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Exploring the perceptions of students with disabilities about their social inclusion at the University of Witwatersrand

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2017

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Ozuluoha, Innocent Ebuka (2018) Exploring the perceptions of students with disabilities about their social inclusion at the University of the Witwatersrand, University of the Witwatersrand, Johannesburg, https://hdl.handle.net/10539/26562

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CHAPTER ONE

Introduction

This chapter introduce the background to the study and also provides a detailed guideline on the research structure. The chapter also describe the statement of problem and rational for the study. The chapter also highlights the aims and objectives of the research. A brief literature review and the research design and methodology were also explained. Finally, the chapter provides the organization of the research report. According to research done by Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM, 2012), most south African institutions have various technical supports for students with disabilities such as provision of disability aids, however the research indicates that social inclusion of students with disabilities is still lacking in most institutions in South Africa.

Background to the study

In South Africa, education continues to be one of the priorities of the South African government in post-apartheid era. One of the country's main missions is to build an inclusive environment, whereby everyone should be included in the countries strategic planning and development. Within, the education system, the South African government, has enacted various policies which aim to promote the social integration of people through implementation of policies such as employment equity acts (National Development Plan, 2013). At the tertiary institutions level in South Africa, inclusive education has been promoted and incorporated, through implementation of the White Paper 6 on special education (Department of Education, 2001). This is further supported by the right to education embedded in the South African constitution. As a result, citizens irrespective of race or social ability are given the right to be enrolled in any tertiary institutions of their choice. As a result there has been an increase in the enrolment of students with disability into various Universities in South Africa (Policy on Disability, 2010).

However, a research conducted by the Disability in Higher Education (DHE) found out, that students with disability constitute one percent of the student populations in most South African Universities. Thus, it is easily possible to forget about their existence (DHE, 2014). In various Universities in South Africa, the Disability Units (DU) has been established with the objective of providing mobility and technical assistance to students with disability. While many Universities in South have provided structural adjustment in their buildings in order to

accommodate the mobility and technical support for students with disability, very few however, have taken pragmatic steps in ensuring the social inclusion of students with disability is in both the University educational and social programmes (DHE, 214). This research, therefore seeks to explore the perceptions of students with disabilities about their social inclusion at the tertiary institution level, hence using the University of Witwatersrand as a case study.

STATEMENT OF PROBLEM AND RATIONALE FOR THE STUDY

Research done by Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM, 2012) examines social inclusion of students with disabilities in 23 Higher Education Institutions in South Africa. The report confirms that while social inclusion in terms of race and gender has been achieved in universities in South Africa "limited attention has been placed on addressing issues of access, retention and participation of students with disabilities" (Fotim, 2014., p.17). It further affirms the effort of most South African Universities in the admission of students with disabilities, and the establishment of Disability Units (DU) which provide both technical and structural support for students with disabilities. However, the research observed that the social integration of students with disability continues to be a major challenge. Thus, it is paramount to explore the factors that hinder the social inclusion and integration of students with disability.

Various South African Universities have implemented changes that accommodate students with disabilities. Some of these changes include structural adjustment in various Universities buildings. Other developments include setting up special toilets for students with disabilities and providing pavements that allow mobility for the disabled. While these changes have been highly commended, issues of social inclusion and integration of students with disability in the Universities social and community engagement remains a vital concern (Howell, 2002). A vivid example of such claim is that students with disability receive little or no representation within various students' bodies such as the Student Representative Council (SRC).

While studies have been done on social inclusion in South Africa, such as the Higher Education Monitor (HEM, 2005), little attention has been given to exploring the experiences of students with disability at tertiary institutions. Even in situations where policies and programmes have been developed, often times the social inclusion and integration of students with disability have been given less attention. Furthermore, policies related to disability, such as the National Disability Policy (NDP) are often prescriptive in nature and lack strong implementation (DHE,

2012). FOTIM (2014, p.5) thus, argues that "strong policy frameworks are not in place or, alternatively, not known to support the integration of students with disability". It is commendable that these policies do recognise the need to foster the inclusion of people with disabilities in the South African national strategic framework, nonetheless, there is little or no pragmatic steps taken through monitoring and evaluation in order to confront the factors that hinder social integration of students with disability at the tertiary level of education. This study therefore, seeks to examine the factors that hinder the social inclusion of students with disabilities at the University of Witwatersrand.

This study has the potential of providing insights that could enhance the social integration of students with disabilities, not only within the University of Witwatersrand, but also to higher education institutions across South Africa. The study could also be an informative tool for further academic research.

AIMS AND OBJECTIVES

Aim

The aim of the study was to explore the social inclusion of students with disability within the University of Witwatersrand community.

Objectives

The objectives of the study were:

i. To explore the factors that promotes the social inclusion of students with disability at the University of Witwatersrand.

ii. To explore the factors that hinder the social inclusion of students with disabilities.

iii. To establish the views of students with disability about their participation in activities and programmes on campus.

RESEARCH QUESTIONS

a. What are the factors that promote or hinder the inclusion and integration of students with disabilities with the University of Witwatersrand community?

b. Are students with disabilities actively participating at various students' social activities and programmes?

THEORETICAL FRAMEWORK

The study was guided by social development theory. Midgley's definition of social development is most appropriate for this study, because it encompasses fundamental features

of social inclusivity and interventionist approach. Thus, Midgley (1999, p. 25) defines social development "as a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development". Social development, does not advocate for the social and economic growth of certain group or class, rather it seeks to promote the social wellbeing of the entire population, irrespective of age, race or 'ability' (Lombard, 2008).

The promotion of social inclusion of students with disabilities with the rest of the University community should have the support of all stakeholders, such as family, government, the student representative council (SRC) and the University governing authority, such as the office of the Vice Chancellor's together with the executive team. Furthermore, Patel (2005) and Midgley (1999) are both of the view that social development is a pragmatic process that requires cohesive social welfare planning. Hence, Patel (2005, p.7) argues that "social development practice is also multi modal in its approach and in the choice of intervention strategies. An interweaving of interventions is proposed on the basis multiple modes of intervention". Such assertion is based on the understanding that the promotion of social integration of students with disabilities should require the intervention of the various stakeholders.

Social development theory, which promotes the social wellbeing of the entire population, will serve as a lens through which the social inclusion of students at University of Witwatersrand will be explored. Social development theory is linked to social welfare, and the promotion of social wellbeing. Thus, Patel (2005, p.203) asserts that social development as an approach to social welfare "refers to policies and programmes that meet needs, promote rights, manage social problems, and facilitate the maximization of opportunities to achieve social wellbeing and the promotion of human empowerment and social inclusion". Patel (2005, p.5), thus asserts that the goals of social development are "to promote social and economic development, participation of socially excluded in development efforts, achieve tangible improvements in the quality of life of the people, promote human development and social well-being".

BRIEF OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

In this research, a qualitative research approach was utilized. According to Bazeley (2013) the benefits of qualitative research are that it assists the researcher to clearly see things from the participants' point of view as well as to engage with the topic and research site in order to get particular meanings from the environment. This study aimed at getting a comprehensive understanding of the experiences of students with disabilities about their social inclusion at the University of Witwatersrand. This research adopted the case study design as it focuses on

gaining insights into the experiences and perceptions of participants within an under-researched field (Henning, van Rensburg & Smit, 2004). Purposive sampling was used to select twelve students with disabilities. In the study the researcher used semi structured interviews to gather data. Thematic content analysis was used to analyse the data.

The research report is divided into five chapters.

Chapter one discusses the background of the study and highlights the objectives of the study. It also gives a brief overview of the research design and methodology

Chapter two review on disability and social exclusion.

Chapter three describes the research design and methodology in detail.

Chapter four focuses on the presentation and discussion of the findings that emerged from the study

Chapter five gives a summary of the findings, conclusion and recommendations emanating from the study

CHAPTER TWO

DISABILITY AND SOCIAL INCLUSION

Introduction

This chapter reviews literature on disability with particular focus on social inclusion. It begins by reviewing the different definitions of disability. It also examines the two models of disability. The chapter will also discuss the global and national problems that people with disabilities are confronted with, especially with regard to discrimination and social exclusion and what attempts have been made to address these issues. Furthermore, the chapter will also reflect on the challenges that students with disabilities are confronted with at the University level, and the strategies implored by higher education to address these issues.

Defining disability

The concept of disability is quite multi-faceted, and difficult to define (Novo-Corti, 2010). Thus, there has been fierce debate on what constitutes disability. The Council of Higher Education (2005) argues that defining disability requires a careful approach because the way in which disability is understood and interpreted "determines who we define as being disabled or having disability" (CHE, 2005 p.4).

Before engaging in the different definitions given on disability, it is imperative to examine the different schools of thought on the disability discourse. There are basically, four schools of thought which have attempted to define disability. They include; the functional definition, relative or environmental definition, social definition, and subjective definitions. It is important to state that no singular definition presents a holistic truth on what disability is. This is evident in the various definition given by different authors, most of which are in disparity with each other.

The functional school of thought defines disability in relation to the inability of people to function in certain societal, expected ways. Gronvik (2007) asserts that the functional definition, equates people's "functional limitations" to disability. In other words, if one could not function in certain ways, due to their biological or social limitation, therefore one could be categorized as being disabled (Abberley, 1991). The functional school of thought to a greater extent equates disability with impairments. Some scholars seem to agree that disability and impairment both mean the same thing; however, Oliver (1990) argues that one's impairment

should not lead to the classification of such a person as being disabled. He further maintained that “disability has nothing to do with bodies or bodily function” (Oliver 1990, p.12)

One of the major rebuttals against the functional definition of disability is that it uses the medical model of disability as a yard stick in evaluating one’s disability. The medical model which will be analysed in detailed later on has some short-comings; one such short-coming is that, it does not take into account any other forms of disabilities which are not within the framework of medical interpretation (Fotim, 2011).

The second school of thought in defining disability is the relative or environmental definition. Proponents of this definition define disability in relation to how one interacts with their environment. Consequently, one's inability to interact in their social environment could therefore lead to one being categorised as disabled. Gronik (2007) put this quite concisely by stating that this type of definition conceives disability as "an interaction between an individual with impairment and an environment that lacks adaptations." (Gronik 2007, p.11).

In analysing the environmental definition, it is imperative to assert that this definition to an extent only represents a single view of analysing disability. Proponents of this view consider the environment as the omnipotent determinant in what constitutes disability. One of the rebuttal against this definition is that it uses the environment as the only determinant in defining disability therefore, limiting the human person to their ability or inability to interact with their environment. In analysing this definition, one needs to ask a basic question of what criteria do the proponents of this definition use in justifying one’s environmental ability or inability. History has shown that human environment is an ever evolving one, hence, to equate disability as one’s inability to interact with their environment in certain ways, therefore begs the question of who or what defines what is ‘environmentally acceptable’ and what criteria is used to make such assertion.

Another way of defining disability is described as the administrative school of thought. Proponents of this definition, relate disability with an inability to function 'normally' without the use of aid or administrative tools (FOTIM, 2012). One of the main arguments against this definition is that one's 'ability' is limited by virtue of their usage of disability aid or instruments. Grovik (2007p. 12) further added that this definition of disability makes people with disability an "object of different treatments, forms of support and so forth."

