Inclusive education through the eyes of South African teachers.

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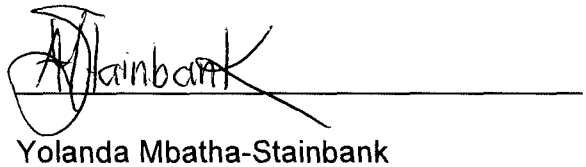
DECLARATION

I Yolanda Mbatha- Stainbank, declare that this thesis is my own, unaided work. It is being submitted for the degree of Master's in Education, Educational Psychology at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.



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I would like to dedicate this study to my late father Leonard Misaliphi Mbatha and my late brother Mfundo Khulekani Mbatha who always inspired me to pursue my goals and dreams in life through education.

Abstract

This study explored the attitudes of teachers in three types of South African schools (Mainstream, Full-service, and Special school) towards inclusive education in relation to the support that they are receiving in the implementation of inclusive education in their respective schools. Participants in this study were selected purposively from mainstream, full-service, and special schools within the Johannesburg South district. Data in the research was collected through individual teacher interviews. Data obtained was interpreted using qualitative methods. Participants were coded (in relation to the type of school they are from) in order to ensure anonymity in the results. Data was analysed using Thematic Content Analysis. Thematic Content Analysis allowed the researcher to descriptively identify, analysis, and report themes. It involved the identifying of common themes throughout the text which describe significant aspects of the data in relation to the research question. The computer programme ATLAS was used in order to assist with the Thematic Analysis. Following the analysis of data it was found that the attitudes of mainstream and full-service teachers towards inclusive education are mostly negative in comparison to that of teachers in special schools as result to the discrepancies in the level of support each teacher receives to implement inclusive education (depending on the type of school they are in). The former has implication in terms of how effectively inclusive education is implemented in all schools in South Africa because in accordance to this study's findings support for teachers should not be based on only the type of school teachers are in but also the type of support teachers need individually. Also it was found that the ideals of inclusive education are not fully accepted by all stakeholders (more specifically the different units within the district) within the education department and this has influenced how teachers view the relevance of inclusive education policies. Considering the finding of the study, an exploration of how all stakeholders in the education system view and practice the policy of inclusive education is seemingly required in future research to better understand the state in which inclusive education is currently progressing in South Africa. Furthermore due to teachers being a major stakeholder in the implementation of inclusive education, it is important that continuous exploration on their attitudes and that which may influence their attitude towards inclusive education is done. Consequently, issues such as discrepancies in support towards teachers due to differences in types of school need to be further investigated.

Contents

Chapter 1:

Introduction

1.1 Introduction

The end of the apartheid regime in South Africa welcomed much-needed reforms in the different sectors of the country's government. One such sector was the education system. Prior to 1994, the gross discrepancies in the distribution of funds and resources between 'white' and 'black' South African schools were vast (Lomofsky & Lazarus, 2001). For many South African children, this meant an education that was characterized by neglect and minimal provision (Engelbrecht, 2006; Lomofsky & Lazarus, 2001).

Post-apartheid South Africa demanded a more equal society, of which the educational sphere is considered one component (Engelbrecht, 2006). Equality within the education sector is emphasized in the Constitution of South Africa as it highlights the commitment by the new democratic government to promote the basic human rights of all racial groups (Engelbrecht, 2006). In relation to the education system, the Bill of Rights states that "all learners have a right to basic education." (Republic of South Africa, 1996, p. 29). The need for a system of education that can cater to the needs of learners from all walks of life is therefore fundamental. South Africa adopted a system that would provide the opportunity to accommodate all learners in the education system by introducing a policy known as Inclusive Education.

Inclusive education is an education system that proposes the adaptation of the education system to accommodate a diverse population of learners, irrespective of any possible learning challenges, such that no learner is excluded from the education processes (DoE, 2014). The introduction of inclusive education in South Africa has been one of the means of ensuring that the right to education for all is adequately met (Engelbrecht, 2006). Inclusive education has, therefore, become a beacon of South Africa's move towards equity within the education system (Lomofsky & Lazarus, 2001). Inclusion processes can be seen to be embedded in two of South African citizen's constitutional rights; these rights are the right for an individual to be treated with dignity and the right to basic education (Republic of South Africa, 1996). Therefore Inclusive

education also aims to bring forth transformation within the education sector in a manner that ensures that these rights are met and promoted (DoE, 2009).

1.2 Inclusion policies: The importance of teachers and teacher support

Two education policies speak to Inclusive education within the South African context. These two policies are Education White paper 6 and The Policy for Screening, Identification, Assessment, and Support (The SIAS Policy). The policy explaining inclusive education and the implementation thereof is the Education White Paper 6, published in 2001. Education White Paper 6 can be understood as the theoretical frame of inclusive education because it not only explains the system of inclusive education; it also illustrates the relevance of such a system within the South African context. The second policy involved in the implementation of inclusive education is the Policy for Screening, Identification, Assessment, and Support (SIAS policy). The SIAS policy adopted in 2014 can be taken as the practical component of inclusive education in that it prescribes the processes and protocols that need to be observed in order for inclusion to take place within the education sector (DoE, 2014).

Bouillet (2013) mentioned that educators are key players in the successful implementation of inclusion in schools. The Education White Paper 6 document in its entirety also emphasizes the importance of the role of the teacher in the process of implementation (DoE, 2001). Furthermore, within this policy, teachers' attitudes towards inclusive education are identified as being key in its successful implementation (DoE, 2001). The SIAS document also states that the role of teachers in an inclusive environment is crucial (DoE, 2014). Moreover, SIAS underlines that a change in teacher attitudes, behaviour, and pedagogy is required so that inclusion is successful in schools (DoE, 2014)

While both Education White paper 6 and SIAS place an emphasis on teacher involvement and teacher attitude, only Education White Paper 6 makes mention of the importance of support towards teachers in the implementation of inclusion. Education White Paper 6 highlights the need for teacher specific continuous support as one of the crucial guidelines towards the implementation of inclusive education (DoE, 2001). The SIAS policy speaks of support as mostly directed at learners and seems to neglect

the support for teachers who are responsible for implementing inclusion. The SIAS policy explains that its main aim in offering support for learners is to design programs that promote learners access to learning (DoE, 2014). SIAS appears to only address support towards teachers, in relation to the training of teachers to implement support to learners experiencing barriers to learning. The latter fails to consider other factors that are part of the support teachers may require to effectively implement inclusive education. Such support can vary from mentorship of teachers by inclusive education specialist to provision of better resources to help with the diversity of need within inclusive classrooms. The SIAS policy is structured such that teachers comprehend the support required by all learners to enable the delivery of the National Curriculum and Assessment Policy Statement (DoE, 2011), yet this very SIAS policy structure fails to make consideration of the support that teachers may require in the implementation of inclusive education.

Although there may be slight differences between Education White Paper 6 and SIAS that are mentioned above, their global and communal aim is to change all mainstream schools to full-service schools so as to dispense with discrimination in the allocation of learners into institutions (DoE, 2009). The division within public schooling whereby learners with barriers to learning are separated from those without barriers to learning in the South African context fails to reflect the aim of inclusion. The former is evident in that, full-service and special schools are schools with resources and support that permit them to support a diversity of learning needs in learners who would not benefit from being placed in mainstream schools (DoE, 2001; Hay & Beyers, 2011), whereas mainstream schools are government schools that existed before the implementation of inclusive education in 2001 (DoE, 2014) and are schools with minimal support provision even though they also have learners experiencing various barriers to learning. Education White paper 6 (2001) speaks about the need for these three types of schools to collaborate in order for inclusive education to succeed. Japhtas (2008) states that the important element of support from special schools to mainstream schools is that they will work in collaboration with, and provide assistance and support to, other schools (within their district) such that a range of learning needs can be addressed.

Considering both Education White Paper 6 and SIAS, it appears that teacher attitudes in any type of South African school play a major role in determining the outcome of

inclusive practises at schools. Although the two policies have attempted to present a possible move towards a more inclusive education setting, research has shown that it is a complex task to transform schools from exclusive to inclusive. Engelbrecht, Nel, Smit, & van Deventer (2016) state that there is still a substantial gap between the idealistic conceptualisations presented in South African inclusive education policies and its implementation. Learners with barriers to learning are still experiencing substantial difficulties in learning although inclusive education policies are said to be in practise within schools (Engelbrecht et al., 2016a). Consequently, the policies seem to be more an idealistic representations of an inclusive education system, instead of being implementable policies. Donohue and Bornman (2014) recommended that the National Department of Education take responsibility for this idealistic view of the inclusive education policies that it created in 2001, if the policies are to change from being purely symbolic to being more practical.

Bearing in mind, that both inclusive education policies emphasize that teachers are fundamental stakeholders in realising inclusion, it is thus important that teachers be the constant study when aiming to better implement inclusive education. Subsequently, the evaluation of teacher attitude towards inclusive education across the three types of South African schools, may aid in the improvement of the process of implementing inclusive education. Furthermore, a study such as this may give a view as to the different or similar realities of inclusive education implementation in the three types of South African schools.

1.3 Key concepts

The conceptualization of words used within inclusive education is specific and well-formulated such that each word promotes their non-discriminative purposes. Therefore, whilst conducting a study on inclusion, consideration of the following inclusive education concepts was taken:

1.3.1 Inclusive education

Inclusive education is about acknowledging and respecting the diversity among all learners and building on the similarities (Donald, Lazarus, & Lolwana, 2007). It is about supporting all learners, educators and the system as a whole so that the full range of

learning needs can be achieved (Education White Paper 6, 2001). The focus is on teaching and development of good teaching strategies that will be of benefit to all learners (UNESCO, 1994). Inclusion aims to overcome barriers in the system that prevents it from meeting the full range of learning needs. Therefore, the focus is on the adaptation of and support systems available in the classroom. (DoE, 2001)

1.3.2 Full-service, mainstream schools and special schools

All South African schools are meant to provide quality education to all learners by supporting the full range of learning needs that learners may present within an equitable manner (DoE, 2005). Their main aims are to achieve access, equity, quality and social justice in education. They are advocating spaces for a sense of belonging for all learners (DoE, 2009). The differences between public schools in South Africa stem from the level of support they are able to provide for learners in their schools. The different levels of support are: High-level support – this sort of support is explained as over and above provisions covered by program policies, line budgets and the standards for public ordinary school support and it is considered specialized (meaning it requires facilities, educators, and school organization that are at high frequency and high-intensity basis); Moderate level support – Like high-level support this type of support is seen to be above provisions covered by program policies, line budgets and standards of public ordinary schools, this sort of support provision is provided with either once-off, on a medium-frequency, intermittent or short-term basis, or otherwise through a loan of physical devices; Low-level support – this sort of support is understood to be preventative and proactive, it is within the general applicable departmental programs, policies, line budgets and standards for public ordinary schools (DoE, 2014). Mainstream schools provide the lowest level of support provided to learners when compared with full-service schools and special schools. Special schools have the high level of support provided to learners, whilst full-service schools provide a moderate level of support to the learners within their schools (DoE, 2014).

1.3.3 Learning barriers and special needs vs specific needs

Policy developers have formulated terms that are in support of the inclusive principle of integration and no discrimination. One such term is 'learning barriers'. South African educationalists believe that this term best incorporates any factor that poses a

hindrance to a student's ability to learn (Donald, Lazarus, & Lowana, 2007). This could be anything from social, environmental, cognitive, psychological, or physical factors (DoE, 2009). The term 'specific needs' is used to substitute the term 'special needs' because the latter is found to be problematic. The term is problematic in that it is said to carry a connotation that implies discriminative elements towards those seen as possessing the so-called 'special needs' (DoE, 2009). Whereas the term – 'specific needs' signifies that, while the needs of some learners within a classroom may differ, all learners within that class should be considered equally, it is just their needs that differ (Donald, Lazarus, & Lowana, 2007).

