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**FACTORS AFFECTING TEACHERS' ATTITUDE TOWARDS THE
IMPLEMENTATION OF INCLUSIVE EDUCATION**

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A dissertation submitted in fulfilment of the requirements for the degree of

Master of Education

Faculty of Education

Supervisor : Professor A Moodly

January 2018

DECLARATION

I hereby declare that this dissertation entitled:

Factors affecting teachers' attitudes towards the implementation of inclusive education

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

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

SIGNED: _____ DATE: _____

ABSTRACT

This study is a quantitative study done in selected schools on teachers' attitudes towards the implementation of inclusive education. Despite efforts to ensure quality education for all learners through inclusive education in South Africa, indications are that many learners, especially those who experience barriers to learning, are still excluded from full access to quality and equitable education opportunities in mainstream schools. Research has shown that the success of inclusive education depends upon teachers' attitudes. It also shows that attitudes can hinder the progress of the implementation of inclusive education. The paper draws on White Paper 6 which speaks to inclusion of children with disabilities in schools. As the legislative and policy framework for the implementation of inclusive education, White Paper 6 states that "a public school must admit learners and serve their educational requirements without unfairly discriminating in any way". The study is framed by Ajzen's theory of planned behaviour, which suggests that an attitude towards behaviour is influenced by past experiences, previous knowledge and newly acquired knowledge. The study reflects findings from a questionnaire circulated to 75 teachers at three selected high schools, using descriptive statistics to analyse the data. Findings showed that there is no relationship between attitudes based on factors, including class size, years of experience, inadequate resource, and lack of adequate training but the main negative influence was found to be lack of support in implementing inclusive education. The conclusion is that there is no relationship between attitudes and the factors identified except lack of support. This research concludes with recommendations to address teachers' attitudes in order to facilitate the inclusion of learners with special needs in the classroom.

Key Terms: Teachers' attitudes, inclusive education, implementation factors, special education needs.

DECLARATION ON PLAGIARISM

I, **Ncediswa Millicent Zukani**, student number **200508618**, hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and I have taken every precaution to comply with the regulations.

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Signature:

DEDICATION

This work is dedicated to my dear mother, Veliswa Zukani, who has been the best mother I could ever ask for. She has fully supported me throughout the journey. She believes in hard work and commitment and I consider myself very fortunate indeed to have taken her example in this regard. She is an absolute motivational inspiration to me. It is also dedicated to my late father, Welile Zukani, who unselfishly committed himself in my upbringing and wellbeing. You always wanted us to study, so this is for you.

To my children, Uyathandwa and Kwanda, who have been there through the journey, I love you dearly. Thank you for your patience.

ACKNOWLEDGEMENTS

This study would not have been possible if it was not for God Almighty who gives me strength and wisdom throughout my entire life. I give HIM praise, glory, honour and adoration.

To my lovely supervisor, Prof A Moodly, thank you for your patience, love and support. I will cherish it forever. God has put you in my journey for a reason. May the good Lord bless you more and more.

My mother, Veliswa (MaVeza), you have proven to be the best mother in the whole wide world. My brothers, Simpiwe and Vukile, thank you for your love and support.

My children Uyathandwa and Kwanda, thank you boys. I am paving the way for you.

Special thank you to the following:

- Prof Stunky Duku, I love you dearly.
- Prof Adu, thank you so much for you also played a role.
- Dr S Mishi, if it was not for you, I don't know what I would have done.

Thank you very much and God bless you.

To Brian Carlson for editing my work, thank you so much. To my colleagues who supported me through this journey, God bless you. My ex colleagues, if it were not for you I would not have finished. Thank you from the bottom of my heart. To my friends who have been there throughout the journey, God bless you.

All the people that played a role whether through prayers or support, may the good Lord bless you abundantly.

The entire journey has not been easy, so once more I express my deep thank you to the everlasting God.

ACRONYMS

CRC	Convention on the Rights of the Child
DoBE	Department of Basic Education
DoE	Department of Education
DBST	District Based Support Team
ECDoE	Eastern Cape Department of Education
EFA	Education for All
EWPP 6	Education White Paper 6
IE	Inclusive Education
LSEN	Learners with Special Educational Needs
NCESS	National Commission on Education Support Service
NCSE	National Council for Special Education
NCSNET	National Commission on Special Needs in Education and Training
SASA	South African Schools Act
SEN	Special Education Needs
UAE	United Arab Emirates
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

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CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 Introduction

Special and general education teachers are facing the challenge of providing services in general education classrooms that were historically provided in two different educational settings. Inclusion is a contemporary term that refers to “the practice of educating learners with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home neighbourhood schools” (Alper, 2003). In a democratic society, students with disabilities should not be denied access to public education based on their disabilities (Leyser & Tappendorf, 2001).

Teachers’ attitudes on inclusion of learners with disabilities have been found to be a crucial factor that impacts on their inclusion in mainstream classrooms (Bender, Vail, & Scott, 1995). It has been reported that teachers with more positive attitudes on inclusion have more confidence in their abilities and commitment to accommodate learners’ needs in inclusive settings by adapting appropriate classroom materials and related procedures (Norwich, 1994; Campbell, Gilmore, & Cuskelly, 2003).

Teachers with more negative attitudes were found to have low expectations for individuals with disabilities (Wilczenski, 1993). It was further found that negative attitudes about children, learning, and schooling are likely to interfere with the teachers’ support for and effective participation in inclusive settings (Brantlinger, 1996). The study focuses on addressing factors that may contribute to negative attitudes. It is also trying to find amicable ways of addressing attitudinal change in mainstream education.

Swart, Engelbrecht, Eloff & Pattipher (2002) argue that there is overwhelming evidence that teachers are the key force in determining the quality of inclusion, that is, they can play a crucial role in transforming schools or bringing about no change at all. It is important that teachers’ attitudes should be noted for the success of inclusive education.

1.2 Background to the study

Children with special educational needs are progressively being taught in mainstream schools throughout the world (National Council for Special Education, 2006). Research has shown that the success of inclusive education depends upon teachers' attitudes (Gaad & Khan, 2007). It is imperative to examine teachers' attitudes towards the inclusion of learners with learning difficulties into regular classrooms. As was said in 1994 in the UNESCO Salamanca Statement and Framework of Action in Special Needs Education (agreed in Salamanca, Spain) all schools must accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition (Smith-Davis, 2002).

The implementation of inclusive education expanded and provided fair and appropriate special education opportunities to students who require special education according to individual capabilities and degree of disabilities, to introduce the latest special education methods to improve quality of the special education, and to expand special education support systems. Inclusive education became part of the focused efforts to guarantee the right to learn without discrimination for students with special education needs (SENs), and it is generally linked to a process of SEN students in special classrooms and regular classrooms at regular schools. Inclusive education, reflecting the global trend within special education, became the focus of attention and was supported at the national level in Korea when the 1977 Act on the Promotion of Education for the Handicapped was revised and amended in 1994 (Kim, 2013).

Many countries, both developed and developing, have adopted a policy of inclusive education/mainstreaming in their education policies. Nigeria, for example, adopted the policy of mainstreaming in the National Policy of Education (1998). This Policy stipulates the integration of special needs learners into regular classrooms (Fakolade, Adeniyi & Tella, 2009). Special education has become central to the educational debate across Europe and the United States of America (Khoaneane, 2012).

South Africa being a developing country, also followed steps in adopting the policy of inclusive education / mainstreaming in its education policy. It introduced White Paper 6 on Education and Training in a Democratic South Africa (Department of Education, 1995), which provides the framework for the implementation of inclusive education in all public schools (Tshifura, 2012). The Bill of Rights, as contained in the Constitution of the Republic of South Africa, Act 108/1996, affirms the democratic values of human dignity, equality and freedom, including the rights of children (Section 28) and the right to education (Section 29). Section 29 of the Constitution of the Republic of South Africa (hereafter known as the Constitution), guarantees the right to basic education as well as further education for everyone, which the state must make available and accessible. The National Education Policy Act 27 of 1996 clearly states that, “every person is to be protected against unfair discrimination within or by an education department or educational institution on any grounds whatsoever” (Department of Education, 2003). The South African Schools Act (Department of Education, 1996) states that: A public school must admit learners and serve their educational requirements without unfairly discriminating in any way.