One of the prominent ways in which some researchers have defined disability is called the social model of disability. Those who subscribed to this model affirm that social barriers are what determine one's disability and not necessarily the impairments itself. Oliver (1990p.12) asserts that the social model definition argues that "disability...is the same as barriers in society that keep people with impairments from fully participating in society." The basic point that is being emphasized by the social model is that society's perception of disability determines how issues related to disability will be addressed. The social model of defining disability was adopted and promoted by the Disabled Peoples International (DPI, 2005). The social model of disability as promoted by the DPI has been "essential for disabled people who want to develop a positive image and promote inclusive and accessible legislation" (Janota 2011, p.29). Furthermore, the social model of disability argues that disability should be seen as a "social contrast where barriers relating to physical access, attitudes and mind-sets, rather than the actual medical condition of the disabled person" (Fotim 2011, p.21).

The social model of disability has received some criticism as well. One of such criticism is that it is relatively new in comparison to the other school of thoughts and as such is yet to be fully adopted and implemented in the society. Also, the social model has been criticized for ignoring the reality that societal institutions, both public and private, are still being influenced by the medical and environmental model (DHE, 2012). Despite this rebuttal, the social model of disability will be adopted in this study. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes that the concept of disability is an evolving one that is related to physical, mental, intellectual and sensual impairments. The World Health Organization (2009, p.5), defines disabilities as "any restriction or lack of ability to perform an activity in the manner considered normal for a human being". Furthermore, the Higher Education Monitor (2005, p.3), approved a broad definition of Disabilities as follows:

> The loss or elimination of opportunities to take part in the life of the community, equitably with others that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature, thereby causing activity limitations and participations restriction with the mainstream society.

The Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM) which is the first institution to conduct a comprehensive research on students with disabilities in South Africa

argues that “no single definition of “disability” exists within the tertiary sector and the different HEIs all have their own way of classifying students with disabilities” (Fotim, 2011, p.11). The CRPD also acknowledges that the concept of disability is “an evolving concept” (CRPD 2011, p.12). Nonetheless it went on to stress that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society…an interaction means that “disability” is not an attribute of the person” (CRPD 2011 p.12). Furthermore, Hanass-Hancock et al.., (2013, p.4) define disability as an "inevitable human phenomenon that limits equitable access as a result of activity limitation and participation restriction in society"

According to World Report on Disability (2011, p.27), disability is part of the human experience as “almost everyone will be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning” . In order to combat issues related to disabilities, various institutions such as the state and non-governmental organization (NGOs) have been invited to support disability support initiatives. In contemporary society, governments across the world have enacted various policies in order to support people with disabilities. Governments, recognising that in order to holistically address issues regarding disability there is need to incorporate other non-state actors such as non-governmental organizations and the disabled member’s family (Gupta, 2006).

Lee (2003) asserts that disability is a condition that every individual is likely to face, particularly at their old age. Ferguson (2011) also added that there is need for a continuous scholastic reflection on the different definitions on disability. In modern times, there has been a great shift in the approach of responding to issues related to disabilities. Some of these changes have been prompted by various organizations both domestically and internationally, particularly by the United Nation, which has continuously called for a holistic support for the cause of people with disabilities (Campbell, 2006).

Historically, people with disabilities have been provided with social amenities; however, issues of segregation such as “residential institutions and special school” are still present in some parts of the world (Parmenter 2008, p.25). In reaction to this, there has being a growing concern which calls for the re-strategizing on how policies related to disability are defined and implemented. Hence, the UN has promoted a holistic approach which includes policies that will involve “community and educational inclusion, and medically focused solutions” which

will give way to a more "interactive approaches recognizing that people are disabled by environment factors as well as their bodies" (EOPD 2003, p.12).

This concern has prompted the UN to promote the disability cause from a human rights approach. Thus, asserting that people with disabilities also have rights and should be provided with equal opportunities like everyone else. In 2006, the UN invited the international community to adopt the Convention on the Rights of Persons with Disabilities (CRPD). One of the key themes of the CRPD is to promote the social inclusion and participation of people with disabilities in all segments of the human society (ADRY, 2012).

The Disabled People's Movement (DPM, 2009) in agreement with the United Nations Economic and Social Commission (2010) and Trevor (2005) affirm the need to approach issues of disability from a holistic perspective. Subsequently, most scholars have called for an approach on the disability discourse which transcends the medical model perspective towards a more holistic model. This holistic approach should also take cognisance of the impact of social policies on people with disabilities (UN world report, 2010). Barnes (2005) provides a detailed explanation of the need for a holistic approach of disability which takes cognisance the impact of both the social and medical realities. He affirms that:

> While it is true to argue that our perceptions of disability are constantly changing and indeed some human traits are no longer considered barriers to normal social integration. Generally, as our society has becomes ever more socially and economically complex, the boundaries which encompass the physically and cognitively limited are constantly being redrawn to include more and more people.

Gronik (2009) further added that a holistic approach to disability requires the contribution of both the social and medical model in the formation of policies related to disabilities. Furthermore, some scholars in their efforts to reconcile the social and medical model argued that these two models can both complement each other (Statistical Institute of Belize, 2010). The UNESC (2006, p.6) also added that in recent times, there seem to be a shift from the medical model of disability towards the social model "in which people are viewed as being disabled by society rather than by their bodies". The WHO (2006) argues that upholding the medical model in contrast to the social model can be counter-productive and vice versa, rather they call for scholars to pursue a balanced approach in their discourse on disability. In agreement to pursuing a holistic approach to disability, Viscarra (2005 p. 6) invites scholars to take cognisance of the "interaction between health conditions and contextual factors, both

personal and environment". The world report on disability (2011) also called for a holistic approach which they termed as a "bio-pyscho-social model" (World Report, 2011).

Some scholars argue that this holistic approach should be applied in all sectors of the society including education. Penh (2008) in his discourse on holistic approach to disability examines policies related to students with disabilities. He argues that while most scholars have focused on providing structural support for students with disabilities, little attention has been given to re-evaluating the policies and services which shape the delivery of services rendered to students with disabilities. Lee (2006) and Groce (2009) argue that students and staff with disability have the potential in challenging discriminatory attitudes, by providing innovative workshops to other students and university staff. Smith (2006 p.215) further added that "training delivered by people with disability, sensory, and mental health impairments may improve knowledge of issues experienced by people with disabilities".

The difficulty that lies in defining disability often constitutes the notion that these definitions are formed either by people without disability or institutions such as government, and international corporations in a bid to understand disability (FOTIM, 2012). It is only recently that the international community recognised the deficiency in that approach. To address this concern, some researchers and scholars have therefore agreed that defining disability would be appropriate if such encompasses the viewpoint of those who are disabled themselves (Gronik, 2011).

Furthermore, some researchers in their discourse in understanding disability posit that there is need to deconstruct the notion of demarcating the able from the disabled. One of the major proponents of this idea is Lennard Davis (2002a, 2002b). His basic idea is that categorizing some people as disabled and others as not; creates imbalance and inequality in the society. He argues that the notion of disability "arises as a consequence of the invention of the 'average man'" (Davis 2002, p.5). Davis' argument seems to posit that while labelling certain people as 'disabled', the society creates a demarcation between those who are 'normal' and those who are not. He therefore concludes that every human being is disabled in one way or another.
Clare (1999) also shares similar idea of breaking the dichotomy between disabled and able. However, unlike Davis, Clare (1999) argues that the use of the term disabled was a semantic developed by non-disabled people. She further argues that society often demarcates 'us' from 'them'. For example, society has demarcated 'developed nations' from "underdeveloped

nations", hence this language dichotomy does not in its implicit sense represent the realities of those being represented, due to the deficiency and limitation of language (Clare 1999, p.10).

Models on Disability

Models of disability are very pivotal in understanding how perceptions on disability are formed. There are various models on disability, however the two prominent models are the "medical model" sometimes called the "individual model" and the "social model" (Janoto, 2011). The Foundation of Tertiary Institutions of the Northern Metropolis (Fotim 2011, p.4) asserts that the "medical model focuses on the diagnosis of a medical condition or impairment and the curing of 'normalisation' of disability'. The definitions and interpretations of the medical and social models have overtime be redefined and reinterpreted. This is as a result of continuous debate on how best to underpin what disability is or is not. These models were created as a way of forming perceptions and creating a background towards understanding disability (Bury, 2000). These two models were formed through a series of research, surveys, reviews and statistical analysis, with the aim of providing a better understanding of disability and informing policies and academic literatures (Janoto, 2011).

As stipulated above that surveys were crucial in the formation of these models. Some of these surveys include: Office of the Population Censuses and Surveys (OPCS) and the International Classification of Impairments, Disabilities and Handicaps (ICIDH) which was conducted by the World Health Organization (WHO, 1980). In the 1990s, many scholars and activists conducted a review of the ICIDH and OPCS surveys. These surveys were criticised, particularly for their heavy reliance on the medical model of disability (Pfeiffer, 2000). The result of this, is the second production of the ICIDH2, and subsequently in 2001, a later version was created which was titled the International Classification of Functioning, Disability and Health (ICF), by the World Health Organization (WHO, 2001). Despite these developments, there is still an on-going critique of the OPCS, ICIDH2 and ICF surveys, particularly on their definition of disability which has been fiercely contested among scholars (Pfeiffer, 2000).

Medical or "Individual" Model

The dominant way of viewing disability has been greatly influenced by the medical model on disabilities (Fulcher 1989, p.26). The medical model views disabled people as "having something wrong with them" (Oliver 1996, p.12) hence; they need medical attention and care. Brisenden (1986) argued against the medical model, with the argument that the medical model places "undue emphasis on critical diagnosis, the very nature of which is destined to lead to a partial and inhibiting view of the disabled individual" (Brisenden 1986, p.12).

The medical model has influenced the creation of policies which are used as yardstick in evaluating the 'suitability' of students with disabilities (Fotim, 2011). Such model has been criticised by Riddel (1998), who asserts that institutional barriers for students with disabilities are not only limited to medical issues, but that social-economic factors that confront students with disabilities should also be taken into consideration. Furthermore, the Council on Higher Education (CHE, 2001) asserts that some disciplines and professions in South Africa have fewer enrolments of students with disabilities. Hence, students with disabilities are sometimes directly or indirectly 'persuaded' to choose courses that they may initially not intend to pursue in their academic career (Fotim, 2011).

Social model of disability

The social model of disability is a recent approach in contrast to the medical model (Janota, 2011). The history of the social model was developed by the Disabled People's International (DPI, 2005). The DPI asserts that "all problems associated with disability could be solved in a just society" (Hammell, 2006, p.66). Janota (2011, p.29) further added that the social model of disability as promoted by the DPI has been "essential for disabled people who want to develop a positive image and promote inclusive and accessible legislation." Fotim (2011) took a rather different approach in defining the social model of disability. They define the social model as a "social contrast where barriers relating to physical access, attitudes and mind-sets, rather than the actual medical condition of the disabled person" (Fotim, 2011, p.21).

Despite the intriguing benefits that proponents of the social model have posited, there are some scholars who seem to differ and one of such scholars is Hammel (2006). He argues that the social model does not take into account the diverse realities of society. One of the main arguments of the social model is that if implemented it could lead to a just society, whereby people with disabilities are included in the social realities across the globe. However, Hammel argues that such position is *utopic* in nature and does not take into account the limitation of societal institutions. He further argues that the social model "does not account for countries that face insurmountable problems in rural or under-developed urban areas, such as physical or attitudinal barriers due to the geographical nature of the country or cultural beliefs" (Hammell, 2006, p.66). The concept of social model as stipulated earlier is still relatively new, and various countries across the globe are still using the medical model as an instrument in determining what disability is or is not (CHE, 2011).

Disability and Marginalization

According to Action on Disability and Development, (2009 p.8) it is estimated that "98% of children with disabilities in developing countries do not attend school". These statistics therefore seem to posit that children with disabilities are to a greater extent marginalised in accessing the basic rights to education especially in developing countries. Marginalization and social exclusion is not only applicable in developing countries but also applies to Middle East Countries. According to the Human Development Department (HDD, 2005), within the "Middle East and North Africa (MENA) region, educational systems exclude more than 95% of the disabled school-age population at the primary level" (HDD 2005, p.9).