Chapter 2:

Rationale, Aims and Research Questions

2.1 Rationale

Inclusive education within the South African context is an educational policy which advocates for the inclusion of all learners into the education system regardless of their diversity, including learner differences in ability levels, gender, socio-economic status, race, language and culture (DoE, 2001). Inclusive education has flooded South African classrooms with a diversity of learners' expectant of quality education from one teacher (Stanovich & Jordan, 2002). The teacher has in a way become a resource centre that is meant to cater for all the diverse needs of the multiple learners present in their classrooms (Ainscow 2007a, 2007b; Glashan, MacKay, & Grieve 2004; Glazzard 2011). The role of teachers in the implementation of inclusive practices at schools is, therefore, a crucial one (DoE, 2009; DoE, 2014). Van De Putte and De Schauwer (2013) stated that how teachers internalize inclusion and the attitudes they hold towards it has a great impact on the implementation thereof, thus the success of it.

Chhabra, Srivastava, and Srivastava (2010) found that when teachers' attitudes towards inclusion are negative, their motivation to practice inclusive education through providing the necessary support to learners who require it within their classrooms is significantly low. Findings such as these emphasize the importance of teacher attitudes in the process towards full-service schools because if negative attitudes are not identified, and causes of such attitudes are not addressed, the aims of Education White Paper 6 and SIAS will not be met.

In looking at possible influences to teachers' attitudes towards inclusive schools, Walton and Lyoyd (2012) mention that attitudes of teachers towards inclusive education are fundamentally shaped by the amount of training and support those teachers receive in the process of implementation. This is an interesting finding in terms of allocating reasons for the problems in launching inclusive schools throughout

South Africa. The notion of support offered to teachers in the implementation of inclusion in schools is one that is pivotal in order to facilitate positive teacher attitudes toward inclusive practices (Van De Putte & De Schauwer, 2013). Van De Putte and De Schauwer (2013) argue that in order for teachers to feel equipped to implement inclusive practices they need not feel isolated but supported in various ways. When teachers are supported they are able to be confident in their approach and their view of inclusion, thus they are enabled to support their diversified classrooms (Lingo, Barton-Arwood, & Jolivette, 2011). In order for inclusion to launch smoothly Education White Paper 6 (2001) states that teachers need to be involved and supported. If both of these prescriptions are in anyway not adhered to the implementation of inclusion will be a challenge in schools (UNESCO, 1994). Considering the former there seems to be an identified need to evaluate teachers' attitudes in relation to the level of support given to them in the implementation of inclusive education.

The research focused on three different schools which are expected to work in collaboration according to Education White Paper 6. The collaboration between these three schools (mainstream, full service, and special schools) should be such that all three schools can equally benefit from each other. The issue of collaboration is one emphasized in both Education White Paper 6 and SIAS (DoE, 2001; DoE, 2014). Collaboration in inclusive education is rooted in the element of support for learners and teachers which is promoted by the policy. Landsberg, Kruger & Nel (2005) make mention that in Education White Paper 6 support is explored as a systematic approach wherein collaboration between the various levels within education (that is, national, provincial, district, and school level) is required. In relation to this study, we aimed to investigate the collaboration at a school level, through determining whether the three types of schools (mainstream, full-service, and special schools) collaborate with each other as a form of support in the implementation of inclusive education in their district. The preceding was of interest to this study because these three type of school are offered different levels of support from the district, provincial, and national level. It would be important to evaluate whether the support that is provided for in one type of school is shared and is used in the process of inter-school collaboration to support another type of school. The former is imperative to investigate because Education White Paper 6 places emphasis on support not bound to a particular type of school but being systematic and flowing between the different types of schools (DoE, 2001).

Also, SIAS (DoE, 2014) states that the main component in the delivery of inclusive education in all three types of schools (mainstream, full-service, and special school) is the provision of support. Teachers in these three types of schools rely on the support provided in order to be equipped to provide inclusive education in their respective schools (DoE, 2001). Consequently, it was of relevance for this study to interrogate the element of support provision in and between mainstream, full-service, and special schools when trying to understand the attitudes of teachers towards inclusive education.

Furthermore, looking at teachers across the three schools namely; mainstream, full-service, and special schools is relevant because it not only gives a descriptive representation of teacher attitudes towards inclusive education but a comparative one. Although there may be studies that have covered teacher attitudes towards inclusive education, none have done a cross-study such as this. It was important to compare the attitudes across these three schools because each school receives a different level of support in its implementation of inclusion (DoE, 2001). Taking note that SIAS, the policy dispensed with the mandate to assign practicality to inclusion appears not to place emphasis on support towards teachers, it was the interest of the study to evaluate whether this impacts on the attitudes of the teachers towards inclusive education.

Primary schools were the focus of the study because there is limited research in this particular education sector (Walton, 2011) and to date within the Gauteng province there only exist full-service primary schools, not secondary full-service schools (DoE, 2014). In the process of mapping out inclusive practices in primary school, it is imperative that we constantly evaluate the progress and challenges in this process in order to proceed successfully when training more schools in SIAS (DoE, 2014).

2.2 Aims

The study aimed to gain a deep understanding of the attitudes of teachers from a mainstream, full service and special schools towards inclusive education, and the support that they receive in the implementation of inclusive education. The sub-aim of this research was to explore these attitudes in relation to the continuum of support offered to each teacher in their respective schools. Through looking at teacher

attitudes from mainstream school (low level support offered) to full-service schools (moderate level support offered), ending at special schools (high-level support offered) in the same district, the researcher aimed to highlight the possible influence support to teachers in the implementation of inclusive education has on the attitudes teachers end up having towards inclusive education.

2.3 Research question

What are the attitudes of teachers in the three types of South African schools, namely mainstream, full-service and special schools, towards inclusive education?

How do the teachers from mainstream, full-service and special schools, perceive the support that they receive?

What influence does the support received by teachers have on their attitudes towards inclusive education?

Chapter 3

Literature review

3.1 Introduction

This chapter gives an outline of the evolution of inclusive education internationally and in South Africa. This overview assists in understanding the current status of inclusive education within the South African context. Furthermore, this chapter looks into research on teachers' attitudes towards inclusion in the process of implementing inclusive education in schools. Moreover, the chapter also discusses some research that has been done on how support for teachers in implementing inclusive education can influence their attitudes towards the policies of inclusion.

3.2 International History of inclusion

The implementation of inclusive education is specific to the context in which it is to exist (Walton, 2015). This means that inclusive practices are most effective if those who are implementing them are sensitive to the context in which they find themselves. It is therefore important to look at various contexts that have shaped the inclusive practices found today.

At the break of the 21st-century global organizations sat together and developed Millennium developmental goals that were to develop and progress global communities (UNESCO, 2000). The provision of basic education to all children regardless of their diversities was one of these goals (Peter, Johnstone, & Ferguson, 2005). In a global sphere, this was the beginning of an international inclusion goal. In most developed countries laws were promulgated that demanded that all children receive an appropriate education in an environment with minimal restriction and one that is more aligned with their needs (Snowman & Biehler, 2006). The United Nations Education, Science and Cultural Organization (UNESCO), an organization composed of numerous international countries, stipulated specific guidelines for inclusive practices (Peter et al., 2005). At a 'World Conference on Special Needs Education' in

1994, UNESCO agreed to the framework for action on special needs education, which included the Salamanca Statement of 1994 (UNESCO, 1994)

The Salamanca statement of 1994 had the main target of affirming a commitment to education for all in the global community. Its' aim was recognizing the necessity and urgency of providing education for children and adults with specific educational needs within the mainstream education system, and further support the Framework for Action on Special Needs Education and inclusion (UNESCO, 1994). This statement supports the South African Constitution in that it advocates for the right of all to be educated regardless of who they may be (DoE, 2009).

A new face to education was to be seen in the Salamanca Statement. Countries were mandated to adopt a new framework for their education systems (Ainscow & Cesar, 2006). Classrooms worldwide were to be reorganized to be more learner-focused/child-directed versus educator-directed, meaning that the pedagogy in classrooms was going to be driven by the learners' needs not the teacher's choices (UNESCO, 1994). Of notable interest to this study is that the Salamanca Statement (1994) mentions that school heads should ensure that educators possess positive attitudes towards inclusion and that educators are provided with adequate support in the inclusive educational process. In support of this, Frankel, Gold and Ajodhia-Andrews (2010) mention that to successfully implement inclusion anywhere in the world, educators must be adequately trained, be provided with sufficient support and need to have positive attitudes. This illustrates the importance of consistently evaluating teacher attitudes towards inclusion in schools and the need to consider the role that supports plays in shaping these attitudes.

3.3 History on Inclusive education in South Africa

Although the awakening of a democratic South Africa evoked tremendous change in the education system, the country's aim to embody the new constitution into the policies that governed the education system were difficult to achieve (Department of Education, 2005). Prior to 1994, South Africa was a fragmented country with gross inequalities in all its different sectors (D'Amant, 2012). As already stated, the Education system was no different to the discriminative nature of the apartheid regime

(Lomofsky & Lazarus, 2001). During the apartheid regime, learners were allocated to schools on a racial basis (DoE, 2001). To add to the segregated element within the education system, special schools further promoted exclusive practices in that learners with learning barriers were not allowed to attend mainstream schools and they were further separated according to race (Daniels, 2010). Donald et al. (1997) indicated that during that time South Africa had a completely inadequate and scattered system of addressing the needs of children with learning barriers. The black marginalized received minimal support towards educating learners with barriers in comparison to the privileged white population of that time (Daniels, 2010). There were gross discrepancies in the availability of special schools for black children in comparison to white children (Amod, 2003). Even within this unfair distribution of specialized education in favour of the white population, there was still insufficient resources and infrastructure to cater adequately for all learners with learning barriers in South Africa at that time (Amod, 2003).

With the aim of trying to eradicate the aftermath of the apartheid regime within the education sector, South African delegates attended a UNESCO World Conference on Special Education: Access and Quality, held in Salamanca in Spain in 1994. Delegates from 92 countries including South Africa agreed to a statement on education that called for inclusion to be standardized in the schools to best support learners with various barriers to learning. This conference developed a framework for action that was to be used to implement inclusion in schools (DoE, 2014). It was evident to the Ministry of Education that in order for the constitutional rights to be reflected in the education sector they needed to investigate and implements reformation in such a way that the curriculum within schools was aligned with the inclusive policies of the country.

To further this process towards inclusion in South Africa the Ministry of Education ordered the National Commission on Special Needs in Education and Training, and the National Committee on Education Support Services to research and prescribe recommendations on all aspects pertaining to special needs and support services in education and training in South Africa (DoE, 1997:1). Subsequent to this order a collaborative report was delivered to the Minister of Education in November of 1997

and the final report published in 1998. Essentially the report recommended that the department of education needs to promote the development of a more inclusive approach to education. The collaborative report stated that this inclusive approach towards education would ensure that all learners, regardless of existing diversity, can develop and extend their potential, and can be active participants in the education process (DoE, 2001). The first inclusion policy, Education White Paper 6 was then published in 2001 to ensure that the theory and aims of inclusive education were understood within the South African context (DoE, 2001).