Studies in India, like that of Singh (2004), Jha (2002) and Mastropieri and Scruggs (2000) indicate that the majority of teachers who were participating in inclusion programmes, had strong negative feelings about inclusion. Studies in Ethiopia, like that of Tibebe (1995), Abate (2001) and Tilahun (1991) as cited in Tesfaye (2005) which are small-scale studies (survey - Likert type scale), indicate that the majority of teachers who were participating in inclusive programmes also had strong negative feelings about inclusion.

Common variables that affect the success of inclusion globally are identified as class size, inadequate resources, lack of adequate training, lack of support, and the number of years of experience. Research evidence also suggests that positive teachers' attitudes towards inclusion often begin during pre-service teachers' preparation (Hay, Smith & Paulsen, 2001). They continue by saying that the implementation of inclusive education depends on high quality, professional preparation of teachers at pre- and in-service levels to equip them and update their knowledge for meeting the needs of a diverse classroom

population (Hay et al., 2001). Some teachers develop negative attitudes towards inclusion policy because they do not have sufficient knowledge and skills to assist them in implementing the policy with confidence (Gwala, 2006).

A study conducted by Hastings and Oakford (2003), revealed that teachers with more teaching experience did in fact have more negative attitudes towards inclusion than those who had less teaching experience. There is not a great deal of literature, however, that indicates that general education teachers with more teaching experience have more negative attitudes about having students with special needs included in their classrooms.

Ali, Mustapha and Jelas (2006), examined the attitude and perceived knowledge of mainstream and special education teachers of primary and secondary schools towards inclusive education in Malaysia. The main finding indicated that, in general, teachers had positive attitudes towards inclusive education. Studies on teachers' attitudes in Zimbabwe showed that school teachers' attitude towards educating learners with special needs are negative especially towards educating disabled learners in an inclusive school (Engelbrecht & Green, 2007).

In South Africa all schools have to implement inclusive education and districts have to ensure that they provide adequate support (Lomofsky & Lazarus, 2001; Mastropieri and Scruggs, 2005; Engelbrecht and Green, 2007). However, with the implementation in progress, one of the main challenges facing education today is that of providing the best, most effective inclusive education to all learners, particularly those with special education needs (Singh, 2004; Engelbrecht and Green, 2007). Initially, many teachers in South Africa held negative attitudes and felt ill-prepared to meet the needs of diverse learners (Davies & Green, 1998; Daane, Beime-Smith & Dianne, 2000; Bothma, Gravett & Swart, 2000; Mashiya, 2003).

Studies have been conducted to assess general teachers' attitudes towards inclusion and how their opinion affects the successful implementation of the process. According to Avramidis (2000), one of the main barriers to the implementation of integrating learners with significant disabilities has been identified as teachers' attitudes. The negative

attitudes towards accommodating learners with special needs in mainstream classrooms are consequences of a variety of factors.

Many teachers feel that they are not prepared to meet the needs of learners with special needs. For example, in the light of challenges faced by teachers in South Africa, Ellof & Kgwete (2007) explored the key areas for support in inclusive education among teachers, as this is a more important predictors of successful inclusion than teachers' training. The consistency with this issue is raised across many studies in South Africa.

It is important in this study to investigate factors affecting teachers' attitudes towards implementing inclusive education as they affect performance and success of the learners, especially when classes have large numbers where it becomes difficult to give special attention to those learners with special needs. Avramidis (2000), states that negative teachers' attitudes reflect lack of confidence in their own instructional skills and the quality of support personnel availability to them. Among others, a limited understanding of the concept of disability, a negative attitude towards persons with disabilities and a hardened resistance to change are the major barriers impeding inclusive education (Tirussew, 1999). Of particular concern is the fact that teachers' attitudes are seen as the decisive factors for successful inclusion.

Given the above, this study examined factors affecting teachers' attitudes towards implementing inclusive education in high schools in the Eastern Cape as part of the White Paper 6 and Policy in South Africa (refer to chapter 2). The focus of this study is on learners with intellectual disability. Engelbrecht (2003) and Avramidis (2000), indicates that, apart from learners with behavioural or emotional difficulties, learners with intellectual disabilities seem to provoke the most disagreement over the efficacy of inclusive education Avramidis (2000) found that some teachers favoured the inclusion of learners with hearing impairments or physical handicaps rather than learners who experienced academic or behavioural problems. These factors have resulted in negative attitudes towards inclusion being formed when teachers were placed in classrooms with these learners, as noted also by Burke & Sutherland (2004). The researcher was of the

view that these variables need be investigated in order to address possible strategies in this regard.

1.3 Statement of the problem

Swart (2002) argue that attitudes play various roles in an individual's life. Harding and Darling (2003) state that teachers' attitudes are important in making any change. Hence attitudes of teachers are paramount to the successful implementation of inclusive education. In addition, Valeo (2008), reported that the attitudes of teachers are an important factor to the success of integrative practices in special education. As has been argue, attitudes can hinder the progress of the implementation of inclusive education, it is important to look at and understand the factors affecting teachers' attitudes towards the implementation of inclusive education as per White Paper 6 amongst other Policies.

The gap in implementation is also neglected in the area of learners with academic and behavioural problems as it is said in the literature that learners with special educational needs are progressively being taught in mainstream schools throughout the world (National Council for Special Education, 2006). Research studies on teachers' attitudes to inclusive education have been done; hence this study examined factors affecting teachers' attitudes towards the implementation of inclusive education for learners with learning difficulties, particularly academic and behavioural problems, at three of the high schools in Mdantsane and Newlands in the East London Education District, Eastern Cape Province.

1.3.1 Expected outcomes

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

1.3.1.1 Objectives of the study

To accomplish the research problem the researcher formulated the following objectives:

Main Objective

- To investigate factors affecting teachers' attitudes towards the implementation of inclusive education.

Sub-Objectives

- To examine the effect of the years of experience towards implementation of inclusive education;
- To examine the effect of lack of training towards implementation of inclusive education;
- To examine the effect of lack of support towards implementation of inclusive education;
- To examine the effect of class size towards implementation of inclusive education
- To examine the effect of inadequate resources towards implementation of inclusive education.

1.4 Research hypotheses

The study shall seek to investigate the following null hypotheses:

Main hypotheses

There is no significant relationship between factors affecting teachers' attitude and the implementation of inclusive education.

Sub-hypotheses

Hypothesis Ho1

There is no significant relationship between years of experience and teachers' attitudes towards implementation of inclusive education.

Hypothesis Ho2

There is no significant relationship between lack of training and teachers' attitudes towards implementation of inclusive education.

Hypothesis Ho3

There is no significant relationship between lack of support and teachers' attitudes towards implementation of inclusive education.

Hypothesis Ho4

There is no significant relationship between class size and teachers' attitudes towards implementation of inclusive education.

Hypothesis Ho5

There is no significant relationship between inadequate resources and teachers' attitudes towards implementation of inclusive education.

1.5 The purpose of the study

As South African high school teachers face challenges in implementing the policy on inclusive education, the purpose of the study was to investigate factors affecting attitudes of teachers towards implementing inclusive education.

1.6 The significance of the study

As inclusive education is an issue of great importance within South Africa, it is anticipated that the findings from this study will be useful in mitigating the negative attitudes of high school teachers regarding inclusion of learners with special needs, in particular, in relation to learners with intellectual disabilities. Further, the study aims at a foundational platform for policy makers, administrators, and teachers with the view to exploring varied instructional methods and to investigating approaches to integrate, diversify, differentiate,

train, and support teachers who work in the inclusive classroom setting, while addressing the gap in the literature regarding inclusive education in the South African context.

Finally, the study aims to sensitize readers about inclusive education and to address the gap in current literature related to the factors affecting attitudes of teachers toward inclusive education at the high school level.