With such alarming statistics of educational exclusion of children and adults with disabilities, there is a need to examine issues of marginalization and social exclusion of people with disabilities. Different authors and analysts have examined the issue of disability and marginalization from different perspectives. For example, Hammond (2005) argues for an inclusive policy making in the fight against the marginalization of people with disabilities. In examining these factors, Hammond (2005. p,5) argues that policies and social planning in itself is not enough to address issues of marginalization of people with disabilities, rather there is need to tear down the historical 'wrong' perceptions of 'them and us' both at the national and international level.

To illustrate further, Hammond (2005) affirms the need to challenge societal attitudes which breads demarcation in the society. These societal discriminatory attitudes, argues Hammond can lead to the promotion of policies which are unfair, and exclusive in nature. In agreement with Hammond, Lewis & Lockhead, (2009, p.49) assert that the marginalization of people with disabilities begins from the way in which disability in itself is defined. Most definitions of disability argue Lewis & Lockhead (2009p.4) often "side-lines certain population groups. It restricts excluded groups' economic mobility and prevents them from receiving the social rights and protections meant to be extended to all citizens". Hence, for social inclusion to be achieved there is dire need to challenge the historical ways of defining disability as an impairment which deprives people with disabilities from engaging in social and economic activities.

It is important also to state that marginalization and exclusion are firmly intertwined as demonstrated by Yoo and Moore (2003). They explained that the concept of disability is continuously changing. And often times, policy makers including the governments find it difficult to respond to these changes in efficient and holistic ways. In some societies, including

that of South Africa, the government, in responding to disabilities often involves the provision of disability grants and aid, without tackling issues of discrimination of people with disabilities (Gronik, 2009). Yoo and Moore (2003) argue that grant and aid approach in itself are not enough. They argue that issues of disability rights must be upheld and prioritised by policy makers during their policy formulation. Maluleke (2011) also added that there is need for government to have a comprehensive approach towards addressing disabilities. Hence, the provision of disability grants without taking into consideration other issues such as discrimination and marginalization of people with disabilities presents an image of disability as a burden to society. Rather, he called for an approach that views people with disabilities as an integral part of the society. Subsequently, there is need to integrate policies that promote social and economic inclusion of people with disabilities (Maluleke, 2011).

Furthermore, Yoo and Moore (2012) in agreement with the UNCRPD (2012) argue that any approach to disability which does not take cognisance of disability rights at the centre of its policy making, will lead to marginalization and exclusion. They argue that the basic problem associated with marginalization is that it impinges on fundamental human rights that should be accrued to all human beings. One of such rights is the right to education which is argued to be a fundamental human right. For example, the South Africa constitution stipulates that "Everyone has the right – (a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible" (SA Constitution, p.12). This right is also attributed to people with disabilities.

Marginalization and Poverty

The right to education can lead to the reduction of poverty in any society (Peter, 2012). For example, a research conducted by the Council of Higher Education, Teaching and Learning (CHETL, 2000) on education and poverty in the Limpopo Province in South Africa, results indicated that about 84.5% of students with disabilities who have access to formal education, and upon attaining job employment were able to move beyond the poverty line (Tugli et al, 2013 p.4). The right to education for people with disabilities is extremely important in the disability discourse. The reason for this assertion is that people with disabilities find it extremely difficult to deal with the chronic cycle of poverty that they find themselves. Researchers, such as Maluleke (2011) have claimed that the implementation of the right to education could lead to the curbing of poverty among people with disabilities.

This assertion is therefore supported by the research conducted by Lewis and Lockheed (2006). Their research which was conducted in Jordan and Syria sought to ascertain the relationship between disability and poverty among the lower class of the population. Their findings indicate that people with disabilities are heavily marginalized and deprived from accessing certain social rights. Lewis and Lockheed (2006, p.52) assert that "among minority populations, rates of disability tend to be higher than the general population, due to higher rates of poverty, malnutrition, violence and lack of access to basic services". It therefore seems that within the minority population, people with disabilities are the most affected and could likely be deprived in accessing education therefore constraining them in the cycle of poverty.

In some society, people with disabilities are seen as a burden to the society, and are described as a 'non-productive group' (Maluleke, 2011). To assist people with disabilities, various states across the globe including South Africa, provide them with social grants. While these social grants have been applauded for providing social relief to people with disabilities some authors such as Peters (2008) argues that such programmes are not sustainable on the long run. Tugli et al (2013) further added that the means testing in attaining such grants is often tied to the medical model of disability, hence may side-line those who do not fit into its criteria of disability. To illustrate this further, Peters (2008, p.8) added that governments in most developing countries allocate minute part of their yearly budget to social development, "as a result, income-generating opportunities become further reduced, leading to chronic poverty, further exclusion, and higher risks of illness, injury and impairment".

People with disabilities are frequently dragged into poverty as a result of the costs that are associated with their impairments. The medical costs for some disabilities are exorbitant in nature, hence people with disabilities especially in developing nations find it extremely difficult to cover their medical costs (Yeo and Moore, 2003). The disability grants given to people with disability are barely enough to provide the basic human necessities, including proper medical care (Maluleke, 2012). And in most countries the cost of medical attention for people with disabilities comes with huge financial costs, thereby making it extremely difficult for people with disabilities to afford. One of the rebuttals against this point is that governments in some countries have provided free public medical care for their citizens, including people with disabilities. However, the basic response to this rebuttal is that often times, the public health care systems in some countries, especially in developing countries are not able to assist people with disabilities, especially those that require special health care.

Despite the arguments that disability could lead to poverty, some authors seem to differ. One of such author is Peters (2005) who in his discourse on marginalization and disability argues that disability does not lead to poverty, however, economic and social marginalization of people with disabilities inevitably can lead to poverty. The basic point which Peters (2005) seems to hold is that there is need to shift from the viewpoint of equating disability to poverty towards a developmental approach. This developmental approach according to Peters (2005) requires forming holistic policies which take into consideration issues of social-economic integration and disability rights.

This is in congruence with UNICEF plea to 189 signatories to the UN Convention on the Rights of Children to "take all measures to ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreational services, by children with disabilities and children with special needs; to ensure the recognition of their dignity, to promote their self-reliance; and to facilitate their active participation in the community" (UNICEF 2012, p.111). Maluleke (2011) argues that people with disabilities should not be deprived of having access to equal social and economic opportunities.

Traditional norms and disability

In some communities across the globe, cultural attitudes towards disability are that of discrimination and marginalization (DFID, 2000). This therefore results in people with disability being segregated in participating in both social and economic activities. In addition, Boukhari (1997) asserts that in some Muslim countries, disability is seen as a sign of disgrace to the family. He further asserts that in Lebanon "the birth of a disabled child is seen by many as not only a misfortune, but as shameful and embarrassing" (Boukhari 1997, p.12). It is therefore arguable that people with disabilities in most countries across the globe have historically being socially excluded in their societies.

Social exclusion of people with disabilities can also be tied down to cultural and traditional beliefs In Africa for example, people with albinism, are not only discriminated, but are haunted for spiritual purposes. To illustrate this further, Uromi (2014) asserts that “in some countries in Africa, persons with albinism are considered to simply vanish. In Tanzania, they ae referred to as apes and a source of money” (Uromi 2014, p.1). Such situation is not only peculiar in Africa, but also evident during the era of Adolf Hitler of Nazis Germany. According to the Disability Right Advocate (2001), it asserts that

> German ideology considered disability to be a sign of degeneracy and viewed nearly any disabled person as a "life not worthy of life." People with all kinds of disabilities – depression, retardation, cerebral palsy, muscular dystrophy, cancer, mobility impairments, "slow learners," deafness and blindness – were labelled as "useless eaters."

Peters (2005) added that an effective approach in confronting the marginalization and discrimination of people with disabilities requires the local community involvement. The traditional stereotype towards people with disability also involves the implementation of social programmes and welfare activities that could lead to an awareness of the rights of persons with disabilities, especially those living in rural communities (Maluleke 2012). Yeo (2011) further added that in order to achieve a sustainable approach in the fight against the discrimination of people with disabilities, there is need to improve the accessibility of education for all children including children with disability as stated in the Convention on the Rights of Persons with Disabilities (CRPD). Yeo's (2011) argument is built on a statistical fact stated in the Africa Disability Year Book Report (2012) which asserts that 80 percent of children with disabilities in Malawi, do not have access to education.

Universal Design and Inclusive Education

The universal design can be described as a concept which was developed in order to promote easy and conducive access to education by students with disabilities (O'Connor 2009). Ronald Mace has been described as the pioneer of the universal design concept. In early 1970, he founded the Centre for Universal Design (CUD) which is still functioning till this day (O'Connor, 2009). The CUD defines the universal design "as the design of products and environments to be usable by all people, to the greatest extent possible without the need for adaptation or specialised design" (O'Connor 2009, p.18). Initially, the universal design was aimed at providing a universal easy and accessible architectural environment; however, overtime "educators began to adopt it as a framework for the development of more inclusive curricula" (O'Connor 2009, p.18).

This therefore prompted a group of educators in the late 1980's under the umbrella of Centre of Applied Technology (CAST) to formulate the Universal Design for Learning (UDL) (Pisha, 2008). The UDL is built on the idea that "universally designed curricula make it possible for

students to have full access to course content despite physical limitations, learning disabilities, behavioural problems, or language barriers" (CAST, 2009). The UDL thus was further developed under three main principles which includes provision of means of representation; provision of means of expression and finally, the provision of means of engagements (CAST, 2009). Thus, Pisha and Coyne (2001) assert that the UDL primary focus is on representation, expression and engagements (Pisha and Coyne, 2001).

Students with disabilities and Social Inclusion

The three principles of the Universal Design for Learning (UDL) which are the provision of Representation; provision of means of Expression and the provision of means of Engagement for students with disabilities is lacking in many universities across the globe. For example, according to research done at Ohio State University, the average time that classmates spend with students with disabilities was 2 percent social interaction and 1 percent on physical contact (Place and Hodge, 2001). One of the rebuttals against this research was that students with disabilities constitute a minute part of the university population, hence making it difficult for other students to interact with them (Magongo & Montimele 2011). Statistics South Africa (2005), states that out of a total of 2,1888,456 enrolled students in tertiary education, a total of 65,342 are students with disabilities. The UDL model therefore added to the discourse that students with disabilities limited number at the Universities in South Africa should not justify any form of social exclusion.

Furthermore, there has been research conducted in various university across the world, which aims at ascertaining the social inclusion of students with disabilities. One of such research was conducted by Trani & Vanlet (2010) in Australia; their main aim was to evaluate the social inclusion of students with disabilities, and the attitudinal responses that the university community has towards students with disabilities. Their findings reveal that communication is pivotal in promoting positive social attitudes towards students with disabilities. Filmer (2008) further added that it is easily possible for a university community to lack the awareness of the social difficulties that students with disabilities are facing on a daily basis. A similar study was conducted by Graham (2009), a third year medical student in the United State of America (USA). He conducted a 90 minute educational session and his report reveals that the university community "felt less 'awkward' and 'sorry for' people with disabilities" (Graham, 2009 p.12).