On the implementation of Education White Paper 6 in 2001, the Department of Education made the decision to give learners with barriers to learning the right to admission to mainstream schools (Donald, Lazarus, & Lowana, 2007). Prior to Education White Paper 6, the South African Education system separated learners in accordance with their learning barriers. Consequently, mainstream schools were not expected to accommodate learners with high-level support needs. The former meant that children experiencing barriers to learning would be forced to attend special schools because mainstream schools could not provide them with the support they may have needed, and full-service schools were not yet in existence (Donald, Lazarus, & Lowana, 2007). The exclusion of learners with barriers from mainstream schools indicated a segregated school system that was failing to provide accessible and equal education for all as stipulated in the country's constitution. In light of the former, when Education White paper 6 was implemented it meant a significant transformation in school accommodation and accessibility. Consequently, when the policy (Education White Paper 6) was implemented, eager parents withdrew their children from exclusive special schools and enrolled them into inclusive mainstream schools. Parents hoped and expected that this physical integration would lead to their children's equated social participation and integration (Scheepstra, Nakken, & Pijl, 1999). Even in light of the Ministry of Education's eradication of the discriminative composites of the apartheid regime embedded in the education system (which are reflected in the neglected needs of learners experiencing barriers to learning); studies present that South African schools are far from being inclusive schools (Ntombela, 2011). At present, the same problem prevails in that 70% of learners with barriers to learning have not found placement in schools (Donohue & Bornman, 2014).

In 2014 the second policy of Inclusive education was introduced. This policy is known as the SIAS policy, the policy on Screening, Identification, Assessment, and Support. SIAS is intended to offer practical ways and procedures to be followed by teachers in trying to actualize the aims of Education White Paper 6 (Department of Education, 2014). The Department of Basic education in South Africa is currently ironing out the SIAS policy in schools by training teachers. Within the SIAS policy document, it is stated that from 2015 to 2016 the mission amongst many was to begin the training of foundation phase teachers, managers, provincial and district officials on the implementations of SIAS (DoE, 2014). A study dated in 2016 indicate that teachers still complain that they either have never been trained in inclusive education or that the training they received is inadequate in enabling them to implement inclusive education (Engelbrecht, Nel, Smit, & van Deventer, 2016b). The former is of interest to this study in that training of teachers in the policies of inclusion has been found to impact their attitudes towards inclusive education.

3.4 Research on teachers' attitudes

3.4.1 Defining the term Attitude

In trying to understand the attitudes of teachers, it is vital to define the term attitude. By comprehending the term attitude, it is the researcher's opinion that the relevance of looking into teacher specific attitudes in relation to inclusive education and the implementation thereof will be recognized.

The term attitude is defined as relatively stable constructs containing cognitive, affective and behavioural elements (Bizer et al. 2003). In this definition, we find that attitudes determine individuals' thoughts, feelings, as well as behaviour towards a particular thing. Ostrom (1969) evaluates attitudes according to the three components. Bizer et al (2003) mentioned, effective, behavioural, and cognitive. The Affective component represents positive and negative feelings in a way that expresses

emotional reactions (Ostrom, 1969); Behavioral component reflects an individual's action tendencies – these are seen as either hostile or supportive actions, these include past actions, present actions and predicted action in the future; The last component is the cognitive component which is said to represent undesirable and desirable qualities. This component speaks to the values and attributes assigned to the attitude object, such beliefs about objects, an interpersonal relationship of the object, and the characteristics of the object (Ostrom, 1969). Based on this elaborate definition of attitudes, the following may be deduced: attitudes reflect not only values and beliefs of something but they determine the behaviour elicited by these beliefs and values held.

Principals of schools and their school management team (SMT), as well as the rest of the staff, create the ethos/ culture of the school, they have the power to challenge or support inclusion depending on their attitude towards it (Ainscow, 2002). Teachers play a significant role in the implementation of inclusive education (Jordan, Glenn, & McGhie-Richmond 2010). Engelbrecht (2006) concurs with the former in stating that for the successful implementation of inclusive education teachers play crucial roles. Due to the importance of teachers in the implementation of inclusion, it is important to look at their attitudes towards the policy. Engelbretcht and Green (2007) state that in attempting to train teachers on inclusive policies those planning the training should consider teachers' attitudes, concerns and beliefs. Evaluating the attitudes of teachers towards inclusion could give us a view of their thoughts and their feelings pertaining to this education policy. Most importantly it will give us an idea as to the behaviour of teachers in relation to inclusive practices.

3.4.2 Various researches on teacher attitudes

The literature on the progress of inclusive education within the South African contexts exposes that teacher attitudes are influenced by the following factors (Engelbretch et al, 2007, 2014): Insufficient training; Factors that have an influence on teacher competencies (time, class ratio and heavy workload), and inadequate support offered to teachers.

Researchers Campbell, Gilmore & Cuskelly, (2003) found that although most local teachers have supported the notion of inclusion, a majority of them believe that learners with barriers to learning are better off in a separate classroom rather than one with learners with no evident barrier to learning. Teachers are said to demonstrate negative attitudes towards inclusive education because they have doubts about their ability to support learners with barriers to learning whilst teaching those without barriers to learning (Peters, 2003). Teachers' feelings of incompetent due to insufficient support provision in delivering the curriculum to learners with barriers in learning, seems to be an evident trigger to negative attitudes towards inclusive education in teachers (Donohue & Bornman, 2014). Sharma, Forlin, Loreman, and Earl, (2006) argued that adequate training and well-structured training are solutions to alleviate the doubts that teachers have in supporting the learner with barriers to learning.

A teacher survey demonstrated an unwillingness to have learners with barriers to learning in their class, regardless of a consensus regarding the value of inclusion (Boyle, Topping, & Jindal-Snape, 2013). Other international and local research has found that teachers' negative attitudes towards inclusion are generally not due to the principles of inclusive education, on the contrary teachers' attitudes are found to be positive in relation to the theoretical framework of inclusive education (Abbott 2006; Avramidis, Bayliss, & Burden 2000; Avramidis & Norwich 2002; Marshall, Ralph, & Palmer 2002). The practical aspects concerned with how inclusive education can be implemented seems to be the problem teachers have with inclusive education (Donald, Lazarus, & Lowana, 2007). Engelbrecht et al., (2003) concurred with the former in arguing that teachers' attitudes towards inclusive education are positive concerning the inclusion of learners who have barriers to learning that require no instructional nor supervision skill from the teacher. Teachers, therefore, seem to approve that education needs to be inclusive even though they are struggling with being the individuals implementing an inclusive education system. Engelbrecht and Green (2007) argue that the rejection by teachers in the practice of inclusive education can be related to the complex, multi-dimensional and demanding nature of the teaching profession. Peters (2003) proposed that teachers be given time to develop strategies and competence in order to manage their rapidly changing classrooms, in relation to supporting learners in their learning process. Although the former may be

relevant, provision of time appears not to have had an impact in terms of eradicating the challenges teachers are facing in implementing inclusive education. Consequently understanding the challenges that may hinder the effective implementation of inclusive education by teachers is still imperative. Understanding part of the aims of this study, that is, how lack of support provision may shape the attitudes of teachers towards inclusive education may be more relevant than merely providing time as proposed by Peters (2003).

Sharma et al, (2008) conducted a comparative study between South Africa and Finland pertaining to the pragmatic side of teaching by evaluating teachers' feelings of self-efficacy in implementing inclusive education. The investigators found that the level of education and training among the teachers is significantly low in South Africa when compared to Finland, particularly with regard to teaching methods and skills that are needed in teaching learners with barriers. Researchers recommend the adequate training of teachers in order to develop in them the skills required in managing classes with diverse needs (Adenigba, Ogonda, & Peresuh, 1997; Brodsky, 2001; Engelbrecht & Forlin 1998:1; Slee, 2001). This 'proper' training of teachers is said to improve the teachers' self-efficacy (Lancaster & Bain, 2007) and thus promote positive attitudes towards inclusive education and the implementation thereof (Boyle et al., 2013). The former supports the reasoning behind the aims of this study in that the provision of support to teachers through adequate training has an influence on how teachers end up developing attitudes on inclusive education. Consequently, it is important that we explore and understand teacher attitudes as influenced by the support provided to them in the implementation of inclusive education, such that we are able to generate positive teacher attitudes toward inclusive education.

3.4.3 Support towards teachers in the implementation of inclusive education

One very important component that has been said to contribute to how teacher attitudes towards inclusion are shaped is the amount of support that is offered to teachers in the implementation of this policy. Research indicates that support builds one's confidence and by extension positive attitudes toward executions of that task (Dart, 2006; Sharma, Forlin, & Loreman 2008). The concept of support towards

teachers within inclusive education is broad and very difficult to conceptualize. How support is understood varies from teacher to teacher. Some view support as training provided to them whereas others take it as resources provided to them in the implementation of inclusive education, and other teachers understand it as a person available to constantly guide them through the process of the implementation of inclusive education. Consequently, for the purposes of this study, support will be understood in relation to that which the teachers deem as a need to them in their implementation of inclusive education.

South African teachers were not prepared for the inclusive classroom and support towards teachers is still inadequate (Mahlo, 2013). Sharma, Forlin, and Loreman (2008) emphasized the importance of knowledge of relevant legislation and policy to decreasing concerns about inclusive education. Various policy documents in South Africa speaking to support systems within inclusive education take a systematic approach vs a face-to-face individualistic approach (Engelbrecht et al., 2004). In an aim to promote integration and prevent stigmatization of learners with barriers, schools are expected to provide support within the school setting not to refer learners with barriers outside the school (Naidu, 2007). This implies teachers need to be competent to provide the support needed by learners with diverse barriers (DoE, 2001; Walton & Nel, 2012). However, research indicates that in order to provide support for learners, teachers themselves need to receive support (Sharma, Forlin, Loreman, & Earl, 2006).

There are two main teams to consider when discussing support for teachers in the implementation of inclusion. The first is an SBST (School Based Support Team – previously known as ILST), a team within the school, the primary role of which is to coordinate learner and teacher support through the use of various assessment methods, tools and techniques. The SBST constituents may be: a) The principal, b) Heads of Departments (HOD's) and teachers who have specialised skills and knowledge in learning support, life skills, guidance, counselling c) A representative from the school assessment team and learner-teacher support material (DoE, 2014). This team is there to support the teaching and learning process by further identifying and addressing the learner, the teacher and institutional needs. The second level is

the District Based Support Team (DBST), this team provides support at a district level. This team is composed of individuals employed at a district, regional or provincial level, and could include psychologists, therapists, remedial and learning support teachers, special needs specialists and other health and welfare professionals (DoE, 2005). The primary functions of the DBST are to support the SBST's by strengthening the institutional support system and to promote the systematic and effective accommodation of learner diversity (DoE, 2001).

Although the SBST and the DBST have been earmarked as the answers to teacher support in the practice of inclusion in South African classrooms (DoE, 2001), there is evidence that the practicality of implementing inclusive education is still a great challenge. It appears that support in terms of practical assistance (from either the SBST or the DBST) in practising inclusive education at the classroom level is still a great challenge for teachers. There are two main components that appear prevalent when considering the issue of practicality in implementing inclusive education in classrooms, these are, class sizes and equipped/trained teachers. A study by Engelbrecht, Oswald, and Forlin (2006) echoed the impact that large sized classes and untrained teachers have on the practicality of implementing inclusive education in South African classrooms. The former study was conducted by using the British Index for Inclusion in three Western Cape primary schools and it found that teachers lacked the knowledge to address learners' needs effectively (Engelbrecht et al, 2006). This finding speaks to the need for DBST's to improve on the training of teachers in addressing the needs of various learners within their classrooms. The study also demonstrated that the classrooms in which these teachers were meant to teach were populated with up to 50 and sometimes more learners per class. These findings represent the norm in the South African context (De Jager, 2013) and indicate the issue of practical implementation of inclusion within South African schools.