1.8 Delimitation of the study

The study focused on and explored factors affecting teachers' attitudes towards the implementation of inclusive education. It was conducted in three of the high schools in Mdantsane Township and Newlands in the East London District, Eastern Cape Province.

1.9 Definition of key terms

Attitudes

Attitude can be defined as predilections towards behaviour. In other words, a person's attitude or belief about something is thought to affect that person's behaviour, actions, and efficacy. Gall, Borg & Gall, 1996 as cited in De Boer (2011) define attitude "an individual's viewpoint or disposition towards a particular object, a person or a thing". This definition is used in this study.

Disability

Disability refers to the affected individual, such as movement difficulties associated with cerebral palsy. Children with disabilities have been referred to as having special needs (Porter, 2005).

Implementation

The process of putting into practice a programme or set of activities new to the people attempting or expected to change (Hinds, 2007).

Inclusive education

Inclusive education has been defined as a value-based practice that attempts to bring students including those with disabilities into full membership within their local school community (Udvari-Solner, 1996).

Learners with special educational needs

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

Special educational needs

The term special educational needs is defined in the Education for Persons with Special Educational Needs Act 2004 as, a restriction in the capacity the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition.

Mainstream schools

Mainstream schools are schools that provide a general and equal education for all South African learners. These are schools which were initially designed for learners with no special educational needs (Chhabra, 2011).

1.10 Chapter outline

This dissertation is divided into five chapters. The outline of these chapters is as follows:

Chapter 1 Introduction

Chapter 1 presents the introduction, background of the study, statement of the research problem, objectives of the study, research hypotheses, purpose of the study, significance of the study, delimitation of the study and operational definition of key terms.

Chapter 2 Literature review

Chapter 2 reviews the literature and theoretical framework of the study. It explores global and South African perspectives on the topic under consideration. It also reviews some research studies on teachers' attitudes and the success of the implementation of inclusive education.

Chapter 3 Research methodology

Chapter 3 focuses on the research method used in this study. It describes the orientation and the design of this study, instruments used and the process of data collection.

Chapter 4 Data presentation, analysis and discussion

Chapter 4 encompasses the analysis and presentation of the data.

Chapter 5 Summary, conclusions and recommendations

Chapter 5 consists of the general discussion of this study, personal views, summary and conclusion of the whole dissertation based on the findings as well as recommendations.

1.10 Chapter summary

This chapter contains the general overview and the significance of this study, and the hypotheses and scope of the study are presented.

The next chapter, the literature review, presents and discusses the main theoretical arguments and research findings based on existing literature in order to draw conclusion and make recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In the previous chapter the researcher introduced and gave a broad overview of the research under study. This chapter examines the following sections, that is, the theoretical framework that guides the study, conceptualizing inclusive education, conceptualizing teachers' attitudes, policy intent and policy implementation as well as the review of related literature on the factors affecting teachers' attitudes towards the implementation of inclusive education.

2.2 Theoretical framework

A theoretical framework positions the research in the discipline or subject in which the researcher is working on, enabling him or her to theorise about the research and make explicit the assumptions of the researcher about the interconnectedness of things in the world. Theoretical frameworks also offers a well-supported justification on how a researcher can conduct a study and also helps the reader to understand the perspective of the researcher (Henning, Van Rensburg & Smit, 2004). According to Phillips (2000), theoretical frameworks are guides to knowledge making and also serve as a criterion in accounting for knowledge in a non-foundationalist and post-positivism way. Theories and models are chosen to ascertain that the type of investigation the researcher proposed is not based solely on the personal instincts or guesses, but rather is informed by established chosen theories and empirical facts which are derived from credible studies so as to develop better understanding.

2.2.1 Ajzen's theory of planned behaviour (TPB)

The theoretical framework that guides this study is Ajzen's theory of planned behaviour (TPB), an extension of the theory of reasoned action (Ajzen, 1991). According to Ajzen (1975) attitude towards the behaviour refers to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question.

Assumptions derived from the theory are that theoretical variables of behavioural intention, that is, attitude towards the behaviour, the subjective norm and perceived behaviour control, should come together to estimate intention (Ajzen, 1991). This is a widely used theory to determine behaviour arising from attitudes and has been used in research involving attitudes towards individuals with disabilities (Ajzen, 1988). According to this theory attitudes develop reasonably from the beliefs people hold about the object of the attitude. Generally speaking, we form beliefs about an object by associating it with certain attributes, that is, with other objects, characteristics, or events. In the case of attitudes toward a behaviour, each belief links the behaviour to a certain outcome.

Ajzen's theory suggests that attitudes towards a behaviour are influenced by past experiences, previous knowledge and newly acquired knowledge (Fishbein, 1977 & Ajzen, 1991). Attitudes play a significant role in determining behaviour, and it is therefore important to ascertain the factors shaping the attitudes of mainstream teachers as they attempt to include students with disabilities in their classrooms (Rodriguez, 2012).

As in the original theory of reasoned action, a central factor in the theory of planned behaviour is the individual's intention to perform a given behaviour. Intentions are assumed to capture the motivational factors that influence a behaviour; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour. As a general rule, the stronger the intention to engage in a behaviour, the more likely should be its performance. It should be clear, however, that a behavioural intention can find expression in behaviour only if the behaviour in question is under volitional control, that is if the person can decide at will to perform or not perform the behaviour. Although some behaviours may in fact meet this requirement quite well, the performance of most depends at least to some degree on such non motivational factors as availability of requisite opportunities and resources (e.g., time, money, skills, and cooperation of others) (Ajzen, 1985). Collectively, these factors represent people's actual control over the behaviour. To the extent that a person has the required opportunities and resources, and intends to perform the behaviour, he or she

should succeed in doing so. The idea that behavioural achievement depends jointly on motivation (intention) and ability (behavioural control) is by no means new (Ajzen, 1991).

This study addresses attitudes on inclusive education and uses the theoretical framework to interpret the possible influence of past and previous knowledge as well as newly acquired knowledge. As implementation of inclusive education is affected by teachers' attitudes, the study focusses on factors that may impact on attitude, including training, support, class size as well as resources.

Figure 2.1 (below) illustrates how attitudes are perceived:

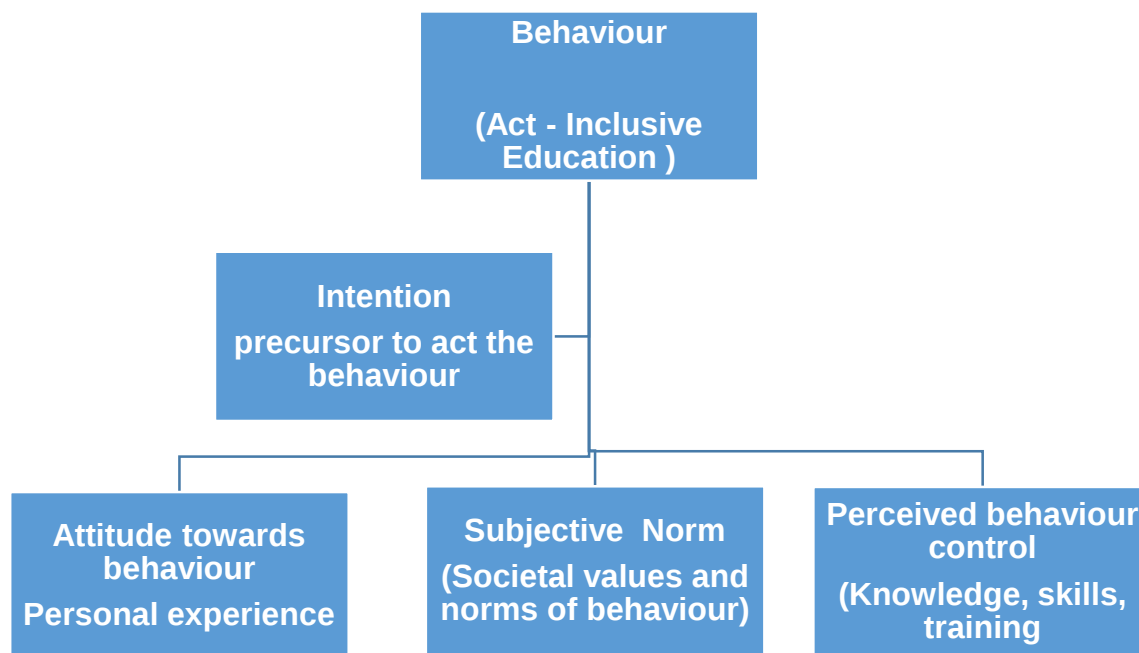


Figure 2.1: Diagram of construct impacting behaviour (Adapted from Ajzen & Fishbein, 1975)

Attitudes, subjective norms, perceived behavioural control and intention precursor to act the behaviour are shown in this diagram above to be related to appropriate sets of salient behavioural normative and control beliefs about behaviour (Ajzen & Fishbein, 1975).