Dungan (2009) in his research on students with disabilities also examined the significant role that educators could play in promoting the social inclusion of students with disabilities. His

study focuses on the medical faculty. His study indicated that "medical students educated by individuals with disabilities helped students to learn about disability…and helped students reflect on, and recognize, attitudes about disabilities" (Dungan et al, p 103). Saketkoo (2004) further added that in most tertiary institutions, the experiences of students with disabilities are often either misinterpreted or not properly given the right attention. Hence, they conducted a study through presentation and workshops which gives students with disabilities the opportunity to share their experiences directly to the university community (Saketkoo L et al, 2004 p.14).

Packer (2004) also examines the possibility of incorporating disability awareness programme in introductory courses for first year university's students. This was in reflection to an experiment which was conducted in Russia by *All-Russian Society of the Disabled* which sought to explore how an introductory disability course in University curriculum could affect the attitude toward students with disabilities. Their findings indicated a positive social attitude towards students with disabilities. The National Longitudinal Transition in United State also conducted a research titled (National Longitudinal Transition 2) which sought to study how students with disabilities between the ages of 14 – 21 in tertiary institutions responds to social and environmental pressure. It was discovered that there was a tremendous positive awareness among students in understanding issues related to disability (Thompson, 2003).

South Africa Higher Education and Disability

Tertiary education in South Africa provides opportunities for students, irrespective of race, tribe and disabilities to build a career for themselves (Herman, 2010). These various institutions therefore serve as a mechanism for students from all walks of live to gain both economic and social development through education (Kgongolo & Imenda, 2012). The South Africa government therefore has continuously advocated for education that is free of segregation and isolation (South Africa White Paper, 2009).

South Africa has seen a yearly increase in the enrolment of students into Higher Education institutions either as full time students or part-time students (Department of Higher Education, 2010). Research further shows that among the students enrolled in a tertiary education, students with disabilities constitutes five percent of the total student population (FOTIM, 2012). The number of students enrolled in South Africa only represents a small proportion of the total application receives by various Higher Education institutions. Upon a deeper analysis from the Department of Higher Education, only 16% of the total number of first year students including

students with disabilities enrolled by various institutions is unlikely to successfully graduate at the stipulated time (Department of Higher Education, 2010).

Social inclusion of students with disabilities has been defined by Stainback (1990, p.3) as providing an environment, where everyone feels "accepted, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met". Furthermore, Depauw and Doll-Tepper (2000) view social inclusion as an imperative approach that promotes social interaction and integration for all. While various definitions of social inclusion in higher education have been given, the definition by Sherrill (1998) seems most appropriate for this research. Sherrill defines social inclusion as "the personal interaction of students with disabilities that promotes a sense of social belonging, not only within the classroom environment but actively engaging in all activities" (p.212).

In South Africa, inequality in higher education can be traced back to the apartheid era (FOTIM, 2011). The 'special education' system that was in operation during this period was primarily focused on providing special needs to students with Disabilities (INDS, 1997). The black majority received 'bantu' education, classified as a sub-standard form of education (Moabelo, 2012). According to the INDS Report (2007), about 70% of children with Disabilities were regrettably ignored during apartheid. However, the South African government, in post-apartheid era, prioritised education for all as indicated in the South African National Development Plan. Consequently, significant efforts have been made in the enrolment of students with disabilities into formal education. To affirm such claim, data derived from Census (2003) suggests that children with disabilities have increasingly been enrolled into the formal education system.

The South African education system has seen a remarkable increase in the enrolment of students with disabilities, but there are still some challenges that confront such development (Howell, 2001). The fundamental challenges have been linked to traditional stereotyping of students with disabilities (UNESCO, 2011). Odendaal-Magwaza and Farman (1997) claim that students with disabilities, even in post-apartheid era, continue to be marginalized, despite the establishment of various policies such as the National Disabilities Policy (NDP). Odendaal-Magwaza and Farman (1997) further allude to the fact that students with disabilities in tertiary institutions have been excluded in off-campus activities.

Social inclusion of students with disabilities in tertiary institutions has been receiving serious attention in many countries across the globe (Armstrong & Barton, 2000; UNESCO, 2002; Miles & Singal, 2010). UNESCO (2002) observes that no one should be deprived of quality education irrespective of race, religion, gender or ethnicity. Thus, inclusive education has been incorporated in various national, regional and international policies on quality education (Engelbrecht, 2006; Miles & Singal, 2010). Some of the international instruments that seek to promote quality education for all include the Universal Declaration of Human Rights (United Nations, 1948); The Standard Rules on the Equalisation of Opportunities for Disabled Persons (United Nations, 1993) and the Dakar Framework for Action: Education for All (UNESCO, 2000).

In South Africa, the social inclusion of students with disabilities has been affirmed by the South African National Development Plan which indicates that tertiary institutions must ensure "equitable service provisions for person with disabilities" (NDP, 2012, p.383).

Challenges experienced by students with disabilities at tertiary institutions

One of the main challenges that students with disabilities are confronted within educational environment is issue of accessibility. Tinklin, Riddel and Wilson et al. (2004) argues that "in terms of institutional structure, students with disabilities face formidable challenges in higher institutions not only in terms of gaining physical access to buildings, but also in relation to much wider issues within the institution"

In discussing the issue related to accessibility within the context of South Africa higher educational system, there is need to affirm the increasing efforts made by the government and institutions in promoting easy access for students with disabilities. Various institutions as described by the DHE (2009), have made architectural adjustments in their various buildings in order to accommodate students with disabilities. However, Riddle & Wilson (2004) argue that some of these buildings are constructed with a historical architectural pattern which in its design does not accommodate students with disabilities (Riddle & Wilson, 2004; Johnson, 2006; Zisser, 2011). The reconstruction and adjustment of these historical buildings in various higher education institutions in South Africa requires huge resources. Unfortunately, not all higher education institutions are able to implement changes in their buildings to accommodate students with disabilities (DHE, 2009). Howell (2009) further added that there is need for Universities across South Africa to accommodate students with disabilities by ensuring that all

buildings are accessible to students with disabilities as "poor infrastructural designs can impact on institutions and students in terms of support, access and equity" (Howell, 2006 p.12)

Tugli and Anyanwu (2013) further argue that access to buildings in tertiary institutions is not the only challenge that confronts students with disabilities but issues such as “negative attitudes from others, lack of appropriate services and programmes” are some of the problems that confront these students (Johnson 2006, p.12). It is important to state that negative attitudes towards students with disabilities to a greater extent have been reduced in most tertiary institutions. This is as a result of the growing awareness of the need for an inclusive society within the University and the efforts made by the Disability Units (DU) in most South Africa Universities. Nonetheless, issues of marginalization and social exclusion are still present in some South Africa Universities.

A study conducted at the University of Free State in South Africa revealed that issues of marginalization of students with disabilities are still present in contemporary South Africa higher education (Ramakuela & Maluleke 2011). The findings revealed that "the majority (80%) of students with disabilities feel rejected by their fellow non-disabled learners, staff and the institution." This research therefore reveals that while some South Africa Universities have made extensive contributions in integrating students with disabilities, others are still far from achieving that. Other challenges reported in the survey include: an unaccommodating physical environment, unavailability of seats in some lecture halls, inadequate learning support materials as well as dysfunctional ablution facilities (Ramakuela & Maluleke 2011).

Conclusion

The chapter examined the different definitions of disability. It also discussed the models of disability. The chapter discussed the problems that people with disabilities are confronted with, especially with regard to discrimination and social exclusion and what attempts have been made to address these issues. Furthermore, the chapter also reflected on the challenges that students with disabilities are confronted with at the University level, and the strategies implored by higher education to address these issues.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

Introduction

The chapter discusses the design and methodology used, including an articulation of study population and the sampling procedures, research instrumentation and pre-testing research tools, data collection and the research ethical considerations.

Research Approach

This study used the qualitative approach, and was exploratory in nature. Qualitative research approach aims to capture a holistic understanding of social issues through the lens of the researcher who is perceived as an insider (Silverman, 2001). Rensburg & Smit (2005) also gave a description of qualitative research. In their description, qualitative research approach takes into consideration the experiences, patterns and trends which are examined through various accounts given by the participants. Creswell (2009) and Kothari (2003) associate qualitative research approach with the ability to assist researchers in bringing to light the perceptions of participants. According to Bamberger, Mabry and Rugh (2012, p.290) "Qualitative researchers and evaluators share a view of social phenomena as dynamic composites of many participants' or stakeholders' perceptions and experiences, strongly influenced by the contexts in which their experiences occur". Qualitative research method, according to De Vos, (2011) is useful as it allows the researcher to explore phenomenon in greater depth. Using the qualitative research approach in this study enabled the researcher to gain a holistic understanding of the perceptions of students with disabilities about their social inclusion at the University of Witwatersrand. The study was explorative because it sought to unravel the perceptions of students about their social inclusion.

Research Design

Denzin and Lincoln (1998) define research design as the fundamental method that is required in conducting research. This is therefore described as the foundation of the research as its primary objective is to ascertain whether the aims and objectives of the research were achieved. This study adopted a case study design. A case study design is defined "as the in-depth study of one or a few events or cases in order to understand the phenomenon being investigated" (Muzinda 2007, p.85). Furthermore, Henning et al. (2004, p.11) define a case study as the "investigation of a phenomenon which has set boundaries within its context using a variety of

data sources". Baxter and Jack (2008) also added that the case study should not be studied in isolation of its relevance and inter-relatedness to other phenomena out there.

According to Zucker (2009) and Henning et al. (2004) a case study should be examined from a micro level. Furthermore, they argue that such approach should not undermine the relevance of the case to be objective. The case study design has been used by researchers because it has an immersed benefit of building a mutual relationship between the researchers and the participants. It allows the researcher the benefit of experiencing the story and views of the participants (Baxter & Jack, 2008). Yin (2003) also made a distinction between a case study and multiple-case study. The later Yin argues allows for an in-depth comparison between cases, thereby offering a deeper comparison of the similarities and differences between various cases (Yin, 2003).

Despite the huge benefit of the case study design, it has also been criticised by some scholars. One such criticism is that in most cases, its research findings are often based on theoretical assumptions which are therefore generalised to apply in other cases without taking into consideration the context of each case (Zucker, 2009). Furthermore, for case study to be effective there is need for researchers to be flexible, attentive and skilled in communication and human relationship, However not all researchers possess such qualities (Baxter & Jack, 2008). Awareness of these drawbacks is taken into consideration in this study. The researcher also used the case study design because of the nature of the research. Hence, exploring the perceptions of students with disabilities requires a close communication between the research and participants within the context of the University of Witwatersrand.

Population and Sampling Procedure

The study population consisted of students with disabilities in all campuses, enrolled at the University of Witwatersrand**.** The study adopted the non-probability sampling method. In this method, the chances of selecting a particular participant for the research are not known (De Vos 2002). Non-probability sampling has been adopted in various studies and its usefulness is based "entirely on the judgement of the researcher in that a sample is purposeful and composed of elements that contain the most characteristics, representative of typical attributes of the population" (Rubbin & Babbie, 2003, p.247). A sample of twelve students with disabilities was selected based on availability and willingness to participate in the study. The study population also included three key informants, which include: a member of the University Executive Council; a reputable researcher on the field of disability and an executive member of the

student's representative council (SRC). They were selected based on the recommendation of an expert on disability at the University.

RESEARCH INSTRUMENTATION

The study utilised a semi-structured interview schedule. This tool was adopted because of its flexible structure, which allows participants to express themselves in a more comfortable and deeper level (Mason, 2012). One of the advantages of using this tool is that it allows the interviewer to be creative and adaptable to changes during the course of the interview (Ross, 2009). The questions formulated were geared towards exploring the perceptions and experiences of students with disabilities about their social inclusion at the University of Witwatersrand. Froddy (1993, p.12) asserts that the "open-ended questions allow participants to express their opinion in a way that is less controlled or influenced by the researcher". Manfreda et al (2002) add that open-ended questions allow for spontaneity. Open-ended questions are adopted for this study because it gives participants the opportunity to freely express themselves.