Although training of teachers in the policies of inclusive education and having SBST's and DBST's are a form of supporting and empowering teachers to practice inclusion, they are not sufficient to influence the attitudes teachers may develop towards inclusive education. Studies have indicated that skill and knowledge needed to cope

in inclusive classrooms is not sufficient for teachers; they also need a positive emotional component that will have an influence on their attitudes (Eloff, Engelbrecht, Pettipher, & Swart, 2002). Various researchers place emphasis on the importance of supporting teachers in developing positive beliefs, values, and attitudes towards the inclusive education policy (Mitchell, 2008; Topping & Malony, 2005; Robinson & Carrington, 2002). The construction of an inclusive ethos creates a secure, accepting, and collaborative teaching and learning environment wherein both teacher and learner are valued. The creation of such an inclusive ethos will be beneficial in the effective implementation of inclusive education (Booth, Ainscow, Black-Hawkins, Vaughan & Shaw (2000). Eloff et al., (2002) stated that the importance of the emotional component is not often considered by policymakers; instead, they tend to focus on practical and knowledge support.

Chapter 4

Theoretical framework - Capability approach

In this chapter, we look at the Capability Approach. The researcher has adopted this approach as the theoretical framework to best understand and explain the attitudes of teachers towards inclusive education.

4.1 Introduction

The Capability approach is an approach that was developed in the 1980s by the economist Amartya Sen and philosopher Martha Nussbaum (Classen, 2014). This approach is explained as an approach that provides a general normative framework for human development (Unterhalter, Vaughan, & Walker, 2007). Sen (1999) proposed that the crucial idea of the capability approach is that social activities should aim to develop people's capabilities, that is, their autonomy to endorse or attain "functionings" which are vital to them. Functionings are explained as those activities and states that construct an individual's well-being; these can range from a healthy body to having good employment (Sen, 1999).

The capability approach can be understood in two ways namely narrowly and broadly (Crocker & Robeyns, 2009). Narrowly, the approach can be explained as an approach that informs us of that which we should look for when aiming to make judgments on an individual's life, such information is important in understanding human development and well-being. The understanding of the individual's well-being and their development is said to enable us to make interpersonal comparisons between individuals (Crocker & Robeyns, 2009). The broader view of this approach explains the Capability approach as an approach that not only looks at the lives of individuals. This view of the approach proposes an in-depth view of the individual besides just their well-being. It evaluates other values that have an influence on the well-being of individuals, such as agency, efficiency, empowerment, and procedural fairness (Crocker, 2008). Both narrow and broad views of the Capability approach were used in explaining the purposes of this study. When looking into teacher attitudes, the researcher aimed at understanding the behaviours of teachers towards inclusive education, which may enable us to make

judgements as to how teachers choose and will respond to inclusive education. The former is in line with the narrow understanding of the capability approach. In line with the broad understanding of the capability approach, is that the study aimed to look into how the level of support given to teachers at the three different schools (mainstream, full-service, special schools) influences their attitudes towards inclusive education.

4.2 Difference between Sen and Nussbaum

Sen and Nussbaum had different goals in regards to their work on capabilities (Robeyns, 2003). Being interested in the question by liberal-egalitarian literature asking 'equality of what', Sen, focused primarily on the capabilities of individuals versus their influences (Robeyns, 2003). He had not placed a structure to these capabilities by naming them or listing them, instead, he stated that defining one's own capabilities indicates a freedom of choice for each individual (Sen, 1980). Sen's take on the approach, therefore, looked at what people can do instead of what is preventing them from doing what they can do (things such as their economic status, history, upbringing) (Robeyns, 2003). Due to the lack of structure in Sen's view on the Capability approach, his take on the approach is considered to be very broad (Robeyns, 2003).

Nussbaum on the other had a much different focus; she believed that there are aspects such as personality and means that are relevant to one's capabilities (Robeyns, 2003). She argues that individuals do not merely have a social choice as an influence on one's capabilities but other factors (people skills, personality traits) play a role too. Her take on the approach has been said to aim at developing a partial theory of justice through pushing for political principles that should form the basis of all constitutions (Robeyns, 2003). Furthermore, her take on the approach is more structured and concise, in that, she has developed a 'well-defined' general list of human capabilities that all governments should incorporate (Robeyns, 2003). In other words, Nussbaum's take on the approach is one that advocates for social justice in that it looks at individuals as deserving of the same privileges such that 'choice' is presented realistically. Nussbaum's work on capabilities validates the 'central constitutional principles that citizens have the right to demand from their government' (Nussbaum,

2003). Subsequently, it can be taken that Nussbaum's work on capabilities echo elements of social justice.

4.3 Key Concepts of the Capability Approach

The approach, in the simplest form, focuses on the current performance and the potential of the individual (Hedge & MacKenzie, 2012). The capability approach emphasizes the success of the individual that is not to say that it neglects the influence of the context in which the individual exists (Hedge & MacKenzie, 2012). Thus Nussbaum's view enables us to look at teacher's attitudes as something that has an impact on the teachers' potential to practice inclusive education and to interrogate whether the different levels of support offered to teachers in the implementation of inclusive education robs teachers of their choices to be inclusive within their classrooms. The approach further proposes that individuals are reasoning agents with the right and ability to make choices pertaining to their destiny (Gasper, 2007). The former is of interest in this study because although teachers are expected to possess positive attitudes towards inclusive education and a willingness to implement it (DoE, 2014), they were never consulted in terms of whether they want to be a part of the process of implementing inclusive education.

Two main concepts are relevant to understanding this approach, capability and functioning. Capability refers to "what people are actually able to do and to be" (Nussbaum, 2003, p. 33). According to Sen (1993), the capability of an individual illustrates a variety of functioning they can achieve, and which they can choose from. In other words, capabilities are possibilities of functioning that a person chooses to pursue or not. Capabilities are thus potentials of functionings. In order for an individual to actualize these capabilities to functionings, they need to have reason to value those capabilities (Sen, 1999). Functioning refers to "components of how a person lives" (Gasper, 2007, p. 341). Sen (1993) defines functionings as a current state of being of a person. In other words, functionings are seen as the various things an individual has managed to be able to be and do in their lives (Sen, 1993). Sen (1999) extends this definition of functionings by introducing an element of 'value' held of those things. He mentions first that functioning can be seen as different things an individual may value

doing or being; secondly he states that functionings are things individuals have reason to value (Sen, 2009). Claassen (2014) argues that Sen's new definitions of functioning imply that it is the individuals who are seen as responsible for judging which functions are valuable and which are not. The issue of value poses a significant debate between Sen and Nussbaum. Sen (1993, 1999, 2009) argues that it is the individual that makes the judgement of which functions are valuable and which are not; Nussbaum (2000, 2006, 2008, 2011) opposes Sen's argument by stating that individuals do not make the judgement of value instead this judgement is made by an ethical procedure of evaluation. In the implementation of inclusive education the value of inclusive education is determined by policymakers and not by teachers who are meant to implement inclusive education in schools, therefore the implementation of inclusion is in line with Nussbaum's view of how values are not determined by individuals but a system.

4.4 Application

Teacher attitudes towards inclusive education can be understood utilizing the above concepts. Teachers' are currently able to deliver a particular standard of education and support to their learners (Van De Putte & De Schauwer, 2013), this can be seen as their functioning. However, considering the findings of studies mentioned earlier (Van De Putte & De Schauwer, 2013; Walton & Nel, 2012), teachers are feeling incompetent and not supported. This essentially demonstrates that through their own self-evaluation, that their full capabilities have not been actualized with regard to their roles. It is the focus of this study to investigate the attitudes of the educators towards inclusive education in relation to the support they received in order to aid them in reaching their capacity.

Nussbaum's Capability approach demonstrates 10 types of capabilities which together are said to signify the threshold for living in a fully human way (Polat, 2011). The 10 central human capabilities by Nussbaum are as follows: Life, body health, body integrity, and ability to use one's senses, emotions, practical reasoning, affiliation, other species, play, and control over one's environment (Nussabaum, 2003). In light of the inclusion policy, teachers' human capabilities of emotions and control over one's environment seem to be taken away from them. The 'emotion and control over one's

environment' capability speaks about the individuals freedom of association and attachment. In the implementation of inclusion, teachers are expected to teach children whom they have not been prepared to nor did they choose to teach. The 'control over one's environment capability' speaks about individuals being able to take active participation in their political sphere and exercise freedom of speech. In the formation and implementation of inclusion teachers were not consulted therefore were not active participates in the passing of the inclusion policy.

When looking at the implementation of inclusion, one finds that teachers were never given the choice to want to actualize inclusion in schools, more importantly, they were never asked whether it was part of their values (Nussbaum, 2003). The former is in agreement with Nussbaum's notion that the value of a specific functioning is determined by a third party and not the individual who is to value the specific functioning. In this instance the value of teaching inclusively has been decided by the Department of Education, removing the agency from teachers.

There are 3 central principles of this approach, namely social justice, equality, and dignity (Polat, 2011). In trying to understand inclusive education through the former 3 central principals, we will consider the principle of equality (as presented by the capability approach) first. The policy of inclusion states that the child's individual needs should be met such that the child's potential is realized alongside his peers (Hedge & MacKenzie, 2012). Although the intent of treating all learners equally is there, its' practice is a challenge (Terzi, 2005). This is a composite of the "dilemma of difference" in that the education system is required to find a middle road between identifying children's differences with the intent of providing suited support for each child; or focusing on the similarities between all children to promote inclusive education therefore running the risk of not being able to provide differential support (Terzi, 2005). Nussbaum (2003) states equality cannot be provided uniformly. Individuals need different levels of resources for them to reach a similar level of functioning and capability (Nussbaum, 2003). The former reflects the difference that the capability approach proses between equality and equity.

The two notions "equality" and "equity" are vital in understanding both the difficulty of implementing inclusive education and the formulation of either positive or negative attitudes of teachers towards inclusion as influenced by the distribution of resources

and support. Equality focuses on the equal distribution, equal treatment of and equal access to all, whereas equity is based on the foundation of human diversity (Nussbaum, 2003). Equity looks into not just providing the same to all, but on the outcome of people being able to transform that which is given to them into equal outcomes. Such a provision is possibly unequal because different people will have different needs depending on their capabilities to achieve the same outcome (Nussbaum, 2003). In consideration of the former, equity appears to be more equal in practice than equality, in that it considers the context and process in which equality can be reached. This can be related to inclusive education. The varied nature of barriers to learning requires that the provision of support be specific to the identified need of each learner. The same could be said about teachers, they need to be equipped with suitable levels of support so that they are enabled in fulfilling their role. Each of the three schools in this study has their specific needs, therefore, each should be provided with need specific levels of support. Furthermore, teachers in the three schools investigated within this study may require their own individualized support in their implementation of inclusion such that their capabilities (ability to teach inclusively) are turned into functionings (teaching inclusively).

The approach also advocates for social justice in that it argues for actions that promote it (social justice) such as Nussbaum's 'central constitutional principles' and (Nussbaum, 2003) Sen's promotion of an advocacy of 'social choice' (Sen, 1993). This stance of the approach is of great relevance in the South African context. As previously eluded to, the target of inclusive education is not just about change, but the elimination of the legacy of inequality. Therefore inclusive education in its capacity is a policy on a mission towards social justice (Department of Education, 2001).