This framework is appropriate to the study as it focus on attitudes and its influence, and the study focuses on attitudes towards the implementation of inclusive education.

2.3 Conceptualising inclusive education

Sebba & Ainscow (1996) define inclusive education as the process with which schools try to respond to all pupils as individuals, reviewing the organization and provision of their curriculum.

Inclusive education is based on the notion of equity and it opposes the practice of separation of learners. Emphasis is given to the needs and rights of children, including their right to education. All children are accepted and are provided with adequate resources and support according to their needs. Inclusive education does not simply refer to the placement of children with disabilities into normal schools, but it is also concerned with the conditions under which all children can be educated effectively (Barton, 1999).

South African education White Paper 6 (2001) defines inclusion as an end process rather than a simply changed state. Inclusive education is thought of as an approach of serving children with disabilities within the education system. However, internationally it is seen more broadly as a reform approach that supports and welcomes diversity amongst all learners (Ainscow, 2005).

Engelbrecht (2006) states that inclusive education within the South African context is framed within a human rights approach, transforming the human values of integration into the immediate rights of excluded learners. As stated in Engelbrecht & Green (2007), the term 'inclusive education' is about changing and transforming the education system to accommodate all children, regardless of strength or weakness in any area.

According to Foreman (2005) inclusion in education is a global trend that requires the involvement of and collaboration between educational professionals. Educational professionals accept the educational rights of children with disabilities and the principle of inclusion in schools to provide for the needs of all the children in their communities, regardless of ability and disability. It is also a process that can be achieved completely,

if certain measures are followed. In recent years, the practice of inclusive education has been widely embraced as an ideal model for education both in South Africa and internationally.

In addition, inclusive education is an approach which aims to develop a child-focuses within schools by acknowledging that all children are individuals with different learning needs and speeds. It works as a catalyst for change because it not only enhances education within schools, but also represents an increased awareness of human rights and leads to a reduction in social discrimination between poor and rich. Inclusion has the potential to be a very effective starting point for addressing the rights of the child in a range of cultures and contexts (National Disabled Forum of Bangladesh, 2009).

In recent years, the concept of inclusive education has expanded to allow all manner of disadvantaged children to be educated (Mitchell, 2010).

Beyene & Tizazu (2010) also define inclusive education as a process of enabling all children to learn and participate effectively within mainstream school systems. It does not segregate children who have different abilities or needs. Inclusive education has been evolved as a movement that seeks to challenge exclusionary policies and practices. It seeks to ensure that social justice in the education system prevails.

Long (2011) argues that over the years the terms 'inclusive education' and 'integrated education' have been used interchangeably. In the United States, inclusive education is defined as the education of children with disabilities with their non-disabled peers to the maximum extent appropriate. Other countries use the term 'integration' but the term 'inclusive education' is broader than integration (Long, 2011). 'Integrated education' refers to an approach in which children with disabilities and learning difficulties are placed in a mainstream setting and given help to fit in, whereas in an inclusive education system school practices were developed to support a diverse range of learners in mainstream settings which made schools more flexible and child-centred (Long, 2011).

South Africa has developed and successfully implemented inclusive education policies through the Education White Paper 6 (EWP6) which provides the framework for the implementation of inclusive education in all public schools (Tshifura, 2012). EWP6 provides guiding principles for the education system for South Africa, protects the rights of all people and provides equal access that allows full and equal participation in education to all learners in a single inclusive education system (Wevers & Geldenhuys, 2013).

It is generally agreed that inclusive education has its origins in human rights as pronounced in the Universal Declaration of Human Rights in 1948 which stated that everyone has the right to education (Du Plessis, 2013).

The implementation of inclusive education policies has led to an increase in the accessibility of learners with disabilities in South African primary schools (Weedon, Riddell, Fuller, Healey, Kelly, Georgeson & Roberts, 2008). However, despite efforts to ensure quality education for all learners through inclusive education in South Africa, indications are that many learners, especially those who experience barriers to learning, are still excluded from full access to quality and equitable education opportunities in mainstream primary schools (Wevers & Geldenhuys, 2013).

2.3.1 Inclusive education within the South African education system

The Role of the National Education Department

The National Education Department determines direction towards inclusion by promulgating on policy, norms, standards and guideline for an inclusive framework. The Education Department introduces national policy that enhances the inclusive approach towards learning and teaching (DoE 2001).

The Role of the Provincial Education Departments

The Provincial Education Departments play a significant role in building institutional capacity and managing closely their implementation of inclusive education in various

education districts. Provinces set guidelines on matters of curriculum, planning, management and financial support in enhancing inclusion in the schools of each province (DoE, 2001).

The Role of Education Districts-Based Support Teams

The education districts establish the district-based support teams composed of district specialists and former special school teachers. The district-based support teams are charged with the responsibility of providing evaluation of needs and support of all schools in their district, including centres of early childhood education, adult education centres, colleges, and further and higher education institutions. The role of district-based support teams is generally: ensuring that special schools are transformed into resource centres; that the implementation of national inclusive education policies is monitored; that the needs and support required by each school in the district are responded to in terms of curriculum, assessment and instruction, and upgrading and training of staff as part of the district support team (DoE, 2001).

The following is the diagram of the state of inclusive pedagogy in South Africa:

