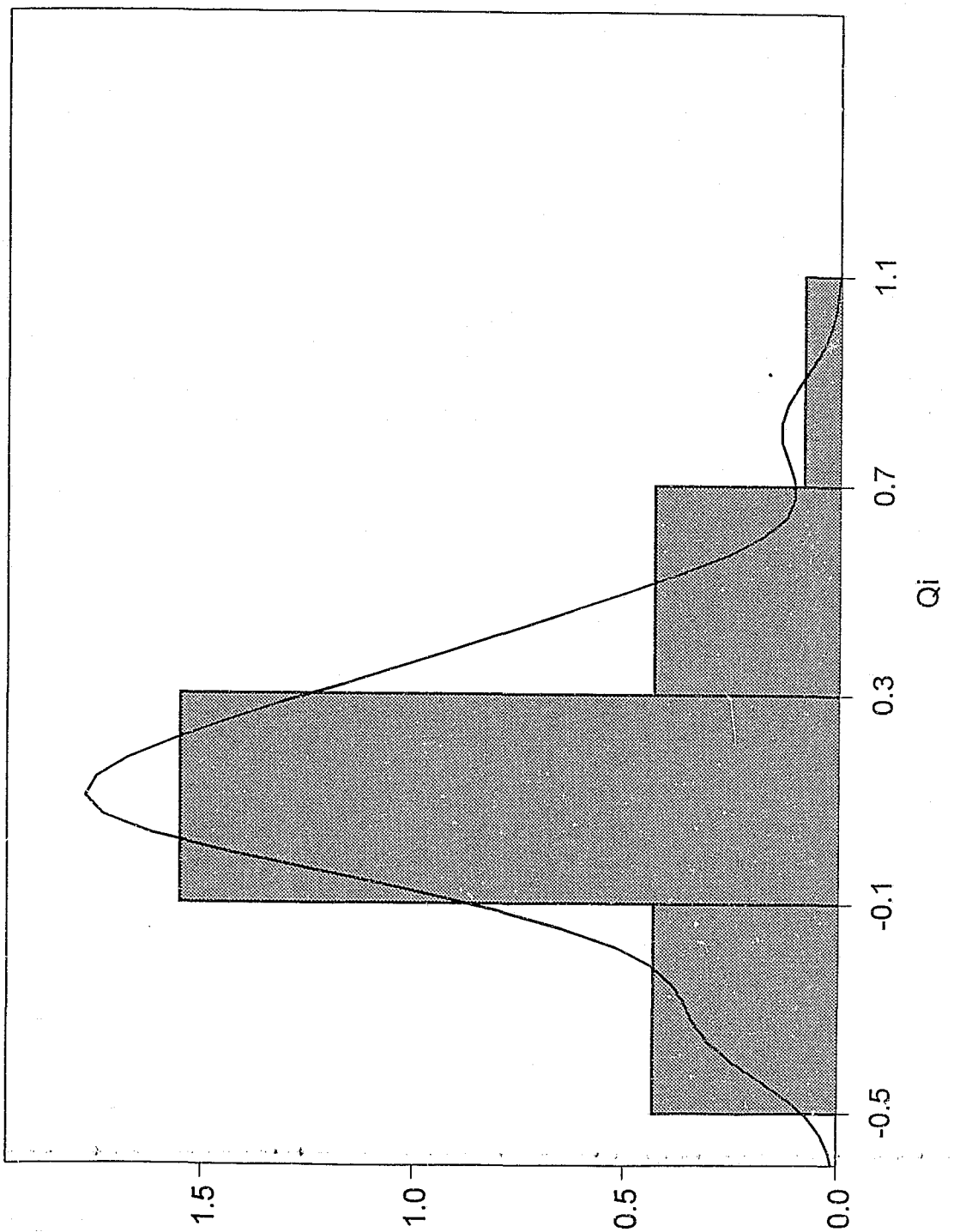
QUESTION 5

Any further comments or suggestions

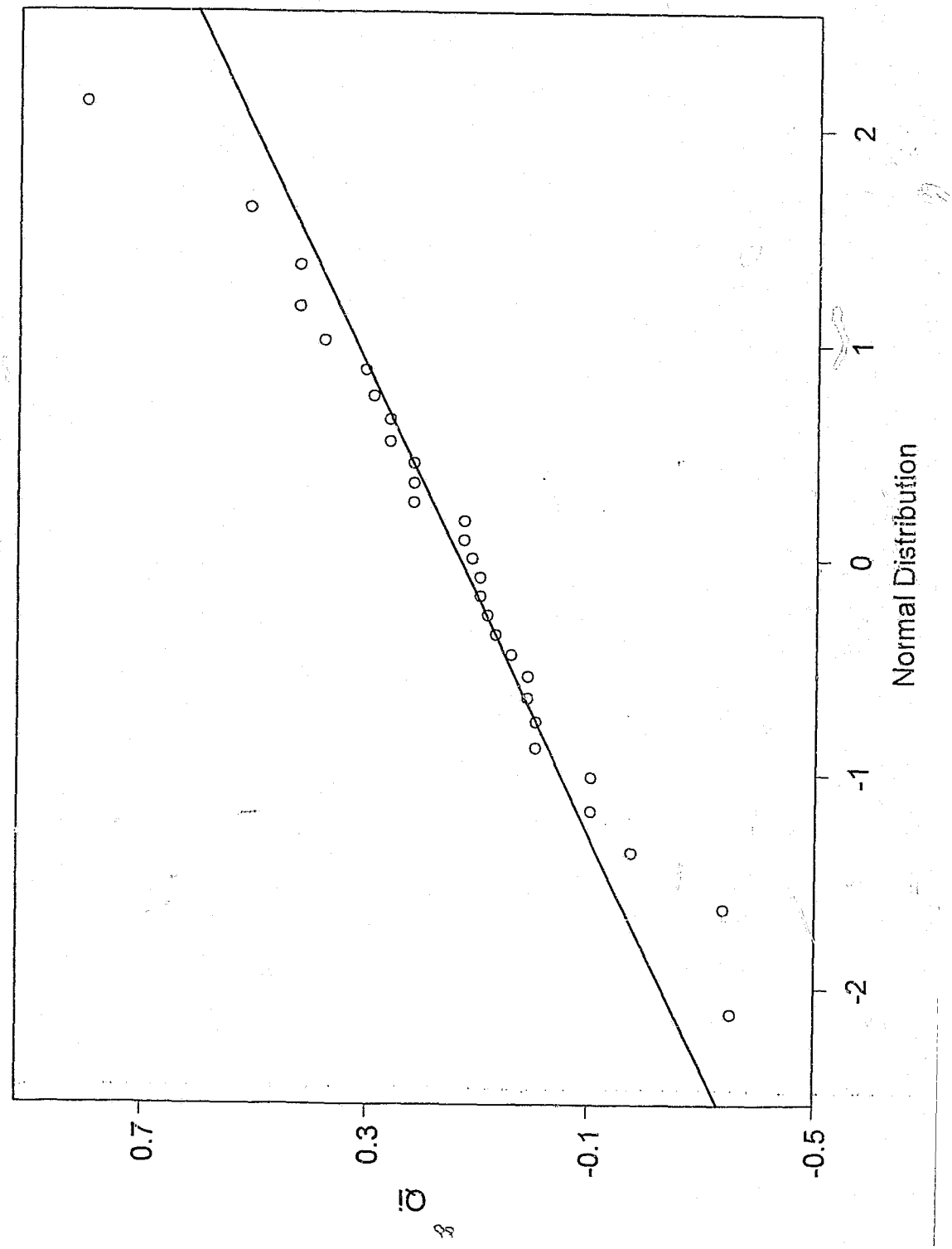
Respon-dent number	RESPONS
1	Learning disabilities span a wide range, some could be included and some not
2	Disabled childtren should be placed in their own environment where there is not a lot of pressure and they can progress on their own level as well as interacting with friends with more or less the same problems.
3	-
4	-
5	-
6	-
7	-
8	-
9	-
10	-
11	-
12	-
13	Mainstream and special schools do not go together–Please keep them separate
14	More In-service training should be given
15	-
16	Too ,much theory- It would be good if a few schools could first introduce IE as an experiment to see if it is favourable
17	-
18	-
19	-
20	-
21	-
22	-
23	Special schools for special needs
24	-
25	-
26	-

27	The need of physically disabled pupils need to be met as well as those with special educational needs for the policy of Inclusive Education to be wholistic. I feel that IE will cause more problems in our education system than we already have.
28	-
29	I don't think that IE is practical. Children with difficulties will always slow down the teaching / learning time. Brighter children will not be fully motivated, or teachers will teach the average to the detriment of both learning disabled and brighter children.

APPENDIX L
GAUSSIAN DISTRIBUTION OF RESPONSES TO SECTION 3 OF THE QUESTIONNAIRE



APPENDIX M
NORMAL DISTRIBUTION OF RESPONSES TO SECTION 3 OF THE QUESTIONNAIRE



Author Gordon C
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