The researcher in this study uses a semi-structured interview schedules, as this allows the participants and informants to "relate in their own terms, experiences and attitudes that are relevant to the research problem" (Walker, 1985, p.4). One of the benefits of the semi structured interview for this study is that it allowed participant's to clarify their perceptions, thus avoiding misinterpretation or misrepresentation. *B*).

PRE-TESTING THE RESEARCH TOOL

According to Chadwick, Bahr and Albercht (1984, p. 120) a "pre-test involves testing one's instrument and procedures on a small scale and then redesigning them to correct errors or problems revealed". Basically, it is the practice of avoiding mistakes and making the necessary correction prior to the official implementation of the research recommendations (Becker & Bryman, 2004). Pre-testing also ensures that the questions asked are being properly understood by the participants, and are able to provide the essential data for the study. Pre-testing the research instrument is important to ensure that questions are not being misinterpreted and to provide platform for any necessary amendments. The researcher pre-tested the interview schedule with two students with disabilities. These two students with disabilities were not part of the study but had similar characteristics with the study population. The outcome of the pre-testing is that the two students were able to understand and respond to the researcher's

questions during the interview. At the end of the pre-testing, the researcher did not make any amendment with the instrument, as the questions were clearly understood by the two students.

Data collection

In a qualitative research approach, data collection is a process whereby researchers gather "raw empirical information of a phenomenon" in order to attain their research aim and objective (Henning et al., 2004, p.6). Data were collected using face to face interviews. Each of the interview lasted for about an hour. The merit for conducting face to face interviews for this study is that it allows the researcher to capture emotions and behaviour of the participants (Ross, 2009). It also provides the opportunity to capture both verbal and non-verbal response, such as body language. This is in line with Ritchie and Lewis' (2005, p.141) assertion that "the structure of in depth interview is sufficiently flexible to permit topics to be covered in the order most sited to the interviewee, to allow responses to be fully probed and explored and to allow the researcher to be responsive to relevant issues raised spontaneously by the interviewee". The study also made use of a sign language interpreter. Prior arrangement was made with the Disabilities Unit (DU), for the provision of a sign language interpreter. The sign language interpreter underwent training with the researcher in order to understand the content of the study. The merit of using the sign language interpreter was to accommodate students with hearing impairments in understanding the researcher questions. The entire interviews were tape-recorded. The sign language interpreter assisted the researcher in interpreting the responses of the deaf participants.

Data analysis

Thematic content analysis was used to analyse data. This was done through categorising data into various themes. Hence, information derived from data collection was placed in various themes and used to interpret the results and findings of the research. De Vos (2011, p.90) asserts that data analysis involves "data management which consists of activities aimed at achieving a systematic manner of data collection, storage and retrieval". The following steps were taken during the data analysis:

Phase 1: Orientation to the data

This stage involves the authentication of collected data through checking, confirming and testing the accurate nature of data that has been provided by participants (De Wet and Erasmus, 2005; Henning et al., 2004; Bazeley, 2013). This is done to verify the authenticity of data that has been gathered. The researcher began by analysing raw data which had been collected to identify any errors and omissions and to correct these as early as possible. This also included

correcting spelling errors in the transcripts. This initial phase gave the researcher an overview of the research material.

Phase 2: Working the data

According to De Wet and Erasmus (2005) there is need for a researcher to order his or her data according to commonly emerging themes so as to create clusters or hierarchies of information which will simplify the analysis of the findings for the researcher. Qualitative data coding generally involves identifying emerging themes in specific passages or segments of text (Bazeley, 2013; Bernard, 1994; Huberman, 1994; Henning et al., 2004). Processing and analysing data involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in a manner that they answer the research questions (Dawson, 2002; Bazeley, 2013). The initial process of organising the data was carried out through familiarization and summarizing the data into the main emerging categories.

The relationships between categories were sought as data were analysed and summarised to establish patterns in a manner that answered the questions (Bazeley, 2013) regarding the perceptions of students with disabilities about their social inclusion at the University of Witwatersrand. The research findings were also analysed and clustered on the basis of common emerging themes and characteristics within the study. Thus different categories were established for each group of similar trends.

Phase 3: Final composition of analysed data

According to Henning et al. (2004) this phase involves a final write up of the themes of the set data whilst establishing the pattern which has emerged. Qualitative data must be examined and interpreted to produce meaning from the findings (Braun & Clark, 2006). The researcher therefore conducted a final evaluation of the research findings gathered from the perceptions of students with disabilities about their social inclusion at the University of Witwatersrand.

ETHICAL CONSIDERATIONS

According to Henning et al., (2004) ethical considerations guide the conduct of research in order to avoid infringing on people's rights. This involves following a set of principles which ensure safety of all concerned in the research process (Chadwick et al., 1984). Social research often involves an intrusion of some sort into the lives and experiences of people. As a result ethical considerations play an important role in research as they guide or govern the moral way of collecting data from participants (Babbie & Mouton, 2001). Some ethical considerations that guided the study were:

Voluntary participation and informed consent

Participants were informed, that participation in the study was completely voluntary and that they were free to withdraw from the study at any time without prejudice. They were also informed that there was no financial reward for participating in the study. Participants were further informed about the purpose and nature of the study. To this end, participants received the Participant Information Sheet and Consent Forms. Those who participated in the study voluntarily signed the consent forms for participating in the study and for audio taping of the interviews.

Avoidance of harm

Babbie (1998, p.439) asserts that social research should not put the people who are being studied in any form of harm. All necessary steps were taken to protect participants from possible harm. The office of the disability unit was used as the venue for the research. This venue was selected by the participants as it was considered to be conducive and unlikely to cause any physical harm. Furthermore, participants were informed that a counsellor would be available at the Counselling and Careers Development Unit (CCDU) at the University of the Witwatersrand should they feel the need to visit a counsellor at any time during the interview.

Trustworthiness of study

According to Morrow (2005) trustworthiness in a qualitative inquiry is aimed at supporting the argument that the inquiry's findings are worth paying attention to. The researcher therefore looks at credibility (the authenticity and realistic nature of the research), transferability (the extent to which the findings can be applied to a different settings by following similar procedures), dependability (the extent to which similar findings will be obtained if the study is replicated in a similar context), and confirmability of the research project and its findings (Lincoln & Guba, 1985). To improve trustworthiness, openness (honesty) in sharing of experiences was encouraged in all participants prior to conducting the interviews. However, there was no guarantee that participants would honour the honesty-agreement as their responses were purely subject to their desire and comfort in answering the questions. The researcher had no control over the authenticity and truthfulness of data provided by participants. However, a detailed account of the methodology has been provided for comparison by future researchers wishing to conduct a similar study.

Confidentiality and anonymity

Participants were assured that the information provided during the interviews would be kept confidential (Kumar, 2005). Participants were also informed that their identity would not be revealed at any stage during the research. Data derived from the interviews was only accessed by the researcher and his supervisor. Participants were also informed that the interview recordings shall be kept locked away in a safe for a period of time then discarded after six years provided that no research publications emanate from the study.

Feedback to participants

Babbie and Mouton (2004) note that the final research report should be made available to participants if and when they so request it. As such, participants were informed that they would be given an electronic copy of the final research report containing the findings of the study if they so desire. Furthermore, an electronic copy will also be given to the Disabilities Units of the University of Witwatersrand.

Approval of study by the University's Ethics Committee

The research was only carried out after receiving the ethics clearance from the University of the Witwatersrand's Human Research Ethics Committee (Non-Medical), a. *See Appendix F*

Conclusion

The chapter discussed the methodology which was used to conduct the research and analyse the findings. This study adopted a qualitative research approach as this is the most suited approach that allowed the researcher to capture participants' lived experiences. Chapter four which follows presents a discussion of the research findings.

CHAPTER FOUR

Presentation and analysis of findings

Introduction

This chapter focuses on the presentation and discussion of findings emanating from the study. The central themes that emerged from the data analysis processes are discussed. The discussion is guided by the research questions posed in the study which are in alignment with the research objectives. There are three objectives which form the basis for the presentation and discussion of the findings.

First Objective: To explore the factors that promotes the social inclusion of students with disabilities at the University of Witwatersrand.

One of the key principles of social development is social inclusion. Social inclusion of students with disabilities has been defined by Stainback (1990, p.3) as providing an environment, where everyone feels "accepted, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met". Furthermore, Depauw and Doll-Tepper (2000) view social inclusion as an imperative approach that promotes social interaction and integration for all. While various definitions of social inclusion in higher education have been given, the definition by Sherrill (1998) seems most appropriate for this research. Sherrill defines social inclusion as "the personal interaction of students with disabilities that promotes a sense of social belonging, not only within the classroom environment but actively engaging in all activities" (p.212). The denial of the right to be socially included could lead to the marginalization of a few group of people or individuals. The University of Witwatersrand as a public institution seeks to promote and uphold social inclusion. Thus, the University states in its Policy on Students with Disability (2016, p1) that:

> *The inclusion, empowerment and integration of students and employees with disabilities are integral elements of "the Wits experience". The latter requires that Wits creates an intellectually vibrant, socially embracing and culturally diverse environment. As part thereof Wits will foster and encourage positive and unprejudiced attitudes towards persons with disabilities.*

The four significant ways in which the University has promoted the inclusion of students with disabilities as described by the participant and the key informant can be categorized into: Effective disability units; Improved Accessibility; Academic Integration and Support; Social

Activities and Orientations. When the participants were asked about their perceptions on the factors that promote the social integration of students with disabilities at the University of Witwatersrand, the following were the themes that emerged from the study: Friendly disability unit; accessible disability aids; strong academic support; improved social support.

Effective disability units

Most participants applauded the efforts of the University in providing facilities for learning and also the technical support needed to aid convenient learning for students with disabilities. Some of this support includes the provision of a world class disability centre. The disability unit is the most significant enabler in the promotion of social inclusion for students with disabilities. The University also recognizes the need for the integration of students with disability through the facilitation of the disability unit. The University states in its Policy on Disability (2016, p.2) that the Disability Rights Unit is "established to provide academic support to students with disabilities, and which also promotes the integration of students with disabilities at the University". When the participants were asked about their relationship with the disability unit, most of the participants responded affirmative and applauded the efforts that the disability unit has made. Participant 1 had this to say:

I am not going to lie, the disability unit really provides. They make you feel welcome and have assisted me tremendously. When we come to the disability unit, you can easily talk to your other friends with disabilities. It is like a home for us here Participants 4 also added:

"In my first year, I almost deregistered because the stress was just too much and I felt I could not carry on. But the disability unit staff encouraged me to visit the CCDU and here I am now doing my final year"

A key informant opined:

The effort that the university has made in disability awareness, cannot be achieved without the brilliant work performed by the disability right unit staff. They genuinely relates with their students and you could easily get a sense of that when you visit the disability right unit.

Improved Accessibility

The findings on the study reveal that there is improved accessibility, particularly in the enrolment of students with disabilities into the University and the restructuring of the university architectures in order to accommodate students with disabilities. The participants applauded the efforts of the University of Witwatersrand in creating an improved accessibility.

Accessibility is crucial in the promotion of social inclusion as it provides students with disabilities the opportunity of interacting with the entire facets of the university activities.