THE STATE OF INCLUSIVE PEDAGOGY IN SOUTH AFRICA

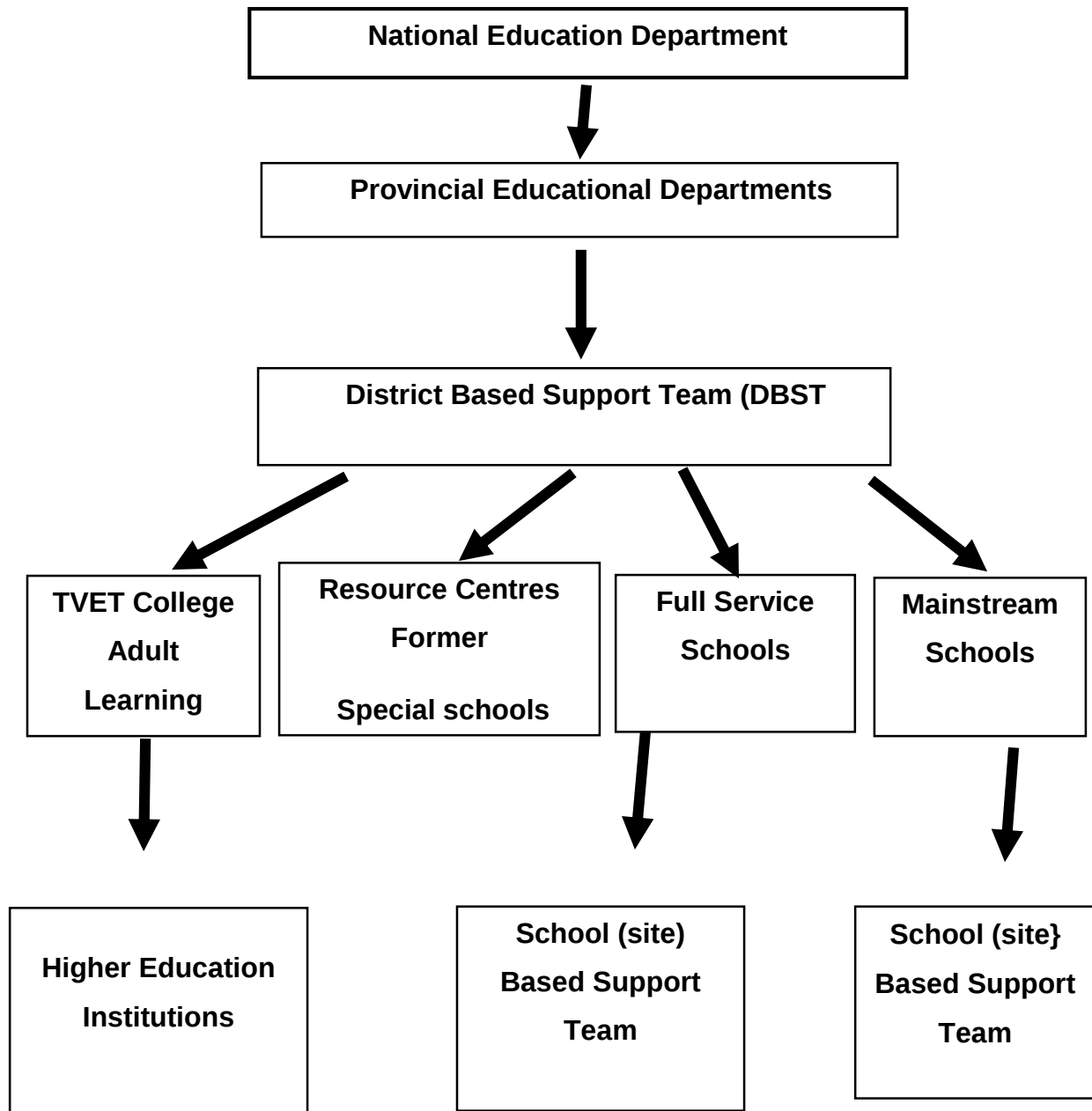


Figure 2.2. Organogram of South Africa's inclusive system (Adapted from Makoelle, 2012)

2.4 Conceptualising attitudes

In order to understand how teachers' attitudes affect inclusive education, it is worth defining the term 'attitude'. According to Machi (2007), attitude is an internal state that moderates the choices of personal action made by an individual and as such it is an expression of a person's feelings about a thing or situation. This includes a total subjective sum of a person's fears, inclinations, wishes, prejudices, preconceived notions, ideas and convictions. This is said to be a result of the impact of the environment, past and present, acting upon the personality of a person.

It is further differentiated that attitude is an opinion, a belief or a point of view on the basis that attitude has an evaluative or emotional component. Unlike attitudes, beliefs, opinions or point of view do not have a dynamic motivational impact. Beliefs and opinions become attitudes when they are emotionally triggered; they involve the existing situation and cause people to respond in a certain way towards a particular thing or situation (Machi, 2007).

According to Pottas (2005) people's perception determines their actions. It is argued that a person's perception and attitudes are often related directly to learning experiences. Attitudes is an internal representations of various aspects of the social or physical world representation containing effective reactions to the attitude project and a wide range of cognitions about it (thought, belief, judgements). In other words, attitudes may have a cognitive component and emotional component of observable behaviour, meaning if a teacher feels positive about a certain aspect, it will have a positive influence on his/her behaviour.

The term also refers to an individual's viewpoint or disposition towards a particular object, a person or a thing (Gall, Borg & Gall, 1996 as cited in De Boer, 2011), and it represents relatively stable knowledge, emotions and reactions regarding people, phenomena and situations (Todorovic, Stojiljkovic, Ristanic & Djigic, 2011). The term attitude is not a stand-alone word; rather, it is considered to have three components: cognitive, affective and behavioural (De Boer, 2011).

2.5 The influence of attitudes on teachers' education

An attitude is usually defined as a tendency to react positively or negatively towards a certain object, be it a person, idea or situation. Attitudes are closely related to one's opinions and are based upon previous experiences. Attitudes often relate in some way to interaction with others and represent a vital link between social and cognitive psychology (Nel, 2011).

Agbenyega (2007) indicates that beliefs about disability, ethnicity, attitudes and concerns of teachers can influence the practice of inclusive education, the quality of educational materials and the instruction students receive. According to Valeo (2008) inclusive education literature indicates that teachers' attitudes, both positive and negative, towards inclusive education are underpinned by certain variables. In addition, Valeo (2008) reported that the attitudes of teachers are an important factor to the success of integrative practices in special education.

Elliot (2008) examined the relationship between teachers' attitude toward mainstreaming of children with mild to moderate disabilities in physical education settings, and the amount of practice attempts performed, and the levels of success attained by these students compared to their peers without disabilities. The findings suggested a relationship between inclusion and teacher effectiveness: those teachers with positive attitudes towards inclusion provided their students with significantly more practice attempts at a higher level of success.

Student behaviour and the demands of classroom management are a challenge for many teachers, especially new teachers who lack experience dealing with problem students (Brown, 2006). Watson (2009) has found that teachers have the least positive attitudes towards including students with behaviour issues because they find them too difficult to work with.

Ahmad & Abiddin (2011) point out that teachers with more positive attitudes towards inclusive education and collaborative partnerships identified educational and teacher

support service as a prerequisite for the effective implementation of inclusive education. According to Cambridge-Johnson, Hunter-Johnson and Newton (2014) the attitude of teachers is paramount to the successful implementation of inclusive education.

Pace (2003), acknowledges the importance of teacher attitudes towards inclusion as reflected by the findings of numerous studies conducted in that field. Teachers must believe that their behaviour can affect the education of their students. They must recognise that they have the capacity and power to make key decisions which affect their role and students' production.

2.5.1 Effects of teachers' attitudes on the implementation of inclusive education

Teachers form attitudes towards children with disabilities, and ultimately towards inclusion, based on a child's characteristics, the factors in the classroom, and their previous experiences (Leatherman & Niemeyer, 2005).

Positive attitudes and beliefs combine to play a major part in supporting diversity in inclusive education (Booth & Ainscow, 2002; Silva & Morgado, 2004). Hodkinson (2006) notes that successful inclusion may be dependent, firstly, upon teachers' positive attitudes on and their beliefs about disability and, secondly, upon their perceived competence to deliver the lessons.

A teacher with negative attitudes toward a learner's ability to learn is very likely to influence how that student is going to feel about his or her learning experience. Negative attitudes can also influence the way the teacher treats his or her students in other contexts. Current literature states that whether teachers do so intentionally or unintentionally they provide a sub-standard level of instruction when they doubt a student's ability to learn (Lake, 2008).

Positive attitudes by teachers impact on success in inclusive education while negative attitudes set back the progress of achieving inclusion (Johnstone & Chapman, 2009).

According to De Boer (2011) teachers' attitudes and beliefs towards inclusive education can be fitted into this category, for example the belief that learners with special needs belong in mainstream schools. In this case the feeling towards an object lies within the affective component. An example that would reflect a teacher's feelings regarding inclusion of children with special needs would be 'I'm afraid of the deaf boy's vulnerability to being bumped by passing vehicles'. The behavioural component of this statement depicts someone's pre-determined views about an object (the deaf boy), which may lead to acting on this view in a certain way. This behaviour might also be portrayed by a teacher through his or her action towards disabled children in a classroom.

The importance of positive attitudes by teachers for the success of inclusive education has been reported by a number of researchers, for example Carrington & Brownlee (2001), De Boer (2011) and Ahmmed, Sharma & Deppeler (2012).

According to De Boer (2011), teachers are seen as key persons to implement inclusive education and positive attitudes play a considerable role in implementing this educational change successfully. Research has demonstrated that the success of inclusive education is dependent upon teachers' attitudes. As inclusion becomes more prevalent in classrooms and to ensure proper implementation thereof, it becomes imperative to understand baseline attitudes of teachers regarding inclusive education (Gaad, 2011).