The attitudes of teachers towards inclusion can be seen as formulated by the values they may hold pertaining to this policy (Donohue & Bornman, 2014). Considering that the creators of this policy are not necessarily the teachers expected to implement it, one questions whether as Nussbaum (2003) states there was 'reason to value' inclusive practices for the teachers. In saying that, the approach states that if there is no reason to value a capability (in this instance, inclusion in schools) the realization of it will cease to take place. Therefore if teachers do not value inclusion they will not

make it their functioning, and in order to realize it as a functioning, they require support. Their attitudes towards the policy and whatever influence these attitudes negatively is particularly important in that it determines whether or not it will be a value to them or not.

Chapter 5

Research Methodology

5.1 Introduction

In this chapter, the research design and methodology applied in addressing the research questions posed in this study, are explained.

This study forms part of a greater study looking at the inception of inclusive education in the South African context. It is foreseen that the study will take place over two years, with the assistance of both masters and honours students in the collection of data. In this particular study, the attitudes of teachers were the contributing component to the overall larger study.

5.2 Context

The study was conducted in the Gauteng province in one education district, specifically in Johannesburg South. The researcher aimed to access 2 public mainstream primary schools, 2 public special schools, and 2 public full-service primary schools. However instead of gaining two participants from the selected public special schools, the researcher was only able to access one public special school participant. With regards to the context of the schools, they are located within lower to middle-income townships. The medium of instruction at all of the schools is English.

5.3 Design

The research was a qualitative, exploratory, and descriptive study on teacher attitudes towards inclusive education. The study explored and gained a better understanding of the experiences and actions of teachers in the inclusive classroom. It reflected teachers' perceptions of inclusive education and how much support they think they need and how much they are actually getting in implementing inclusion in schools. Therefore the design was descriptive and exploratory (Willig, 2008). In exploring and describing teachers' experiences and their perceptions of the support they are

receiving (in rich detail) qualitative methods were used to gather and analyse the data (Willig, 2008). Qualitative research allows for the opportunity to unravel the origins of people's actions, beliefs, experiences, decisions, concerning that which little is known (Brinkmann & Kvale, 2005).

5.4 Instrument

The Inclusive Education Questionnaire, which was a self-administered questionnaire that involved different aspects related to the implementation of inclusive education, was used. The questionnaire consisted of three biographical questions to describe the sample: the number of years the participants had been teaching, the number of years they had been teaching at their current school and their age range. The questionnaire is adapted from Blackie (2012) which was used within the South African context before thus making it relevant in this study. The questionnaire presents with predominantly open-ended questions.

The semi-structured interview schedule used was composed of questions adapted from the questionnaire on teacher attitudes used by Blackie. These questions were such that they extended or elaborated those covered within the questionnaire. The benefit of using semi-structured interview is that such interviews allow for participants to fully expand their contribution in their interview without been restricted by the structure of the interviewing process.

Both the questionnaire and the interview schedule evaluated teacher attitudes and the influence of support to these attitudes in the implementation of inclusive education.

5.5 Sample and Sampling

A purposive non-probability sample of convenience was used. Such a sample was easily accessible and available (Gravetter & Forzano, 2009). Also, it helped ensure the sample selected is familiar with inclusive education as specific schools were approached, specifically the three types of primary schools.

The sample included at least five primary schools in the Johannesburg South district. The participants were teachers who teach grade R- 7 at the schools.

A questionnaire was given to the teachers to answer voluntarily. Within the questionnaire, there was a section that is allocated for those teachers who want to progress with the study by being participants in a focus group. In this section, the teachers were to fill in their contact details. When the questionnaire was returned to the researcher, the researcher checked this section and contacted those participants. The researcher then contacted the first five individuals who were knowledgeable in inclusive education and willing to participate in the focus group. Although it was the initial aim of the researcher to hold a focus group, it presented a challenge for the participants in that their schedules clashed and not all needed participants would be available on the same date. Consequently, in consideration of the participants and their valuable contribution to this research, the researcher conducted individual interviews with the selected participants on dates that they had available.

5.6 Procedure

First permission to conduct the study was obtained from the ethical body of the university. Permission from the Gauteng Department of Education was received. The principals of the individual schools were approached with a view to obtaining permission to conduct the study at the respective schools. Consequent to favourable responses from the principals, the staff was approached through the use of the participant information sheet and asked to answer a questionnaire on teacher attitudes and perception of support. The questionnaires were sent back to the researcher following their completion. The questionnaire had a section indicating they can place their contact details if they which to participate in a focus group. The researcher approached those who had left their contact detail and provided them with additional information pertaining to the study. Due to clashes in the schedules of the approached participants, the focus group was not viable instead the researcher opted for individual interviews.

A suitable date and time were determined (based on the availability of participants) for the study in which the researcher interviewed each participant approached for the focus group. At the start of the interview, participants were re-informed about the aims of the study as well as that confidentiality and anonymity can be guaranteed within the write up of the research report. Following this, they were asked to sign the informed

consent form and then the interview commenced. After, this the researcher transcribed the data verbatim and conducted the data analysis.

Two teachers from each type of school group were selected to participate in the interviews. However, in the one type of school, namely the special school, one of the teacher's approached withdrew from the interviews due to time constraints. Although the researcher attempted to approach another teacher, the attempt proved futile.

5.7 Data Collection

Data was collected via semi-structured individual interviews. An interview schedule was developed based on "The Inclusive Education Questionnaire" (Blackie, 2012). Specifically, the questions focus on attitudes and perceptions on the support of teachers towards inclusive education.

5.8 Data Analysis

Once the interviews were transcribed verbatim, data obtained from the individual interviews were analyzed by means of thematic content analysis. Participants were coded (in relation to the type of school they are from) in order to ensure anonymity in the results. Thematic Content Analysis allows the researcher to descriptively identify, analyse, and report themes (which are patterns, found in the data) (Braun & Clarke, 2006). It involves the identifying of common themes throughout the text which describes significant aspects of the data in relation to the research question (Joffe & Yardley, 2004; Braun & Clarke, 2006). The computer programme ATLAS was used in order to assist with the Thematic Analysis.

The following six steps of data analysis by Braun and Clarke (2006) were observed when analyzing the collecting data:

First, the researcher transcribes then reads and re-reads her collected data whilst simultaneously taking notes on ideas arises from that data (Braun & Clarke, 2006).

Secondly, preliminary codes were formulated through underlining and identifying relevant features of the data that correlated to the research questions. The former thus made the process of data understanding more deductive (Braun & Clarke, 2006; Joffe & Yardley, 2004).

Thirdly, the researcher explored the data to identify themes. The former was done by assembling codes and identifying themes and subthemes that interrelate with the grouped codes (Braun & Clarke, 2006).

Fourth, the themes were revised in an aim to guarantee their coherence, autonomous in relation to other themes, as well as to address the research questions (Braun & Clarke, 2006).

Fifth, all the themes identified were then defined and termed. Terms that linked to the content of the theme and were succinct were then selected (Braun & Clarke, 2006). To describe the themes a full analysis of each has been given (Braun & Clarke, 2006).

Finally, a report on the findings of the research was compiled. In the composition of the data report, an argument was generated and research findings conveyed to the reader (Braun & Clarke, 2006). Moreover, evidence to substantiate the identified themes was given from the data (Braun & Clarke, 2006).

5.9 Reflexivity

Reflexivity is the idea that the researcher continuously shapes and therefore influences the research (Willig, 2008). Cope (2014) explains reflexivity as the act whereby the researcher continuously evaluates the process of their study and decisions are made based on the awareness that a researcher's own subjectivity, beliefs and values might impact the research process. In light of the former, the researcher acknowledges that her experience teaching in a South African secondary school populated with learners of diverse ability, backgrounds and age may have influenced my choice of research questions. In regards to epistemological reflexivity, the researcher acknowledges the assumptions that the researcher has made and will make throughout the research process (Willig, 2008). These assumptions may have an influence on the research and its' findings, therefore, they will be kept in mind (Willig, 2008). In the beginning, through to the progression of the research, the researcher kept a reflexive journal to best be conscious of both reflexivity and epistemological reflexivity (Willig, 2008).

The researcher has worked closely with some members of the schools under investigation due to these schools falling under the same district that she was

previously part of. Some of the participants may have seen her during DBST workshops held by the district concerned. However, none of the participants knew the researcher at a personal capacity nor has any of them worked at the same school as the researcher. Furthermore, although the researcher has worked in the same district as the participants, she was a secondary school teacher and all the participants in this study were primary school teachers.

In light of the above, the researcher began the study aware of the level of influence she may exert in how teachers responded during the interviews because of them having possibly seen her in district workshop previously. Furthermore, the researcher was concerned that her feelings around the topic of research would influence her interpretation and understanding of the data collected during the interview process.

To best address the formerly stated concerns the researcher consistently introspected the interactions between herself and the teachers participating in the research. Furthermore, the researcher kept a reflexive journal to reflect on.

5.10 Trustworthiness

In ensuring the quality of qualitative research researchers have to consider the trustworthiness of their research (Cope, 2014). There are four criteria that should be met; credibility, transferability, dependability and confirmability (Cope, 2014; Morrow, 2005; Shenton, 2004). Credibility refers to internal consistency, which is the truthful analysis and representation of the data by the researcher (Cope, 2014; Morrow, 2005). Credibility can be guaranteed by surveying the data through the use of a wide range of participants (Shenton, 2004). Furthermore, it is beneficial to adopt strategies that ensure the honesty of participants, by ensuring participants are conscious that participation is voluntary and they can reframe from answering any questions or withdraw if they want to (Shenton, 2004). The researcher should also provide detailed descriptions (Shenton, 2004) of participants' experiences and their context (Morrow, 2005). Credibility can furthermore be ensured through the scrutinizing and analysis of the research project by peers, and the use of reflexivity. An audit trail constituting materials such as transcripts from individual interviews, notes (compiled during the research process), data analysis, and drafts of the report should be kept for review by peers in promoting the credibility of the research (Cope, 2014).

The second criterion transferability refers to the applicability of the results to another setting or group (Cope, 2014; Shenton, 2004). Detailed information provided by the researcher on the research process, procedure, context and participants ensures transferability (Cope, 2014: Morrow, 2005).

The third criterion dependability refers to the data consistency and is the equivalent of reliability in quantitative studies (Morrow, 2005). Dependability can be ensured through the detailed description of the research process such that it may be replicated (Morrow, 2005). An audit trail is required in this instance (Morrow, 2005).

The final criterion is confirmability. Confirmability refers to ensuring that the research results reflect the findings from participants and situation being researched and not the beliefs or biases of the researcher (Cope, 2014; Morrow, 2005). To ensure confirmability the researcher needs to be concise in their description of data interpretations and result compilation (Cope, 2014).

In conducting this qualitative research the researcher strived to continuously meet these four criteria of trustworthiness. In order to ensure the credibility, the researcher involved teachers from three types of primary schools. I aimed to ensure participants are honest in their responses by emphasizing the voluntary nature of participation and that participants could withdraw or omit any answers if they wish without being subjected to any negative consequences. I also provide detailed descriptions in the report of participants' experiences and the context and my work will continuously be evaluated by my supervisor. Furthermore, I continuously reflected and made notes regarding my subjectivity and beliefs and the impact of this on the research. Detailed information about the research process, procedure and context were provided as well as detailed information about the participants was obtained through the use of a demographic questionnaire and reported on. This information was used to determine the transferability of the results. In order to ensure dependability enough detail of the research process was provided so as to make it repeatable and an audit trail, including drafts of the research proposal and reports as well as notes made throughout the research process, were kept. To ensure confirmability detailed quotes were provided to justify the identified themes.