Access to residence is crucial in the promotion of social inclusion. The University of Witwatersrand clearly outlines its dedication in promoting access for students with disabilities in both their residences and classrooms. This, the University believes will lead to the integration of students with disabilities with the rest of the University communities. One significant way in which the university has promote increase accessibility, is the installation of ramps and disabled lifts. In responding to the question on accessibility, Participants 5 remarked that:

If you go to David Webster residence, you can see that it has provision for students with disabilities who uses wheelchairs, so I do not encounter problem with mobility when going to my residence.

Participant 7 added:

During my first year, it was very difficult to access some of the entrances in the buildings, especially using the stairs, but now I can easily use the lawn, ramps or even the stairs.

The University clearly states in its Policy for students with disabilities that 'Wits respects, and will support the rights of students with disabilities to receive reasonable accommodations, when the student voluntarily requests, in writing, a disability-related accommodation need." (Wits Policy for Students with Disabilities 2016, p.5). One of the key informants also affirmed the efforts of the University in promoting an easy access to residence and classroom. The key informant argued that:

There is a clear awareness and consciousness within the University community in promoting accessibility…you must also understand that some of these buildings were built initially without taking into consideration on how to accommodate students and staff with disabilities. But the University is greatly adapting to these changes and some of its recent buildings are now being designed to accommodate accessibilities for students and staff with disabilities

Most of the participants noted that generally, the University have made it possible for them to have access to their residences. The University through its residence offices has given priority to students with disabilities, taking into consideration the special need for each student. Another crucial way in which the University has promoted accessibility is through the provision of disability elevators in some of these residences. To this end, participant- remarked that:

Barnato residence is accessible but it is also limiting as well. The good part is that the University has provided elevators, but sometimes elevators have problems especially now with the load shedding, but otherwise residence is generally very comfortable

The participants also affirmed the University efforts in improving the University ramps. This ramps are important as they facilitate mobility for students with disabilities. Participant-- had this to say:

If you look at the science stadium, I feel like it's a new building and the way the ramps are, it's much more accommodating than most of the older buildings.

Such assertion therefore shows the efforts and commitment of the University in restructuring its buildings and ramps to accommodate students with disabilities. These ramps are important in the promotion of social inclusion, as participant-- stated that:

You can see the ramps are right next to the steps, so if you are with your friends it's not an issue for them to go on the ramp and walk with you but with the older buildings, you usually have to take another route, whereby your friends take the steps while you take the ramp

A key informant also added that:

The university is aware of the need to increase accessibility for students with disabilities and I believe that there has being some successes made in de-colonializing the admission of more black students, including black students with disabilities

Social Activities and Orientations

The University has made great efforts in providing a safe and non-discriminatory environment for students with disabilities. In its policy for students with disabilities it states that "Wits will treat its students with disabilities in a non-discriminatory way and respectful manner with due cognisance for the diversity in their learning abilities and styles" (Wits policy for Student with Disability 2012 p.2). When the participants were asked if they have being discriminated against by virtue of their disability, most of the participants affirmed that they generally feel safe and have not being discriminated based on their disability. Participant 4 had this to say:

Fortunately, I have friends that are disabled and friends that are not and we all relate to each other very well. I do not know of other students but I have personally never being discriminated or called names upon because am disabled. Instead, what I see is that people tend to look at you sometimes in funny ways, but I do not think they are discriminating against me

Apart from the technical support, some students with disabilities applauded the university efforts in integrating them with the rest of the university community. One way in which this has been done is through the orientation week and disability week. During the orientation week, the participants confirmed that the disability unit staff encouraged them to participate in the social activities that take place during the orientation week. They were also encouraged to join the various social clubs and societies. In attesting to the efforts made by the University, One of the key informants noted:

There is a growing awareness to accommodate and integrate students with disabilities, and this is made possible through the different disability orientation programmes that were organised by the university.

Participant 2 added that as a member of the Disability Awareness Movement (DAM), they have made significant progress in the promotion of disability rights through the support of the University and the disability units. Participant 2 had this to say:

I use to be a part of the committee for DAM, its Disability Awareness Movement, a few years back but I'm not anymore because the workload is a bit much for me but otherwise I use to be a part of that and we worked hard to try and integrate and fight for rights for disabled students.

The participant further affirmed the DAM have also encouraged students with disabilities to be involved in the social activities of the universities.

Another participant 5 explained that:

The truth is we have people who are generally shy and people who are very active. That is life. So someone who is shy may not like attending social gatherings, not because they are disabled but just who they are. And I have some of my friends like that.

One of the key informants argued that:

The university should encourage students with disabilities to engage in various social activities. It is sad that you can hardly see students with disabilities in social clubs or sports or parties you name them, except for one student, though I do not know his name. But there is need to encourage more of these students to participate. Maybe we can could have disability social week!!! Who knows?

Academic Integration and Support

The efforts of the university in providing an integrated academic supports for students with disabilities is well articulated by the university as extracted from the speech of the Vice Chancellor, Prof Adam Habib:

> *The Disability Unit has a satellite office at the WEC with a dedicated staff member to assist students with disabilities. There is also an accessible section in the Harold Holmes Library that was installed in 2012. This section has adaptive technology for disabled students. Braille labels have been installed in almost all lecture and tutor venues to assist the blind students. Students using wheelchairs on the WEC can lend motorised wheelchairs from the Disability Unit to make life easier.*

According to the participants, this is an area in which the University can pride itself, for having made remarkable efforts in the integration for students with disabilities. The University in its policy states that it "recognises that students with disabilities must be integrated into the learning experience at the institution in a manner that allows for their full participation and for them to acquire the necessary knowledge and skills linked to the academic programme for which they enrol." (Wits Policy for Student with Disabilities 2012, p.2).

Generally, the participants applauded their lecturers for their increasing awareness and support to students with disabilities. Some lecturers according to the participants are sensitive to the academic challenges that students with disabilities are confronted with. Participants 11 had this to say:

I do not have any issue with my lecturer. Most times I am shy in asking questions in class, but after class I would go to her and ask her some questions and she is always patient in explaining the things I do not understand. Sometimes she will forward some extra readings to assist me.

The findings also reveal that some lecturers have incorporated some aspects of the Universal Design for Learning in accommodating students with disabilities. Some of these aspects include preparing extra notes and materials for the students with disabilities. Participant 8 had this to say:

I have a learning disability, one page could take me more than thirty minutes to read and understand, so my lecturer used to send me some visual materials because I have earlier discussed with her that I learn better through visual ways, hence even before the class I have already gone through the lecture notes several times.

One of the key informants had this to say:

I know of one instance in which we have to meet the lecturer and liaise with him in order to negotiate with him to assist the students with disabilities with visual slides as the students have learning disability. The good part is that I get the sense that the lecturers are generally sensitive and willing to assist in such situations.

Objective 2: To explore the factors that hinders the social inclusion of students with disabilities.

Participants were asked about the factors that hinder the social inclusion of students with disabilities: and they identified the following: lack of orientation on issues relating to disability and difficulty in accessing some buildings. The participants also mentioned that there were some social challenges which also affect their social interaction with the rest of the university community. These factors will now be presented and discussed in detail.

Lack of orientation on issues relating to disability

Participant 3 had this to say:

Sometimes I hear people say "oh this girl is blind…eish I do not know…She's pushing this guy in a wheelchair, and yet she is blind" and so I have to explained to them that not because I'm blind that I can't push the wheelchair. So they don't have much information about me.

Participants 2 also added:

I remember this other guy when I was coming from the psychology department, maybe he didn't see my stick but he kicked my stick. I felt really bad about that experience. Some students can be very nonchalant towards us.

Participant 3 added that there is a need to challenge the notion of them and us. The participant pointed out that this should be one of the major themes during the orientation of the university community on issues relating to disability. Participant 3 went on to question:

Why is it that the society is divided into them and us? It's like they have to do us a favour for us to survive? We feel like we are a burden for them to integrate us into society. It's not like society must be divided between people with and without disabilities. It's like them and us.

Participant 10 however felt that the issue of awareness and orientation should include the entire university community, including students with disabilities. Participants 10 had this to say:

"I feel like everybody is a person and they have their own type of people. As part of the disabilities I feel there's a lot of separation, even among the disabled people themselves. Like we walk together and we are never really out there interacting with the rest of the world

Participants 5 also added:

I feel that sometimes students without disability want to reach out, but they feel like the other student with disability doesn't want to talk to you. My view may have being influenced on the fact that I only became disabled later in my life, but that is how I see it

Participants 4 had this to say:

My friends desire to attend social parties. One of my friend was like "I would like to visit Kichetnas, but am shy". She is on wheelchair and she think that such places are not really meant for her even though she really desire to be there, you know just for fun.

One the issue of orientation, one of the key informants explained:

Social orientation should focus on encouraging students with and without disabilities to move beyond their social circle and hence experience what other group(s) may have to offer.

Another key informant indicated that there is need to create disability awareness and orientation. The key informant further claims that the university has made effort in bringing about this awareness, but there is still more that need to be done. The key informants acclaimed:

Orientation is fundamental to this issue. But orientation can only happen if the University community is truly and willing to talk about these issues. Think about it, what significant development we would achieve should there be more disability orientation week.

Another key informant also added:

Does consciousness change into a stage whereby the different stakeholders truly understand what it means and how to fully integrate students with disability, the answer is No. and I think that is where the challenge is. Whether you are looking at race, class, gender or disability, representation is one thing, presence is one thing, and inclusion is a completely different thing. Presence on its own does not automatically lead to inclusion and I think that is a challenge of consciousness and what it really means to create an inclusive environment not only on the institution but embedded by the constitution as a whole

It is evident from the above responses both from the participants and the key informants that there is need for orientation and awareness on issues relating to disability. Most of the participants were of the view that the University of Witwatersrand has not really made enough progress that would lead to a greater awareness of issues relating to disability. The key informants too in their view also agree with the participants that there is need for orientation

and awareness. However one of the key informants argued that the university has made progress in building this consciousness especially with regards to promoting disability right. The key informant explained:

If you were at the university 30 years ago, they didn't even think about people with disability, access to the institution was almost impossible. Now, I think that consciousness, is different. Whether you speak to student or staff about this, the right for student with disability is unquestionable. The only thing is how to do it and whether it has being done enough? I think in that sense, there is challenge

Furthermore, one of the key informants argued that:

The disability unit should not be isolated on its own and left to carry the responsibility alone. Instead there is need for the university to engage and involve other stakeholders in talking about these issues on transformation.

Such assertion is in agreement with Graham's (2009) idea that the solution to orientation is embedded in openness and communication. After conducting a 90 minutes educational session of both students and staff with and without disability his report reveals that the university community "felt less awkward' and 'sorry for' people with disabilities" (Graham, 2009 p.12).

Difficult in accessing some building facilities

The building structure of the university is pivotal in facilitating easy and conducive mobility for both staff and students. Most of the participants acknowledged the efforts of the University of Witwatersrand, in reconstructing some of its buildings in order to accommodate students with disabilities. However, some of the participants complained that mobility is still a huge issue for them due to the inaccessibility of some of the building structures.

Participants 11 had this to say:

If you look at this University buildings, the disability Labs are usually in their own space. Also the ramps and steps are not always built side by side. All these makes it difficult for one to properly move easily

Participants 5 also added:

The issue with facilities is tied to the late response to the recognition that they are actual disabled students here. So like I said before, the facilities that are made here were made for students without disabilities so they made everything and everything was designed that way

and everything that came after, all the facilities that came after for disabled students, you can see that they have been added on. They are not naturally there, so in that sense, I will make an example, if you are walking with a normal student and a student who is on a wheelchair and you are coming from the west campus, the other students who is on the wheelchair will have to take the ramp and the ramp is on the other side while the other students can take the stairs. It might be minor in that kind of situation but it does cause a difference in the sense that it causes you to, if you are a disabled student or a student that's on a wheelchair it causes you to feel separated, it will be a bit of an issue to ask all your friends to walk all the way around or if you are walking with them you have to walk all the way around and then they go and then you have to meet up again. I feel like those factors contribute a lot to the social-environmental exclusion.