Gaad (2011) also mentions that appropriate planning is necessary to effect change in attitude. Since teachers are expected to support students with a diverse range of needs, it is critical that teachers are appropriately prepared to become inclusive educators and display positive attitudes towards inclusive education (Avramidis, Bayliss, & Burden, 2000) cited in Mobara (2015).

2.5.2 Relevant research on teachers' attitudes towards inclusive education

A number of studies undertaken in a number of countries in the developing world to look at teachers' attitudes towards inclusive education have revealed interesting results. Detailed discussion of some selected studies and their results in relation to Inclusive

Education in South Africa, Botswana, Guyana, India, Zambia and Finland are presented below. Results of studies in Ghana are also reviewed. In a study conducted in Pietermaritzburg, South Africa, Mayaba (2008) examined educators' perceptions and experiences on inclusive education in selected schools. From the study, it was revealed that teachers in South Africa generally do not support inclusive education. First, respondents identified problems which they encounter in the implementation of inclusive practices in their classrooms. Moreover, respondents indicated that they lack sufficient resources, expertise or training on inclusive education. In conclusion, teachers indicated in this study that they see themselves as unprepared to teach children with varying degrees of disability in their schools. Based on the findings, the following recommendations were made. First, there was a recommendation that appropriate resources for teaching should be provided for teachers in inclusive schools. Emphasis was also placed on appropriate training skills for such educators. Finally, educators were urged to recognise the ability of every child to learn with emphasis on the child's strengths rather than his or her weaknesses.

Another study was undertaken by Chhabra, Srivastava and Ishaan (2009) in Botswana to identify the attitudes of teachers towards the inclusion of children with disabilities in mainstream classrooms. In this study, 103 teachers responded to the Attitudes towards Inclusive Education Scale (ATIES) which was developed by Wilczenski (1992). Generally, the study revealed that teachers do not have positive attitudes towards inclusion. Specifically, the study showed that teachers are not interested in including children who need individualised educational programmes and children with behavioural problems in mainstream classrooms. Also, the result of the study indicated that the majority of teachers are concerned about including students with severe disabilities into mainstream classrooms since the needs of such children cannot be met in mainstream classrooms (Charles, 2011).

Some research only focused on attitudes Chhabra, Srivastava & Srivastava (2010); (Meng 2008), some focused on knowledge, meaning their conceptualization of inclusive

education (Hodkinson, 2006) and some examined both knowledge and attitudes (Harding & Darling, 2003; Boer, Pijl & Minneart, 2011).

Croll and Moses (2000) investigated teachers' views on inclusive education and found that nine out of ten teachers thought that the regular classroom was the right place for children with disabilities.

Teachers differentiate their attitudes or views according to the type of disability (Glaubman & Lifshitz, 2001). Kristensen, Omagosa-Loicán and Onen (2003) used a mixed-method approach to investigate teachers' experience with, and attitudes, perceptions and knowledge about inclusive education in Uganda, as well as looking at possible barriers. Their results indicated that participants had relatively positive attitudes towards the inclusion of learners with special educational needs.

A qualitative study by Harding and Darling (2003) investigated teachers' understanding of inclusion in the United States. The purpose of this study was to determine teachers' knowledge and attitudes towards inclusion. The findings indicated that teachers had no in-service education to prepare them for the inclusion process and had no experience with inclusion, yet all teachers expressed primarily positive attitudes towards it. From previous research it is assumed that teacher attitudes are essential for the success of inclusive education and the success of the integration of children with disabilities, including physical, academic, behavioural and social disabilities (Levinson et al., 2005).

Most of the research on attitudes revealed that school teachers can have a variety of attitudes such as positive, negative or neutral or both. Recent research reported that mainstream school teachers' attitudes towards inclusion are mixed (Johnson, 2001; Burke & Sutherland, 2004). Lifshitz, Glaubman and Issawi (2004) found that Israeli and Palestinian school teachers' views were not supportive of inclusion in the education system. Alghazo and Gaad (2004) used a Likert scale and semi-structured interviews to measure teacher attitude and found that teachers held neutral attitudes. There was a third dimension of findings when two attitudes were present.

Researchers and practitioners believed that teachers' attitudes have a huge impact on the progress of inclusive education for children with special needs (Levins, Bornholt, & Lennon, 2005; Leatherman & Nieyemar, 2005; Chhabra, Srivastava & Srivastava, 2010).

From the range of studies discussed here, most reported that teachers possess positive attitudes or views on inclusive education (Ali, Mustapha & Jelas, 2006; Loreman, Forlin & Sharma, 2007; Dulció & Bakota, 2009; Ross-Hill, 2009). If teachers have positive views on inclusion, then they value all children, whatever their needs, and interact with them accordingly (Whyte, 2005). Ali, Mustapha and Jelas (2006) used a self-rated questionnaire with teachers in Malaysia to measure teacher attitude. Their findings were that overall teachers had positive attitudes towards inclusive education and agreed that inclusive education intensifies social interaction, while it decreases negative stereotypes of special educational needs children. The authors argued for cooperation between mainstream and special education teachers in order to implement inclusive education.

Hodkinson (2006) criticized this notion, saying that inclusion is primarily influenced by external factors such as funding rather than individual differences among teachers.

In their study Loreman, Forlin & Sharma (2007) compared four countries teachers' attitudes, using a questionnaire and found that teachers are positive towards inclusive education for children with special needs, mainly with social, emotional and behavioural disabilities. Another investigation in Ghana revealed that existing concerns and attitudes of teachers about inclusive education affected their willingness to welcome and implement it (Agbenyega, 2007).

These attitudes and views are influenced by experience and knowledge (Mahbub, 2008). Some research only focused on attitudes (Chhabra, Srivastava & Srivastava, 2006; Meng, 2008), whereas some focused on knowledge, meaning, conceptualization of inclusive education (Hodkinson, 2006) and some examined both knowledge and attitudes (Harding & Darling, 2003; Boer, Pijl & Minneart, 2011).

Meng (2008) also examined the attitudes of 252 school teachers in both rural and urban China towards inclusive education and found that these attitudes were a combination of negative, neutral and positive attitudes. This study revealed that teachers' attitudes could be positive, negative, or indifferent; that is, a proportion of teachers did not express either positive or negative attitudes.

Similarly, Dulció and Bakota (2009) examined teachers' views by survey and found that teachers had supportive views towards the inclusion process.

Ross-Hill (2009) shared the same view after examining the different attitudes of elementary and secondary school teachers towards inclusion, and how best to develop an inclusive environment based on these attitudes. The results indicated that most teachers either supported inclusion practices in regular classrooms or did not have strong views on inclusive education. This finding is similar to another study by Chhabra, Srivastava and Srivastava (2010). Their quantitative study in Botswana showed that school teachers held somewhat negative attitudes. They also found that teachers felt unprepared and afraid to work with children who have learning disabilities because they did not have enough knowledge about how to teach in integrated settings.

Leung and Mak (2010) came to a similar conclusion in a recent study that examined teachers' attitudes, understanding and training regarding inclusive education in Hong Kong, also using a mixed-method design. The study's findings were that most teachers in inclusive schools have a basic but incomplete understanding of inclusive education, and believed that they needed additional training.

Khan (2011) mentions that teachers' attitude towards inclusive education is a major factor in the worldwide movement towards inclusive education. In spite of differences in national and cultural contexts, international studies about inclusive education should still be generalisable to the overall topic of inclusive education for special educational needs children in mainstream schools. There are several studies on attitudes and knowledge in different countries.

Boer, Piji and Minnaert (2011) also stated that the majority of teachers were undecided or had negative views about inclusion, and teachers did not feel competent or confident to teach pupils with various disabilities. They argued that the reasons for the varied attitudes of teachers were influenced by the participants, gender, experience, and length of teaching, training and the type of disability in question.

2.5.3 Teachers' attitudes in South Africa towards inclusive education

A study conducted by Mashiya (2003), for example, indicates negative attitudes of educators towards inclusive education. This is also reflected in Machi (2007) who found that teachers are expected to make major changes in the way they understand teaching and learning in the process of adapting to an entirely new curriculum.