5.11 Ethical considerations

The study adopted the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002). The following was considered:

No harm: No harm came to the participant during the process of this research from the researcher or from participating in this research.

Institutional Approval: before conducting this research an approval from the University was granted to ensure accurate information about the study is provided to the participants and the study follows research protocol Recordkeeping: Researcher maintains confidentiality by ensuring proper storage and controlled accessibility to records of data collected.

Debriefing: Participants were notified that if they which to they may have access to the study after it has been finalized. If they have any future questions pertaining to their participation or the research they are free to contact the researcher.

Both anonymity and confidentiality are ensured in the dissertation, as the pseudonyms will be used.

Chapter 6:

Results and discussions

6.1 Introduction

This chapter will report on the results of the research based on the Thematic Content Analysis of the qualitative data collected during interviews with teachers. Furthermore, the discussion of the findings of the researcher will be included in this section. These research findings are reported in the form of themes that emerged from the data accompanied by an engagement with the research questions in the proposal of this research, namely:

What are the attitudes of teachers in the three type of South African schools namely mainstream, full-service and special schools towards inclusive education?

How do the teachers from mainstream, full-service and special schools, perceive the support that they receive?

What influence does the support received by teachers have on their attitudes towards inclusive education?

Within this chapter, the various themes identified are discussed against the reviewed background literature and comprehension in relation to the qualitative observations experienced during data collection.

6.2 Findings

In the evaluation of data obtained from the study, it was deduced that teachers have both negative and positive attitudes towards inclusion. Whether a teacher develops a positive or negative attitude towards inclusive education was found to be a result of a number of factors that shaped the attitudes of teachers towards inclusion. Through a thematic analysis of the data, themes were identified as influencing the attitudes of teachers. The findings from data collected in the study offers five main themes namely, Lack of resources; insufficient teacher training and support from DoE; Class size and

lack of time; Lack of teacher interest; and Lack of collaboration within district units. These five themes were formulated through grouping subthemes mentioned in Table 1 below.

Table 1

Main Themes and Subthemes based on Teacher Interviews

	Main theme	Sub-themes
Theme 1	Theme 1 Lack of Resources	• No skilled teachers to support learners • Shortage of proper LTSM (Learner Teacher Support Material) • Schools not build for inclusive purposes • Shortage of space to support learners with barriers to learning
Theme 2	Theme 2 Insufficient teacher training and support from DoE	• Teachers feelings of incompetence due to lack of knowledge on how to support the learners
Theme 3	Theme 3 Class size and lack of time	• Impracticality of expectations of support that is required from teachers
Theme 4	Theme 4 Lack of teacher interest	• Values, beliefs, and personal ideals of teachers as influential to their attitudes
Theme 5	Theme 5 Lack of collaboration	• Inconsistency in the implementation of inclusion from various department of education offices • Units with the district not collaborating in their approach to support teachers in delivering inclusive education

6.2.1 Theme 1: Lack of resources

Research has found that adequate resources for teachers are key to the successful implementation of inclusive education within the school setting (Walton & Nel, 2012). Resources needed within schools vary depending on the type of support required by the learners within a specific type of school. There are different kinds of inclusive resources that schools need in order to effectively practice inclusive education, these

ranges from proper facilities such as ramps for learners in wheelchairs to assistive devices such as hearing aids (DoE, 2014). The lack of such resources, therefore, has an impact on how effective teachers are at practising inclusive education within their school setting (Eloff et al, 2002). This study found that teachers' attitudes towards inclusive education correlated with the resources available to them.

In the findings of this study two main types of resources were considered, these are physical resources and human resources. For the purposes of this study physical resources should be understood as resources within the environment that are tangible and are usually material that enable teachers to practice inclusive education; these type of resources can range from rails for learners in wheelchairs to smart pens for children with writing or other language problems. Human resources for the purposes of this study should be understood as resources that are in the form of individuals who are equipped and skilled in working with various barriers to learning and individuals who are in the know about interventions that can be used to counter barriers to learning.

The issue of physical resources was noted by teacher A, who stated "*...And another thing is there are not enough schools or classes to include those learners, the shortage of resource; ... the frustration of teachers, over-worked, insufficient resources, no skill. Inclusion is there hanging, like a fruit in a tree, but it is not yet ripe to be picked or used*". Locally, Swartz and colleagues (2001) support the above-reported finding in stating that, the lack of facilities and assistive devices that would assist teachers in their aims to practice inclusive education in the classroom makes teachers resent inclusion thus fostering negative teacher attitudes towards the policy.

Infrastructure to facilitate the practical element of inclusive education is further mentioned by Engelbrecht, Nel, Smit, & van Deventer (2016) as a great influence in how teacher's attitudes towards inclusive education are formed. This was confirmed by Teacher B who stated: *"Space/effective classroom that is meant to cater to learners with different learning abilities must be created."; "Spacing in schools remains a challenge. Rails for the wheelchairs learners..."* Whilst Teacher C also noted: "there are no bathrooms meant for wheelchair learners, not enough space."

Interestingly teachers from the special schools reported receiving adequate material to support their learners, with one participant stating: *"My school MCK never refuses*

me on LTSM Materials. I would also photocopy – learners are at different levels and should work at their level and pace of development". Furthermore, only the participant at the special school seemed to possess a positive view towards inclusive practices, stating: *"It is now pleasing to note that special schools are now acknowledged. The community is now respecting the LSEN learners. These special learners now have a place in society."* These comments echo the findings of previous research where accessibility to resources impacts on an individual's attitude towards inclusive education. The fact that only the teachers at a special school indicated that they have the necessary resources links to the capability approach where the requirement to fulfil inclusive education (capability) is not standard and individuals require different amounts and types of resources to attain the same level of functioning.

The resources or support teachers from these different types of schools need to turn their capability of teaching inclusively to a functioning of actually teaching inclusively differs and cannot be provided for equally without knowledge of what each teacher in their respective contexts requires to meet their functioning.

The issue of human resources was also mentioned as a factor in shaping teacher attitudes towards inclusive education. The interviewees at the 5 schools revealed that there seems to be a direct link between negative teacher attitudes towards inclusive education and lack of human resources within schools. Human resource in this regard is understood as teachers who are equipped to work with various learning barriers. This was evident when Teacher C who expressed: *"Lack of experts in the field of education. There are few educators who have been trained and equipped well in inclusive education. Lack of financial support also remains a challenge in this regard. Spacing in schools remains a challenge. Rails for the wheelchairs learners, hearing devices for learners with hearing impairment problem. Autism also remains a challenge."*; *"Proper support must be given to schools by the curriculum experts".* Furthermore, participants explained that the shortage of human resources to cater for learner needs to promote inclusive education incapacitates them in their efforts to practice inclusive policies at their schools. The former is in line with what the capability approach states about considering human diversity. That is, if human diversity is not considered in the process of providing something that can assist individual's turn their capabilities into functionings then those capabilities will never be transformed to functionings (Nussbaum, 2003).

6.2.2 Theme 2: Insufficient teacher training and support from DoE

As studies have indicated, teacher training and the support for teachers in inclusive education has had a significant impact on the practice of inclusion in South African schools (Dart, 2006; Sharma, Forlin, & Loreman 2008). This study found that lack of training was an impediment to the implementation of inclusive education. This sentiment was echoed by all five of the interviewees who mentioned lack of training as being a hindrance in their effective implementation of inclusive education. Teacher A explained, *"we have never been trained to know how to see if a learner has a problem and we do not know how to help them"; "...train the teachers..."* ;Teacher B furthermore stated: *"If they can have thorough training, because teachers are so negative and maybe if they have thorough training and resources and accommodation in the classroom"*; Teacher C added: *"There are few educators who have been trained and equipped well in inclusive education"; " I am unable to deliver qualitative education to learners with challenges as I was not trained to teach such learners";* Teacher D noted: *"training the teachers"; " Provide more support by the government and training of such a programme to teachers that aren't aware of it."*; and Teacher E mentioned: *"...workshops by trained personnel is the only answer to guide the educators who have the passion for special education and LSEN learner".* The former findings indicate that the teachers lack the functioning as presented by the capability theory to deliver inclusive education. Furthermore, these findings are consistent with Hay & Beyers, (2011); Hay, Smit, & Paulsen, (2001) studies who found that South African teachers feel they lack knowledge pertaining to inclusive education. The lack of knowledge towards inclusive education is said to stem from lack of training and teacher support (Eloff et al., 2002). Teacher's feelings of unpreparedness and being unequipped to teach in inclusive classrooms have resulted in the negative attitudes that some teachers have towards inclusive education (Eloff et al., 2002).

The interviewees reflected some contradictions with regard to the support teachers receive in implementing inclusive practices from the department of education. In the same type of school (normal school), teachers varied on the support they receive, one of the schools mentioned that they receive support from the department although insufficient when compared to the needs of the school; whereas in another school

teachers illustrated in the interview that they received no support at all from the department of education. Support for teachers in implementing inclusive education is also a huge influencing factor to inclusion practices. This apparent inconsistency in the provision of support offered to teachers may make it difficult for the processes of inclusion to flow effectively within all schools in South Africa. Again the issue of equity and equality as presented by the capability approach is evident in the findings of the study. Nussbaum (2003) stated that individuals require unlike levels of resources for them to reach a similar level of functioning and capability. Teachers may be in the same type of school and receive the same amount of support yet that support may be sufficient for one teacher and insufficient for the other due to their individual differences.

6.2.3 Theme 3: Class sizes and lack of time

The responses from the interview participants in full-service and mainstream schools indicate that the size of classrooms impacts on inclusive education practices in their schools, whereas at the special school the participant mentioned nothing about class sizes. There is a consensus amongst teachers in full service and mainstream schools that the number of learners in each class has a negative impact on the attitudes teachers develop about inclusive education practices. Teacher A stating: *"...biggest challenge there are not enough teachers trained for this situation and the ratio of our learners' big classes".* While teacher B mentioned: *"...the curriculum does not cater for those learners, the sizes, logistic when changing periods, 55 learners per class, our hands are really tied. It is totally impossible to support learners ...".* De Jager (2013) echoed the same finding in his study by stating, that large classes make it problematic to effectively support learners' needs and interferes with the process of implementing inclusive education.

A participant at one of the mainstream/normal schools explained that the time provided for teachers to implement inclusive practices is insufficient by stating: *"Yes, not possible but if there was time"; "The same, training, time, too many learners, and resources".* Lack of time to identify and support learners who may have learning barriers has an impact on the attitudes teachers end up having towards inclusive education. Teacher B explained that teachers already have too much planned for their lessons each day and their timetables do not accommodate supporting some learners

within their classrooms. She explained that trying to support a group of learners whilst the rest of the class is left unattended is an impractical expectation and this is what inclusive education proposes teacher should to do. The former is indicative of the diverse understanding that teachers may have of inclusive education and its requirements from teachers. For this particular teacher, inclusive education is an impossible policy to implement. However considering that all teachers are trained to differentiate their lessons such that learners of all kinds of learning styles are able to gain from their lessons, what the policy of inclusion proposes should not be impossible.

6.2.4 Theme 4: Lack of interest from teachers

One participant indicated that it is the teacher's themselves who are responsible for how their attitudes are towards inclusion and not the outside factors that shape whether their attitudes are positive or negative. This participant and others say that some teachers are generally not interested in the business of teaching and thus they are the same when it comes to inclusive education. Teacher B explained: *"...because teachers are so negative and maybe if they have thorough training and resources and accommodation in the classroom."* While Teacher E echoed the former by stating: *"It also takes the educators passion to teach and implement inclusive education."* These findings are in contrast to Nussbaum's (2003) view on who determines what to value, instead they ascribe to the Sen's notion of the individual (the teacher) making a choice whether to value something or not.