Participant 8 claimed that the issue with some of the university facilities is that they breed exclusion between students with disabilities and the rest of the university community. During the year, the University enacted a more conducive disability unit which has a computer lab. The participant argued that such 'segregated' computer lab does not encourage social integration of students with disabilities. Participants 8 argued that:

It has to do with the way society has built the idea of somebody who is different. So there's always gonna be extra facilities because you cannot do something. Why can't it be just something that's open that everybody can use even the one with disability like for example, the computer lab…Now they are making extra facilities that accommodate people with disabilities but why can't it be an integrated system where everything is accessible cause right now people think "oh this is for people with disabilities" but that's actually separating them with the actual system that is trying to help them.

Participant 9 explained that they do find it difficult accessing some of the venues of these social activities. The participant 9 noted that:

"When you go to parties you find that some of the facilities are a bit inaccessible and now you have to make special arrangements and it becomes an issue so it becomes a thing where you kinda separate yourself from others in order to not cause some issues or have to be a part of the issue"

A key informant on the other hand explained the reason behind the difficulty in restructuring some of the buildings in order to accommodate students with disabilities. One of such difficult is that it is very expensive to adjust these buildings bearing in mind that these buildings were

built, without the awareness of accommodating students with disabilities in the architecture designs. The key informant remarked that:

We must commend the effort of the university in bridging this architectural gap and adjusting some of its buildings in order to accommodate students with disabilities. These adjustments will not happen over-night but it will take gradual time, and as you can see there are ramps being created to facilitate easy movement for students with disabilities. Even in some residences we have created elevators that could accommodate students with wheelchairs. But there is absolutely no doubt that there is more to be done.

Another key informant added:

People partly do not recognized the efforts made by the university in promoting access for students with disability, through various technical provision…because they made their judgement from 2016. But if you were in the 1990's compared to what we have in 2016, you would have seen such huge differences. But having said that, those advantages in themselves are not sufficient alone.

From the response above it seem that the concept of restructuring the university buildings is made with the aim of 'accommodating' students with disabilities, rather than with the aim of integrating the entire community. It is naturally presumed that accommodating students with disabilities would lead to the integration of students with disabilities, however one of the key informants disagreed. The key informant argued that the latter should be the focus rather than the former. The key informant further argued that restructuring of buildings should be done in such a way that it allows both students with and without disability to use the same facilities, rather than separating disabled student facilities from that of the community facilities. The key informant explained:

If the restructuring of university buildings is done in such a way that a student with disability will have to use an extra or separate door then it defeat the purpose of social inclusion. For example you as a student with disability walking with a friend without disability, you will have to use a different exits door from that of your friends. Now they are making extra facilities that 'accommodate' people with disabilities but why can't it be an integrated system where everyone can get access to, rather than this is for disabled people and that is for us?

Difficulty in attending social activities

The University of Witwatersrand has made provision for various social activities. Some of these activities are organized by the Students' Representative Council (SRC) and various social

clubs. Some of these social gatherings includes: the orientation (O) week, beer garden, residence parties etc. When students with disabilities were asked if they do attend these activities, participants 10 had this to say:

If you look at most parties or social gatherings including residence parties it is often done at night, and I do not really like going out at night.

Other participants indicated that they do have issue with accessible some of the buildings during social gatherings. Participant 9 had this to say:

It is difficult for my friends and I to go to a party or residence parties. For example, there's a certain place that you guys can sit and then there's a certain place where they have to be and it's an issue of negotiating with the security people like, no, 'I'm with this guy' or going to the theatre and having to open separate doors that are like underneath or whatever, so it becomes an issue, it's not as fluid as it should be for normal students to come and participate with these things.

Participant 8 indicated that sport could be a social activity that could lead to the integration of student with disability with the rest of the university community. Participant 8 asserts:

For starters, we have gym facilities here and to have access to these gyms it's a bit difficult and for me that would be the starting point of all because the moment people see you only in class. I guess the assumption will be you are here only for education and there are no extra-curriculum activities for you, so starting point will be for people with disabilities to have access to gyms and sporting facilities, this will help integrate them with other students that uses the gym.

One of the key informants explained that the university through disability units often encouraged students with disabilities to engage in social activities with the rest of the university. The key informants had this to say:

The university can only put enablers in place. It is expected that these enablers such as the disability units can assist the university to encourage students with disabilities to come out and join their peers. But you must also understand that personality do also matters. For example, someone who is introverted and does not necessary like social gatherings may not really enjoy it whether they are disabled or not. But I think as a community there is need to continue to encourage those students with disabilities who are really interested in social activities to do so

The findings in this objective reveal that the University community still requires orientation on issues relating to disability. The participants clearly indicate their desire for the different stakeholders, such as the university leadership team, lecturers, students, and disability units etc. to continue having an open discussion, seminars, and workshops on disabilities. The findings also reveal that students with disabilities still find it difficult to access some of the University buildings, and when their mobility is limited their social interaction is also affected. Finally, the findings reveal that some of the participants find it difficult in attending social activities, due to the various reasons such as: mobility and accessibility.

Objective 3: To establish the views of students with disability about their participation in activities on campus.

Participants were asked about their participation in the various activities at the University of the Witwatersrand. The study revealed that the majority of the participants did not participate in sports, social activities and leadership positions. All the participants indicated that they participated in academic activities; however, they also indicated that they struggled in class. The major themes derived from their responses are: inaccessibility; difficulty in mobility; and inadequate technical support from the University.

Inaccessible sporting facilities

Sport is an integral part of University of the Witwatersrand activities. The University has various sports centres, and such centres are open to all Wits students including students with disabilities. In responding to the question on their participation in the University sporting activities, Participant 6 had this to say:

I barely do have time for my studies as you know I take more time to finish any assignment than other students, how can I have time for sports now? Maybe next year, but I do not think I can do any sport due to my blindness

Participant 4 also added:

When I was studying in Limpopo, my friends and I do play netball. Because we were in a special school, it is easy for we to do everything together you know, but am the only one among my friends that came to Wits, so I can't just go out and join the netball team, because am shy.

Participant 10 observed that his desire was to engage in sports; however he had experienced difficult in accessing some of these sporting activities. Participant 10 reported that:

If you go to the gym centre, you are expected to swipe your card right? But those are bare gate, how do you expect someone with wheelchair to get inside? The other door in which we may be able to get in is sometimes close or inaccessible. It is as though you are saying we are not welcome inside, so I just cannot participate even if I want to.

The above statement by participant 10 confirms the observation by Wilson et al. (2004) that some of the various Universities buildings are constructed with a historical architectural pattern which in its design does not accommodate students with disabilities.

Participant 2 responded as follows:

Yes I am interested in sport activities but there are no sports for disabled students. I don't know about others but especially for blind student there are no sports.

One of the key informants added that there is need for the University to also consider that students with disabilities need to participate in sports. The key informants argued that:

For starters, the University has sport facilities, but these sport activities are historically designed for students without disabilities. Access to these facilities for students with disabilities it's a bit difficult. I guess the assumption, is that they are only here for education.

Another key informant added:

If am not mistaken, I think the disability units do organize disability sporting week for students with disabilities and invite the entire university to participate. However, in recent times, I have not heard of it happening. I think there is need to revitalize such initiative so as to also give students with disabilities the chance to engage in sports.

The idea of sport is crucial in the integration of students with disabilities. The Centre for Applied Special Technology CAST (2012) argues that sport is an integral part of the universal design for learning. CAST (2012) further explains that sport can be used as a learning tool in implementing the principles of the Universal Design for Learning (UDL). Rose and Gravel (2012) also added that the UDL seeks to promote flexible learning environment that can incorporate, engage and promote the use of various educational resources, such as sporting activities in meeting the student's need. However, from the responses above, it seem that majority of students with disabilities at the University of Witwatersrand did not engage in sporting activities.

Lack of participation in social activities

The majority of the participants affirmed the desire to engage in social activities, but gave various reasons inhibiting them in engaging in these activities. The social activities includes: social parties and events; clubs; and leadership positions.

Participants 5 had this to say when asked if he is involved in any social activities:

Personally I do go out because if you see me you wouldn't know that I have learning disability but I do have friends who are on wheelchair and it is kinda boring to go out without them.

Participants 9 also had this to say:

I have never being in any social club and not really interested in attending parties because I am not really good at communicating properly as people finding it difficult hearing what I say.

Participants 1 also added:

My disability affects my locomotion, so you cannot expect me to go join the swimming club, I know I will definitely drown.

When the participants were asked if they are in any leadership position, participant 7 had this to say:

I was involved in the SRC leadership and people know that I have a certain disability. They are aware that I cannot read a hard copy paper and yet they still give me a hard copy. This I found quite challenging. I got software that assists me to read effectively on softcopies. So every time I asked them to send me memos via email, they often do not. When I come to the meetings, I will have to be sitting in the corner because I did not read the memo or read certain things that they share, so that really becomes a problem.

In examining the above situation, the functional school of thought would argue that a student 'functional limitation' as a result of their disability could limit their social participation. The above plight of participant 7 seems to have demonstrated the concerns of the functional school of thought. The functional school of thought is primarily built on the medical model. The medical model on disability views disabled people as "having something wrong with them" (Oliver 1996, p.12). When the key informants were asked if the social interaction of students with disabilities is limited by their disability, one of the key informants said that:

We have seen on a first hand, how students with disabilities struggles to cope with tremendous academic activities. For example, some of our students with disabilities find it extremely

difficult to cope with field works. And there are marks allocated to these field works. Sometimes, these students end up changing such vital course due to their inability to cope.

Another key informant added:

The university can only do its part as far as it can go in assisting students with disabilities in engaging in various social activities. However, the SRC need to also carry the students with disabilities along in participating in these activities. Also, the students themselves have to also be dispose to engage in social activities as well.

Limited opportunities to participates during lectures

The lecture room is an integral part of student's' daily activities. Students with disabilities are generally expected to also attend the various lectures related to their courses or modules. The lecture room therefore serves as an avenue of interaction between students themselves and their lecturers. When the participants were asked about their engagement and involvements in class activities, the majority of the participants indicated that they had a cordial relationship with their lecturers and fellow classmates. All the participants indicated that they do not feel discriminated in class as a result of their disability, but rather felt that due to their disability, they sometimes do find it difficult participating in class activities. Participants 9 had this to say:

I find it extremely difficult seeing the slides at the projector, because I can only be able use my wheelchair only at the sides of the lecture room and not any other place, so it is difficult for me to fully participate as I would have to request my friends note after the class.

Participants 3 also added:

As one on wheelchair, I sometimes wish to sit at the middle of the class, because sometimes your friend may be sitting far from you and you will like to have some little chat here and there, with your friends but you can't until the class is ended.

Participant 8 also indicated that she found it difficult to participate in class. She had this to say:

The challenges that I am facing in class now is that lecturers could use slides or projectors. I won't be able to see what is on the slides so I have to rely on the lecturers and maybe I will get it later when the lecturer is explaining. And I can't say to the person next to me, explain this to me because that person will also be learning. Then other challenge is when we are watching videos, I can hear but you know you need to see and I can't. Another thing I also don't know

how to go to the class on my own, sometimes I hit the door. I remember the other time I wanted to go to class and I hit the wall with my arm and it was painful

Participants 10 also had this to say:

There are other students who would see me in class and say " Do you want us to help you?" or you want to do everything by yourself because they felt that now that I was different in some sort of way to them, maybe I needed extra or special treatment but they are not sure if that's gonna be offensive or not. But honestly, I feel bad when am asked if I want help, because I believe if I need help I will ask you.