Stewart (2001) and Dapudong (2013) also point out that teachers' attitude towards inclusive education reveals their abilities to meet the individual needs of students with disability.

In a report by the Eastern Cape Department of Education (2009) teachers at full service schools expressed reservations about their ability to implement inclusive education, arguing that they did not have time and that LSEN puts extra pressure on them and increased their workload. They perceived LSEN programmes as being over and above their workload.

Naidoo (2012) states that not all children with special needs require additional work from teachers. He further elaborates that the nature of the disability is a factor to consider and that different disability levels give different levels of exhaustion for teachers trying to meet learners' needs. This implies that preparing work for children with mild disabilities would be less exhausting than for children with moderate and severe learning difficulties.

A further study identifying the possible stressors for South African teachers in the implementation of inclusive education revealed the two most stressful areas as competence and the parents of the learner with specific educational needs (Engelbrecht et al., 2000). Administrative issues that worried the teachers included having to take full

responsibility for the learner with specific educational needs as well as for all the other learners in the class.

Further administrative issues included adapting the curriculum, adjusting lesson plans and obtaining funds for necessary support. With regard to the learners' behaviour, poor communication skills and short attention span appeared to place stress on teachers. The teachers' perceived lack of competence as a result of reported inadequate pre-service or in-service training to prepare them for inclusive education also caused them to stress. Issues pertaining to the parents of the learners with specific needs included limited contact with parents, and parents' perceived lack of understanding of the learner's capabilities (Engelbrecht et al., 2001).

2.6 Policy intent and policy implementation

Opertti and Brady (2011) point out those inclusive education policies worldwide usually focus on two concerns. One is the choice between special education and integration or mainstreaming, as well as the strategies and methods for progressively incorporating students with special needs into regular schools: The second is how to respond to the expectations and needs of targeted excluded groups mostly linked to ethnic, gender, cultural, socio-economic and migrant factors.

In other words, it can be seen that an inclusive education policy is developed, firstly, to integrate special and regular education together in a unified education system whereby the education of children with special needs is supported with appropriate facilities and resources so that they can learn alongside their peers. Secondly, an inclusive education policy is developed to integrate a diversity of learners from varying backgrounds to learn together (Vlachou, 2004; Liasidou, 2007).

Hay and Beyer (2000) point out that inclusive education became internationalized in the sense that developed and under-developed countries adopted the movement towards inclusion. Peters (2002) describes where the international community stands in terms of

forming inclusive education policy as several key documents provide an effective history of policy development since 1960. These policies include:

- 1960 United Nations Convention against Discrimination in Education.
- 1971 United Nations Declaration on the Rights of Mentally Retarded Persons.
- 1975 United Nations Declaration on the Rights of Disabled People.
- 1982 United Nations World Programme of Action 3 goals: Concerning Disabled People.

Further significant declarations and conventions that have influenced the change in policy regarding inclusive education include the following:

- The 1989 UN Convention on the Rights of the Child (CRC). This convention advocates the right of children to receive education without any form of discrimination.
- 1990 World Declaration on Education for All (EFA), adopted in Jomtien, Thailand, which set the goal of Education for All.
- 1993 UN Standard Rule on Equalization of Opportunities for Persons with Disabilities. This Rule affirms the equal rights of all children, youth and adults with disabilities to education and also states that education should be provided in an integrated school setting as well as in the general school setting.
- 1994 The UNESCO Salamanca Statement and Framework of Action in Special Needs Education, agreed in Salamanca, Spain, in 1994. This statement required all schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition.
- 2000 Biwako Millennium Framework (BMF) for Action, agreed in Dakar, Senegal in April, 2000. The relevant target for BMF and MDG is to eradicate national poverty (Wehbi, 2006). This framework incorporated into the 2000 Millennium Development Goals

(MDG) which stipulate that all children should have access to free and compulsory primary education by 2015 (Hunt, 2011).

The General Assembly of the UN in December, 2006 in a resolution of 61/106 adopted the Convention on the Rights of Persons with Disabilities (CRPD). Article 24 of the CRPD seeks to protect the rights of persons with disabilities to education without discrimination. It establishes the link between education and the right of persons with disabilities by using IE as a tool to develop the dignity, self-worth, talent, and personality as well as the creativity of persons with disabilities. To this end, the UN, through the CRPD, encourages state parties to identify challenges that prevent the effective inclusion of persons with disabilities in education and manage these challenges effectively to ensure access to education for all children. At the 48th session of the International Conference on Education organised by UNESCO, heads of delegation, delegates from 153 countries, representatives of 20 intergovernmental organisations as well as 25 NGOs reaffirmed Article 26 of the UN Declaration of Human Rights which stipulates that everyone has the right to education. They further emphasised that inclusive education is fundamental to achieving human, social and economic development (Charles, 2011).

In line with the resolution taken by the UN, the Constitution of the Republic of South Africa, Act 108 of 1996 section 29(1) states that “everyone has the right to a basic education and to further education, which the state through reasonable measure must make progressively available and accessible”. The Constitution of 1996 and a Bill of Rights outlined a right to access quality education, shifting (although not eradicating) previous discourses to welcome a rights discourse (Singh, 2004). This meant a change from a medical discourse, which considered the learner from a deficit perspective, to a rights discourse, according to which the learner’s right to learn is paramount.

The South African Schools Act 84 of 1996 (SASA) again states that all learners have the right to learn and receive quality education to meet their unique needs. In 1996, the National Commission on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) began a process of

research into the field of special education and identified the need to integrate the separate systems of education to form a single comprehensive system to meet the needs of all learners (Lomofsky and Lazarus, 2001).

White Paper 6 (DOE, 2001), the legislation and policy framework for the implementation of inclusive education, states that “a public school must admit learners and serve their educational requirements without unfairly discriminating in any way”. It is also a guiding document for the implementation of inclusive education in South Africa.

The Department’s approach to inclusive education is geared to promote the democratic values enshrined in the Constitution (GCIS, 2010, cited in Naidoo, 2012). Tyobeka (2008) stated at the tenth world congress of inclusion, “the mission of the South Africa government is to make inclusive education one of the central elements of our ongoing fight against poverty and neglect of our marginalized communities and to overcome the gulf between rich and poor”.

Therefore policy support is a move away from the medical model which focusses on intrinsic barriers to a system that focusses more on extrinsic barriers such as the school, teachers, pedagogy, curriculum and other societal factors (DOE, 2005).

2.7 Factors affecting teachers’ attitudes towards implementing inclusive education

Research has suggested that teachers’ attitudes might be influenced by a number of factors which are in many ways interrelated.

2.7.1 Years of experience

A study of Alghazo and Gaad (2011) show that teachers with one to five years of experience held significantly more positive attitudes towards the inclusion of learners with special education needs, compared with teachers with six to eleven years of experience and those with twelve or more years of experience. Similar studies were conducted in the United Arab Emirates (UAE) and found teachers with less teaching experience had more accepting attitudes of inclusive trends than their experienced teachers (Alahbabi, 2009).

Another study by Donahue & Bornman (2014) confirms that older teachers in South Africa experience reluctance in dealing with learners with barriers.

2.7.2 Lack of training

Bothma, Gravette and Swart (2000) point out that the challenge facing many South African teachers is that they have not been trained to cope with the diversity of learners now entering schools. Currently, there are few teachers who have undergone formal training in inclusive education. Avramidis & Norwich (2002), Forlin (2008), and Scruggs & Mastropieri (1996) argues that teachers' sufficient knowledge and ability to manage diverse needs as well as their ability to adapt curriculum and instructional strategies that will facilitate learning outcomes are key elements to successful IE practice. The inclusion of special education courses in teacher training programmes will help in demystifying disabilities and perhaps change negative attitudes, as supported by Ford (2001).

Engelbrecht (2003) indicates that teachers' lack of training in working with learners with special needs is a disadvantage to these learners in the sense that they are not given the opportunity to demonstrate their full potential.