The above data support the findings by Mitchell, (2008); Topping and Malony, (2005); and Robinson and Carrington, (2002), that teachers require more than just training and knowledge on inclusive education to have positive attitudes towards the practices of the policy. Teachers require a mind shift and an appeal to their beliefs and values to adjust and accept inclusive education. The capability theory indicated that in order for capabilities to become functionings specific conditions need to be met and those conditions are determined individually because human beings are diverse (Nussbaum, 2003)

6.2.5 Theme 5: Lack of collaboration within district units

A lack of collaboration emerged as a hindrance to inclusive education amongst the participants. Two participants indicated that the division within the education

department units in implementing inclusive practices causes great limitations for the teachers. The different units within the district mentioned are the curriculum unit and the education support unit. Participants explained that the lack of consensus in requirements for learner support and curriculum modification to support learners between the curriculum unit and the education support team has an impact on consistency. Teacher A stated: *"we can getting support from DBST and curriculum should link you because they are fragmented. We do what the DBST wants but Curriculum will reject that so the two need to integrate and give us a unified intervention for the learners."* Furthermore, Teacher C mentioned: *"Proper support must be given to schools by the curriculum experts..."*

The above was salient during the interviews. There seemed to be an atmosphere of division within schools, between schools, and within units in the district. Although SIAS proposes collaboration between the three types of schools and within schools (DoE, 2014), there seems to be little if no collaboration at the ground level. As mentioned by Teacher A, it appears that although inclusive education and its policies are a priority of the entire education department, specific units within the department have not bought into the policy and its' protocols. Units such as The curriculum Unit have not adjusted to fit into the inclusive education system. The issue of who determines "what to value" and "who values what" according to the capability theory is evident in this finding. Inclusive education is according to this finding not valued by everyone in the department of education. The former correlates with Sen's (1999) view that values are determined by an individual not necessarily a third party hence what one values the other may not value even if those individuals exist within the same setting.

Chapter 7

Summary and Recommendations

7.1 Introduction

In this last chapter, the findings of the study will be summarized and the recommendations that arose will be presented. Furthermore, the chapter will look into the limitations of the research.

7.2 Key findings of the study

Inclusive education within the South African context is still at its baby stages and is struggling to launch. It is thus important that more research is conducted to best understand why in a period of over 15 years since the inception of the policy it is still at its genesis stage. Research directed to those assigned with the task of executing it into our education system is particularly imperative in rectifying this problem of inception.

There are three main sets of findings that are most prominent in the data collected from the participants from the three types of schools, these are:

> Teachers have negative attitudes towards inclusion if they are not supported
> Teachers have negative attitudes towards inclusion because of various reasons involved with how the policy of inclusion was introduced into South African schools
> There are inconsistencies in how inclusive education is taken within the different components within the department of education; these inconsistencies give way for teachers to maintain negative attitudes towards inclusion.

Considering the first two set of key findings, one understands that teacher attitudes towards the inclusion policy are not just based on their personal values or beliefs. Teachers appear to understand the importance of inclusive education and some even vouch for it, however, they struggle to see how such a policy can exist within a diverse country such as South Africa. Issues pertaining to integration at a racial level are still

challenges that are prominent within a South African classroom setting; the shift towards an even integrated system such as inclusive education appears to be a daunting task for most of the teachers that participated in the research. The task of trying to adequately meet the needs of all the learners in their classrooms is near impossible because teachers feel they were never prepared and they are still not prepared for learners with barriers to learning. Teachers' difficulties in providing the support learners need within their classrooms results in teacher feelings of inadequacy and defeat. These feelings of incompetence result in teachers feeling the policy of inclusion can never be successful in their schools.

The shortage of sufficient support and resources are given to teachers in the process of mapping out inclusion in South African schools has also resulted in the negative view towards inclusion that most mainstream and full-service school teachers have. Unlike special schools, mainstream schools and full-service schools appear to struggle with support for the implementation of inclusion as well as the provision of resources to better equip themselves and their schools in delivering inclusive education. The frustrations expressed by mainstream teachers from the two schools participating in the research was evident as they emphasized the struggle of having to try and create some way to support learners with barriers to learning whilst not even sure that they are doing the right things.

The infrastructure that also needs to speak to the inclusive nature of all South African schools seems to also come short. The schools in the district that were part of this study were not set up for learners with physical barriers to learning. Only special schools seemed to have some resemblance of infrastructure that supported the aims of inclusion within schools. Teachers in the study have expressed that the challenge of not having the proper infrastructure in their schools to support learners in an inclusive manner makes it impossible for them to see the effectiveness of inclusion within their schools and has resulted in the negative attitudes that teachers have towards the policy.

The third set of key findings explores the inconsistent views and practices of inclusive education within the department of education. The policy of inclusion has to be one that is evident within the different units within the department of education however

based on the findings of the study; this may not be the case. It was presented in this study that not all units within the district are in agreement with the principles of inclusion. The curriculum unit at the district in which the study was conducted appears to differ in their policies of assessment and curriculum differentiation to the inclusion policy. This inconsistency in the department of education appears to be part of the factors that cause distress to teachers in their task to implement inclusion. Teachers explained that they have been given different requirements for learner retention by curriculum and much of how they adapt curriculum for learners is not within the requirements of the curriculum. The former causes many challenges for teachers as the non-collaborative nature of units in the department of education causes a lot of confusion in terms of that which is expected of them in relation to inclusive practices.

The above is also related to the highly demanded inclusive education training that has been echoed in this study by past researchers. It seems that there is a need for not just teachers to be fully trained in inclusive education but also all department units within districts and the entire education department. The district is responsible for filtering the policies to schools, therefore, units (DoE, 2014) within it need to first abide and buy into these policies before they are able to implement them in schools. It is therefore important that district officials from all respective units are trained in and are enabled in adapting to the new policies of inclusion so as to allow for consistency in expectations of teachers at schools. In other words, the policies of all units within a district need to be aligned with the overarching policies of inclusive education.

7.3 Study limitations and conclusion

Time was the main limiting factor for the researcher. Participants in this research seemed to not have time at their disposal and this posed a great challenge in attaining data.

The topic of inclusive education is a fluid one; it constantly changes as it progresses over the years. When the study began much of what is documented to date has revolved and new processes have been implemented in relation to inclusive education. In completion of this study, the researcher, therefore, felt that there is much more to investigate and research further on. Investigation of the different types of support that teachers require is pivotal in ensuring inclusion in education takes place. Furthermore

looking into the different views on the inclusive education of the various units within the department of education, may assist in assuring that all stakeholders within this department are in support of it.

Another limiting factor of the study was the securing of teachers to interview. The study had hoped to represent at least two teachers from each type of school, however, teachers from special school seemed extremely reluctant to participate in this study. After various attempts by the researcher to appeal for one more special school participant, and cancelled appointments with other special school teachers, the researcher was forced to use only one participant. This limits the data collected during the research. This uneven number of participants was a limiting factor in the research because the findings of the study cannot be generalised.

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Appendixes

Approval Letters

University of the Witwatersrand, Johannesburg
Faculty of Humanities – Postgraduate Office
Private Bag 3, Wits 2050, South Africa • Tel: +27 11 717 4002• Fax: +27 11 717 4057• Email: Sarah.Mfupa@wits.ac.za

Student Number: 0512201N

Miss Yolanda Mbatha
173
7th Avenue Mid-ennerdale
Ennerdale
Johannesburg 1830
Gauteng South Africa

06 June 2016

Dear Miss Mbatha

APPROVAL OF PROPOSAL FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

I am pleased to be able to advise you that the readers of the Graduate Studies Committee have approved your proposal entitled "*Inclusive education through the eyes of South African teachers*". I confirm that Mrs Anwynne Kern has been appointed as your supervisor at School of Human and Community Development.

The research report is normally submitted to the Faculty Office by 15 February, if you have started the beginning of the year, and for mid-year the deadline is 31 July. All students are required to RE-REGISTER at the beginning of each year.

You are required to submit 2 bound copies plus 1 CD in pdf (Adobe) format of your research report to the Faculty Office. The 2 bound copies go to the examiners and are retained by them and the CD is retained by the Faculty Office as back up.

Please note that should you miss the deadline of 15 February or 31 July you will be required to submit an application for extension of time and register for the research report extension. Any candidate who misses the deadline of 15 February will be charged fees for the research report extension.

Kindly keep us informed of any changes of address during the year.

Note: All MA and PhD candidates who intend graduating shortly must meet your ETD requirements at least 6 weeks after your supervisor has received the examiners reports. **A student must remain registered at the Faculty Office until graduation.**

Yours Sincerely

SD Mfupa

Sarah Mfupa
Postgraduate Division
Faculty of Humanities
Private Bag X 3
Wits, 2050

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

HUMAN RESEARCH ETHICS COMMITTEE (SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT

CLEARANCE CERTIFICATE	PROTOCOL NUMBER: MEDP/16/008 IH
PROJECT TITLE:	Inclusive education through the eyes of South African teachers
INVESTIGATORS DEPARTMENT	Mbatha-Stainbank Yolanda Psychology
DATE CONSIDERED	08/06/16
DECISION OF COMMITTEE*	Approved

This ethical clearance is valid for 2 years and may be renewed upon application

DATE: 08 June 2016

CHAIRPERSON
(Prof. Brett Bowman)

cc Supervisor:

Ms Kerri Anwynne
Psychology

DECLARATION OF INVESTIGATOR (S)

To be completed in duplicate and one copy returned to the Secretary, Room 100015, 10th floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

This ethical clearance will expire on 31 December 2018

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

For administrative use:
Reference no. D2017 / 085 A
Enquiries: Diane Buntting 011 843 6503

GAUTENG PROVINCE
REPUBLIC OF SOUTH AFRICA

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	**18 May 2016**
Validity of Research Approval:	**18 May 2016 to 30 September 2016**
Previous GDE Research Approval letter reference number	**D2017 / 038 dated 3 May 2016**
Name of Researcher:	**Stainbank Y.**
Address of Researcher:	**173, 7th Avenue; Mid-Ennerdale; 1830**
Telephone / Fax Number/s:	**076 167 9599**
Email address:	**yolandastamb@gmail.com**
Research Topic:	**Inclusion through the eyes of South African teachers**
Number and type of schools:	**FOUR Primary and TWO LSEN schools**
District/s/HO	**Johannesburg South**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. *The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*
2. *The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;*

Office of the Director: Education Research and Knowledge Management ER&KM)
9th Floor, 111 Commissioner Street, Johannesburg, 2001

3. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
4. *Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
5. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
6. *It is the researcher's responsibility to obtain written consent from the SGB/s, principal/s, educator/s, parents and learners, as applicable, before commencing with research.*
7. *The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.*
8. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.*
9. *On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit your Research Report, Thesis, Dissertation and Research Summary on completion of your studies / project – a month after graduation or project completion - may result in permission being withheld from you and your Supervisor in future.*
10. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;*
11. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 21/05/14

Office of the Director: Education Research and Knowledge Management ER&KM)
9th Floor, 111 Commissioner Street, Johannesburg, 2001

Requests and Consent forms

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

UMTHOMBO WOPHUHLISO LOLUNTU
School of Human & Community Development

Psychology

School of Human & Community Development

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PRINCIPAL INFORMATION SHEET

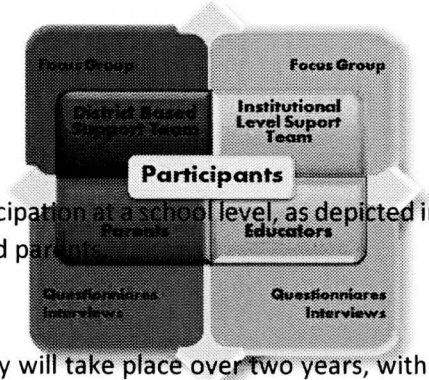
Inclusive education: Inclusive education through the eyes of South African teachers

To whom it may concern

My name is Yolanda Stainbank and I am conducting research at the University of the Witwatersrand under the supervision of Anwynne Kern.