One of the key informants however applauded the university lecturers in being sensitive and flexible in relating with students with disabilities. The key informant had this to say:

I know of one instance in which we have to meet the lecturer and liaise with him in order to negotiate with him to assist the students with disabilities with visual slides as the students have learning disability. The good part is that I get the sense that the lecturers are generally sensitive and willing to assist in such situations.

Another key informant added:

Generally, I think the university has made some progress. For example, you cannot reject a student with disability application because they are disabled. If you do that you will have to face the law. So with regard to admission of students with disability, progress has being made. I think at this moment we are at a stage where we need to empower lecturers to be equipped in assisting students with special needs in class. And this can only be achieved through collaboration with the disability rights unit

The study revealed that majority of students with disabilities does not engage in sporting activities. Their reasons for not engaging in these sporting include; inaccessibility; mobility and shyness. With regards to social activities, the majority of the participants desire to engage in these social activities, but cited various reasons that inhibit them from engaging in these social activities. Some of the reasons includes: inaccessibility and mobility problems. Generally, all of the participants indicated attending lectures although some of the participants found it difficult to engage in class activities meaningfully.

Conclusion

The findings of the study were presented and discussed in this chapter. The study revealed that the University community still requires orientation on issues relating to disability. The study revealed that students with disabilities found it difficult to access some of the University buildings, and when their mobility is limited their social interaction is also affected. Also, the findings show that some of the participants found it difficult to attend social activities including sport activities due to mobility and accessibility problems. Some of the participants found it difficult to engage in class activities meaningfully. The study also revealed that the University of Witwatersrand has made some progress in improving accessibility and enrolment of students with disabilities. Furthermore, the study revealed that the disability unit has been helpful in providing academic support and integration for students with disabilities.

Chapter five which follows presents a summary of the main findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

Introduction

This chapter summarises the main findings of the study and draws conclusions from the findings. The main findings for each objective are given. The chapter also gives recommendations emanating from the study.

MAIN FINDINGS

Objective 1: To explore the factors that promotes the social inclusion of students with disabilities at the University of Witwatersrand.

The study revealed the factors that promote the social inclusion of students with disabilities which are: effective disability unit; academic integration and support; and improved accessibility that enable mobility for students with disabilities.

Effective Disability Unit

The findings in this study reveal that the disability unit is the key structure that aids the inclusion of students of students with disabilities. The disability unit do not only provide technical support such as the provision of wheelchair and other aids for disabled students, but they also create enablers for social inclusion of students with disabilities. One of such ways in which the disability unit have created these enablers includes: liaising with lecturers on the needs of students with disabilities; organizing disability orientation week; providing disability aids; and promoting disability awareness at the university. The finding reveals that disability unit is greatly responsible in bridging the gap between the university and the students with disabilities.

During the course of the study, the researcher observe the cordial relationship between the disability unit staff and students with disabilities. Most of the participants affirmed the support of the disability unit staff. Such support from the disability units is in congruence with the principles of the Universal Design for Learning (UDL). One of such principles is the principle of means of expression and the provision of the means of engagement. The researcher observe the wiliness from the disability unit staff to assist students with disabilities under their care with various disability aid instruments, such as wheelchair. Furthermore, the mutual friendly

atmosphere can be easily felt, when one arrives at the disability unit. Also, the students were vividly expressing themselves, and socially interacting with each other.

Academic Integration and Support

The findings showed that students with disabilities at the University of Witwatersrand are provided with academic support. The support includes the provision of disability aids such as braille, wheelchairs, sign language interpreter, and academic software for reading. The disability unit also liaises with lecturers in order to help students with disabilities meet their special academic needs. The study revealed that most lecturers were sensitive to the needs of students with disabilities and were willing to assist them. The study also revealed that students with disabilities were generally aware of their academic responsibilities and actively participated in various assignments including group work.

The researcher observed that while students with disabilities engage in their daily academic activities, some of them still experience difficulties in adapting with their academic responsibilities. The first year participants explained having difficulty adapting with the strenuous academic work. Drawing from the assertion of the key informants and some of the participants, the lecturers are generally flexible in accommodating the need of students with disabilities. One of such ways in which this is done, is through liaising with the disability units in providing exam venue and disability aids for students with disabilities.

Improved Accessibility

The study showed that the University had made some progress in improving accessibility for students with disabilities in terms of admission into the university and access to the university facilities. Some of the ways in which the University has made such improvement is through the provision of pavement; and accessible elevators.

Accessibility is significant in the promotion of social inclusion of students with disabilities. The researcher observed that students with disabilities also use the buddy system. This system allows them to assist each other. For example, the researcher observed a deaf student assisting another student on a wheelchair to class.

Objective 2: To explore the factors that hinders the social inclusion of students with disabilities.

The study revealed the factors that hinder the social inclusion of students with disabilities at the University of Witwatersrand which include: lack of orientation on some issues relating to disability; difficulty in attending social activities; and difficulty in accessing some building facilities.

Lack of orientation on issues relating to disability

The study showed that majority of the participants felt that most students without disabilities had little knowledge on issues relating to disability. Participants also felt that the majority of the university community does not participate or are not aware of the various disability awareness programme organized by the disability unit.

Difficulty in attending social activities

The difficulty in attending social activities as described by the participants includes the inconvenient time in which some of these social activities are organized. The findings also reveals that majority of the participants do not participate in sporting activities. Some of the reasons given by the participants for not attending these social gatherings includes: mobility and inaccessibility.

The researcher observed during the study that students with disabilities at the disability unit engage in an easy social interaction among themselves. There is a warm social environment within the disability unit environment. The difficulty experienced by the participants involves their social interaction with the wider university community. The cause of this difficulty as explained by one of participants is the feeling of not being a burden to others. Hence, they feel more comfortable relating with their fellow students with disabilities rather than with other students without disabilities. Hence, their lack of social interaction is limited by their choice and not necessarily because of lack of social activities.

Difficult in accessing some building facilities

The participants felt that the university had made some progress in adjusting some of its building facilities in order to accommodate students with disabilities. However, there was still more work to be done. For example, some of the steps at the University are built separately from the ramps. This means that students with disabilities would have to take a different route from their friends. Such situation could breed exclusion. It was noted that some of these buildings were historically built without taking student with disabilities into account. As a result of this, some students with disabilities, especially the blind students and those on wheelchair find it difficult in navigating their way through these buildings.

Objective 3: To establish the views of students with disability about their participation in activities on campus.

The study revealed that majority of students with disabilities did not participate in sporting activities due to inaccessibility and mobility problems. . With regard to social activities, the majority of the participants desire to engage in these social activities, but cited various reasons

that inhibit them from engaging in these social activities such inaccessibility and mobility problems. All of the participants indicated that they attended lectures although some of the participants found it difficult to engage in class activities meaningfully.

CONCLUSIONS

The conclusions that one is able to draw from this study are as follows: Firstly, the University of Witwatersrand has made some significant efforts in providing technical supports such as aids for students with disabilities. However, the study reveals that social inclusion of students with disabilities has not yet been fully achieved. Secondly, from the responses of the participants and key informants, the research showed that majority of students with disabilities does not engage or actively participate in social activities. Thirdly, the study shows that the University of Witwatersrand have not yet provided enough enablers that would aid the social inclusion of students with disabilities. Lastly, technical supports for students with disabilities are important, but are not sufficient in achieving a holistic learning as inscribed by the universal design model.

RECOMMENDATIONS:

Based on the findings generated in this study, the following policies are recommended:

University of Witwatersrand should engage all stakeholders in promoting disability orientation.

I. First year students should be introduced to the disability units and its function thereof.

II. Disability unit should have a stand during the orientation week and the Disability sport week should be organized annually with the assistance of the University of Witwatersrand SRC team.

III. The disability units should form part of University of Witwatersrand transformation team.

IV. The University of Witwatersrand should continue restructuring its buildings in order to accommodate flexible and easy accessibility for students with disabilities.

AREAS FOR FURTHER RESEARCH.

- Exploring the role of sport in the social integration of students with disabilities.
- Exploring the role of the SRC in the implementation of disability rights.

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APPENDIX I

PARTICIPANTS INFORMATION SHEET

Greetings.

My name is Innocent Ozuluoha and I am a postgraduate student registered for the degree MA in Social Development at the University of the Witwatersrand. As part of the requirements for the degree, I wish to conduct a research into exploring the perception of students with disabilities, about their social inclusion at the University of Witwatersrand. It is hoped that this information may be useful for policy implementation at tertiary institutions which encourages the social integration of students with disabilities.

I therefore wish to invite you to participate in my study. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. If you agree to take part, I shall arrange to interview you at a time and place that is suitable for you. The interview may last about two hours. You may withdraw from the study at any time without prejudice and you may also refuse to answer any questions that you may feel uncomfortable with answering.

With your permission, the interviews will be tape recorded. No one other than my supervisor will have access to the tapes. The tapes and interview schedules will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report.

Please contact me on +27 840180749 or my supervisor, Prof. Edwell Kaseke on 011 717 4477 if you have any questions regarding the study. We shall answer them to the best of our ability. Should you wish to receive a summary of the results of the study; an abstract will be made available on request.

Thank you for taking time to consider participating in the study.
Yours Sincerely,
Innocent Ozuluoha

APPENDIX II

SEMI STRUCTURED INTERVIEW SCHEDULE FOR PARTICIPANTS

1. What is your perception on the factors that promotes the social integration of students with disabilities?

2. What is your perception on the factors that hinders the social integration of students with disabilities?

3. Are you involved in any social activities within the university, such as sports, music and others? If yes, can you state what these social activities are, and what is your participation like? If No, what could be the reasons for not participating?

4. Are you occupying any leadership position within the University? If yes, what is the organization, and what are the challenges that you encounter? If No, what could be the reason for not involving?

5. What challenges do you face in residences?

6. How do you think these challenges can be resolved?

7. Are there challenges that you face in the class room? If yes what are these challenges?

8. How do you interact with your lecturers? Are there challenges in your interaction with them?

9. Can you tell me about your friends?

10. What could the University do to promote your active interaction in both social, academic and residence life?

APPENDIX III

SEMI STRUCTURED INTERVIEW SCHEDULE FOR KEY INFORMANTS

1. How have students with disabilities been integrated within the various segments of the University community, such as sports, residence and academic?

2. What are the main challenges that students with disabilities faces, and what could be done to address these challenges?

3. What are the factors that promote the social integration of students with disabilities?

4. What could the University do to promote the social integration of students with disabilities?

APPENDIX IV

PARTICIPANTS CONSENT FORM

I hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any given time without any negative consequences. I understand that my responses will be kept confidential.

Name of the participant: _____

Date: _____

Signature: _____

Name of the Researcher: _____

Date: _____

Signature: _____

APPENDIX V

CONSENT FORM FOR KEY INFORMANTS

I hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any given time without any negative consequences. I understand that my responses will be kept confidential.

Name of the participant: _____

Date: _____

Signature: _____

Name of the Researcher: _____

Date: _____

Signature: _____

APPENDIX VI

CONSENT FORM FOR AUDIO TAPING OF THE INTERVIEW

I hereby consent to tape recording of the interview. I understand that my confidentiality will be maintained at all times and that the tapes will be destroyed two years after the publication arising from the study or six years after completion of the study if there are no publications.

Name: _____

Date: _____

Signature: _____

Name of the Researcher: _____

Date: _____

Signature: _____