The publication of the Education White Paper 6 in 2001 marked the beginning of inclusion in South African schools. As per this document the government aims to have created an inclusive education system by 2021. Given that we are 15 years into the implementation of inclusion it seems pertinent to investigate how far we have come along this journey and what still needs to be done in order to see the realisation of inclusion.

As we know the successful implementation of inclusion is collaboration between a number of stakeholders. This study specifically aims to look at the views of teachers in an effort to investigate the interpretation and implementation of the policy at the various levels at a special, full service and mainstream school.



There are 3 aspects of participation at a school level, as depicted in figure 1, Institutional Level Support Teams (ILST), educators and parents.

It is foreseen that this study will take place over two years, with the assistance of honours students. For participation in the study, the educators required to complete a questionnaire. Completion of the questionnaire will take no longer than 15 – 20 minutes. The questionnaire will include a section indicating willingness to participate in semi-structured interviews. The educators will then be asked to

return the completed questionnaires to a sealed box at a point in the school which is accessible to them. The interviews, which will be approximately 45 minutes will be conducted at a time and place that is convenient for both educators. Confidentiality and anonymity will be ensured regarding the questionnaires however only confidentiality as per the interviews can be guaranteed. Pseudonyms will be used in the dissertation thereby protecting the identity of those individuals who choose to participate in the interviews.

The views and perceptions of the educators will be garnered through a single focus group which will run for approximately an hour, at a time and place that is convenient for all the participants. Confidentiality and anonymity cannot be ensured due to the nature of the focus group, however both anonymity and confidentiality can be ensured in the dissertation as the pseudonyms will be used.

The interviews and focus group will be audio-recorded with the permission of the participants. The sound slips will then be transcribed verbatim, coded, omitting any identifying details and the transcriptions will be stored on a password locked computer for data analysis. The results will be reported in the form of a dissertation, published articles and possible conference presentations.

Participation in the study is entirely voluntary and no-one will be disadvantaged or advantaged for choosing to participate or not. Due to the nature of the study there are no inherent risks or dangers to you, your learners or your school. Participants may choose to withdraw from the study at any stage or not to answer specific questions. The results will be processed only by myself and research assistants. If direct quotes are used from the open-ended questions, interviews and focus group in the final report, no identifying information will accompany the quote.

No identifying information regarding you or your school will be used in the write up of the research. General feedback from the results of the study will be presented in a summary which will be sent to your school once the research is completed. A copy of the final report will be made available.

Should you have any queries or questions please feel free to contact myself.

I am ethically obligated to, and hereby do, formally request your permission to conduct this research project at your school. Should you be willing for your school to participate in the aforementioned research, please email a letter indicating so, on the school letter head to yolandastamb@gmail.com .

Kind Regards

Yolanda Stainbank

Yolandastamb@gmail.com

076 167 9599

Anwynne Kern

Supervisor

anwynne.kern@wits.ac.za

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EDUCATOR INFORMATION SHEET

Inclusive education: Inception to Implementation

To whom it may concern

My name is Yolanda Stainbank and I am conducting research for the purposes of obtaining my Masters at the University of the Witwatersrand.

The publication of the Education White Paper 6 in 2001 marked the beginning of inclusion in South African schools. As per this document the government aims to have created an inclusive education system by 2021. Given that we are 14 years into the implementation of inclusion it seems pertinent to investigate how far we have come along this journey and what still needs to be done in order to see the realisation of inclusion.

As we know the successful implementation of inclusion is a collaboration between a number of stakeholders. This study specifically aims to look at the views of parents, teachers, institutional level support teams and district based support teams in an effort to investigate the interpretation and implementation of the policy at the various levels at a special, full service and mainstream school.

As is evidence in Figure 1, your participation forms part of a broader group of participants. This is because this study aims at gaining a holistic view of Inclusive Education as it currently stand in South Africa.

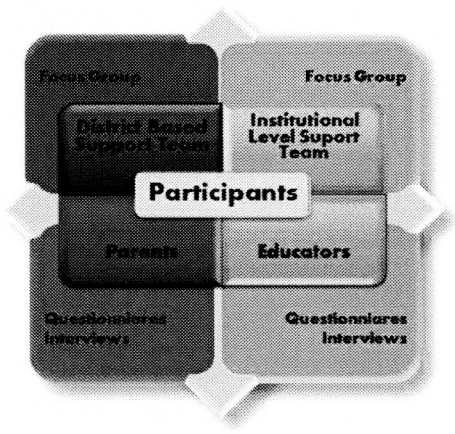

Figure 1: Participants.

For participation in the study, you, the educators are required to complete a questionnaire. Completion of the questionnaire will take no longer than 15 – 20 minutes. The questionnaire will include a section indicating willingness to participate in semi-structured interviews. Should you wish to participate in the interview please complete the section and return it with the questionnaire to the sealed box in the staff room. I will then contact you to arrange a time and date for the interview which is convenient for you. Confidentiality and anonymity will be ensured regarding the questionnaires however only confidentiality as per the interviews can be guaranteed. Pseudonyms will be used in the dissertation thereby protecting the identity of those educators who choose to participate in the interviews.

The interviews will be audio-recorded with your permission. The sound slips will then be transcribed verbatim, coded, omitting any identifying details and the transcriptions will be stored on a password locked computer for data analysis. The results will be reported in the form of a dissertation, published articles and possible conference presentations.

Participation in the study is entirely voluntary and no-one will be disadvantaged or advantaged for choosing to participate or not. Due to the nature of the study there are no inherent risks or dangers to you, your learners or your school. Participants may choose to withdraw from the study at any stage or not to answer specific questions. The results will be processed only by myself, research assistants and my supervisors. If direct quotes are used from the open-ended questions and interviews in the final report, no identifying information will accompany the quote. General feedback from the results of the study will be presented in a summary which will be sent to your school once the research is completed. A copy of the final report will be made available.

Should you have any queries or questions please feel free to contact either myself or my supervisors.

Your participation will be much appreciated.

Kind Regards

Anwynne Kern

Anwynne.kern@wits.ac.za
011 717 4506

Yolanda Stainbank

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EDUCATOR CONSENT FORM

Inclusive education: Inclusion through the eyes of South African teachers

Consent Form

I have read the information letter. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction. The risk and benefits have been explained to me. I understand that my participation in this study is voluntary and that I may choose to withdraw at any time. I understand that information regarding my personal identity will be kept confidential, but that confidentiality is not guaranteed.

I consent to voluntarily be a participant in the study and give permission for the researcher to use a recording device to audio-record the entire interview. I am aware that direct quotes may be used in the final dissertation but that my identity will be protected at all times.

_____

Date

_____

Signature

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PRINCIPAL CONSENT FORM

I _____ consent to this study being conducted by Yolanda Stainbank to explore teacher attitudes towards inclusive education.

I understand that I will be requested to complete a School Survey Checklist, which involves questions about the number of learners in the school, the teacher-pupil ratio, physical resources of the school, teaching material used and the human resources that are present in the school at the time of the research. Should I choose to complete the form, I will return it directly to the researcher on completion.

Signed: _____

Date: _____

Interview schedule and Questionaire

INTERVIEW SCHEDULE FOR EDUCATORS

1. What do you know about South Africa's policies regarding inclusive education? Do you think it can be successfully implemented in SA? If yes, explain how. If no, explain why not.
2. What is inclusive education for you? How do you define or describe it?
3. What is the greatest challenge to inclusive education from your perspective?
4. How does this challenge impact upon your role?
5. What needs to be done to overcome this challenge?
6. What is the most positive thing about the current system that should be built upon?
7. Do you think you have adequate knowledge and training to be able to teach learners with special needs in your classroom?
8. Have you received the necessary resources? Please elaborate.
9. According to you what are the challenges for educators who have learners with barriers to learning in their classrooms?
10. Have you received professional support from the ILST or DBST? How would you evaluate their services. What would you change or maintain in their approach?
11. Do you have any further thoughts and concerns that you think might be useful for the purposes of this study?

Inclusive Education Questionnaire

Instruction:

Please answer the following questions by writing in the space provided or by placing a tick in the appropriate box.

SECTION A: DEMOGRAPHIC DATA

1. **Number of years teaching experience:**

Less than 5 years	
6 – 10 years	
11 – 15 years	
More than 15 years	

2. **Number of years teaching at this school:**

Less than 5 years	
6 – 10 years	
11 – 15 years	
More than 15 years	

3. **Age group:**

20 – 30 years	
31 – 40 years	
41 – 50 years	
Over 50 years	

SECTION B:

1) What is your understanding of inclusive education?

2) How do you feel about inclusive education?

3) What is your understanding of "barriers to learning"?

4) List the barriers to learning that you encounter in the classroom and within your school.

5) Please place a tick in the box that best represents your perceptions on inclusion.

SA = Strongly agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly disagree

STATEMENT	SA	A	N	D	SD
a. I feel that inclusion won't work at any schools that have too many learners in a class.					
b. I feel that inclusion increases my workload.					
c. Learners who require specialised academic support gain in confidence and emotional security in a mainstream environment.					
d. Learners who require specialised academic support are demanding and require greater input.					
e. I feel that learners who require specialised academic support are less capable intellectually than their mainstream peers.					
f. Learners who require specialised academic support disrupt the flow of the normal lesson.					
g. I feel that learners who require specialised academic support should remain in specialised or remedial schooling.					
h. I feel that inclusion provides an opportunity for learners to become accustomed to a variety of people in a situation that is similar to the outside world.					
i. If I changed to another school I would look for a school not practicing inclusion.					
j. I feel inclusion can work at all schools.					
k. I feel that inclusion is expensive.					
l. I think that some barriers to learning are just too difficult to overcome in the classroom.					
m. I demand less of learners who require specialised academic support.					
n. Learners who require specialised academic support are more difficult to discipline.					
o. Learners should be removed from the class to receive any specialised academic support.					

6. What do you think are important skills that are necessary for teachers to have to implement inclusive education?

_____

_____

_____

_____

_____

_____

7. How do you personally cater for the needs of all the learners in your class?

_____

_____

_____

_____

_____

8. Tick the appropriate boxes of the support structures that support inclusive education in your school. Please tick all options that apply.

Principal	
School Governing Body	
District support team	
School – based teacher assistance team	
Psychologist	
Learning support specialist (Remedial teacher)	
Speech and language therapist	
Occupational therapist	
Parents	
Other (please specify)	

9a. Have you attended any training programmes related to inclusion practices in the past year?

Yes	
No	

b. If yes, when did you attend them (school holidays/ school term)?

_____

_____

c. What did those training programmes involve? Please elaborate.

_____

_____

_____

_____

_____

_____

_____

10a. If you answer to 9a is "Yes", were any of the training programmes that you attended · effective (did you learn something from them)?

Yes	
No	

b. If yes, what skills did you learn from the training programmes that you are able to use in the classroom?

_____

_____

_____

_____

_____

_____

11. Is there any specific training in inclusive education that you would like? Please elaborate.

12. Please feel free to provide any further comments on inclusive education:

THANK YOU FOR YOUR TIME AND CO-OPERATION