In South Africa, teacher education has been characterized by fragmentation and involves deep disparities in both duration and quality. Many teachers are seen to be disadvantaged due to the poor quality of their training within the field. Research has indicated the need for professional development during initial teacher training and continued professional development as being central to the effective development of inclusive practices (Avramidis, 2000).

Training in the field of special education in the United Kingdom appears to enhance understanding and improve attitudes regarding the inclusion of children with learning disabilities in primary schools (Powers, 2002).

In South Africa, teachers who have not undertaken training regarding the inclusion of learners with learning disabilities may exhibit negative attitudes toward such inclusion (Van Reusen, Shoho & Barker, 2001; Landsberg, Krüger & Nel, 2005) while, on the other

hand, increased training may be associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd & Sedbrook, 2002).

Zimbabwean research by Musengi and Chireshe (2012) revealed that teachers admitted to not having the skills to practice individualistic instruction in class and lacked appropriate training in inclusive education which would assist them in helping children with learning disabilities in their classes. Teachers who have not undertaken training regarding the inclusion of children with learning disabilities may exhibit negative attitudes towards inclusion of children with learning disabilities.

Research by Fakudze (2012) has revealed that the majority of the interviewed teachers in South Africa had not been trained in inclusive education whilst undergoing their initial teacher training. This explains their lack of clear and precise knowledge and understanding of inclusive education. The same situation prevails in Botswana. This is supported by Mukhapadhyay (2013) who maintains that teacher training institutions for primary school teachers in Botswana do not provide training for inclusive education in their initial professional training. In a similar vein, initial teacher training is the foundation for preparing the teachers for their future profession. Lack of clear and precise knowledge and understanding of inclusive education at the initial stage of teacher training will create problems for the implementation of inclusive education in schools (Fakudze, 2012).

Mkhuma (2012) also argues that the structure of teacher training in South Africa consisted of programmes or qualifications for general education and qualifications for remedial education for children with learning disabilities.

2.7.3 Lack of support

According to the draft guideline for the implementation of inclusive education, known as 'draft guidelines' (DoE, 2002), the core education support service providers at district level include support personnel, curriculum specialists, management specialists, administrative experts, specialists and support personnel, other government professionals and community role-players.

Forms of support can include training and support for teachers to respond to learner special educational needs (LSEN), curriculum development to ensure that all aspects of the curriculum are responsive to different needs, and provision of teaching and learning materials and equipment to facilitate learning for all learners. Continuing support includes staff development for teachers and organizational development support for schools, for example policy formulation and implementation (DoE, 2002). Therefore human and physical support can be seen as important factors in generating positive attitudes among mainstream teachers towards the inclusion of children with SEN (Avramids, 2002).

Support personnel for training programmes such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters are very scarce in many developing countries (Eleweke & Rodda, 2002).

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

Landsberg (2005) argues that support is the cornerstone of successful inclusive education. Support is defined as all activities in a school which increase its capacity to respond to diversity (DoE, 2008). Landsberg (2006) argues that this team's role is "to provide a coordinated professional support service that draws on expertise in further and higher education and local communities, targeting special schools and specialized settings, designated full-service and other primary school and educational institutions".

Naicker (2008) states that support from district level can enhance a teacher's preparedness for inclusive education. Asikhia (2010) acknowledges that healthy interpersonal relationships among the personnel in the school setting help to promote the teaching-learning situation.

Nel (2011) found that South African teachers often felt threatened and unsure about inclusive practices in their classroom because of their lack of knowledge and support. The authors deemed it necessary to have support provided at management level and to provide specialized professional support and service to in-service teachers for effective implementation of inclusive education. In addition, the literature also notes that collaborative administrative support is vital in order to monitor inclusive education policy implementation processes (Peters, 2002, 2007; Mackenzie, 2012). In terms of WP6 support, services will mostly operate from outside the school as part of the Department based support team (DBST), which seems to be experiencing major challenges regarding service delivery. The following table depicts the level of support in South African schools:

Table 2.1: Levels of support in the South African context

Level of support	Key support function
National Department of Education (macro-level)	Providing EWP6 and a broad management framework for support
Provincial departments in the nine provinces (Exo-level).	Coordinating implementation of national framework of support in relation to provincial needs
District-based support teams (including special / resource schools) developed within smaller geographical areas, determined in different ways in the nine provinces (Meso-level)	Providing integrated support to education institutions (ECD, schools, colleges, and adult learning centres) to support the development of effective teaching and learning
Institution-level support teams (local teams in schools, colleges, early	Identifying and addressing barriers to learning in the local context, thereby promoting effective teaching and learning

childhood and adult learning centres). (Micro-level)	
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Source: DoE (2002)

2.7.4 Class size

Large classes may be viewed as an obstacle to the successful implementation of inclusive education. As also reported by researchers such as Avramidis & Norwich (2002), class size is a barrier to effective learning in an inclusive classroom. Large classes place an additional demand on teachers, while reinforcing concerns that all learners may not receive proper time or attention (Stoler, 1992; Van Reusen, 2001). The more learners with special needs in a class the bigger the challenge; learners need more one-on one time from the teachers (Avramidis & Norwich, 2002).

Avramidis (2000) report that teachers agreed that the class size should be reduced to 20 learners per class in order to allow for the effective implementation of inclusive education. Studies reveal that the size of classes and effective modes of functioning depend directly on the number of schools and classrooms available, as well as the number of learners and teachers available (UNESCO, 2004).

Teachers may struggle with more learners as the discipline and behaviour issues become more of a problem. If a teacher struggles to enforce positive discipline in big, overcrowded classrooms, and does not have or is not given the means to promote positive learning, there is very little chance of effective learning; drop-out through boredom or frustration could increase and the poor behaviour could set up a cycle of animosity between staff and students (Kallaway, 2009).

Media has also raised issues regarding inclusion particularly of learners with special education needs (Alston, 2009). They include large class sizes, the same assessment for all children in the class, regardless of their special needs, learners from diverse cultural and linguistic backgrounds, developmental variations of learners' skills, social problems, and what teachers label as 'unacceptable behaviour'. Classroom teachers are required

to use the same criteria for assessment of all the learners in the classroom regardless of their special needs. This is simply totally unfair and unjustifiable.

In South African township schools there are classes with 40 or more learners, who include learners with special education needs and with no extra support for the teacher in the classroom. The harsh reality is that children with special education needs need greater teacher attention. Section 28 of the South Africa Constitution calls on all stakeholders to do what is in the best interests of all children.

In the United Kingdom, almost every class has teacher aids (Boyer and Gillespie, 2000). Alston (2009) also notes a high drop-out rate among learners with special education needs. High drop-out rates among learners with special education needs mean exclusion from accessing education and violation of their rights.

Khan (2011) also mentions that in Bangladesh most of the schools range from 60-70 students in the same class. These larger class sizes pose particular classroom management problems, possibly making teachers reluctant to pay extra attention to special educational needs children in mainstream classrooms. These issues are all challenges related to inclusion.

2.7.5 Inadequate resources

Avramidis and Norwich (1994) indicate that teachers feel that implementing inclusive education programmes would involve a considerable workload on their part as a result of increased planning for meeting the needs of a very diverse population. The importance of professional support, for example physiotherapists, has been repeatedly highlighted.

Koutrouba (2006) points out those schools with adequate and appropriate resources and material and adapting teaching materials that are instrumental in the development of teachers' positive attitudes in enhancing inclusive education.

Many researchers such as Engelbrecht and Green, (2007); Forlin (2008); Stubbs (2008) emphasise that teaching resources and material as well as the school facilities are part of the contributing factors supporting inclusive practice.

Stubbs (2008) maintains that education for all will not work unless there is more grassroots participation and effective allocation of resources. Resources such as classrooms, laboratories, learner and teacher support material and quality instruction needs to be directed to the Eastern Cape education sector in order to solve the problems. When schools are well equipped with basic teaching and learning resources, it makes the teachers' job easier and learning outcomes of the children will improve (Walton, 2009).

The following figure shows factors associated with the success of inclusive education:

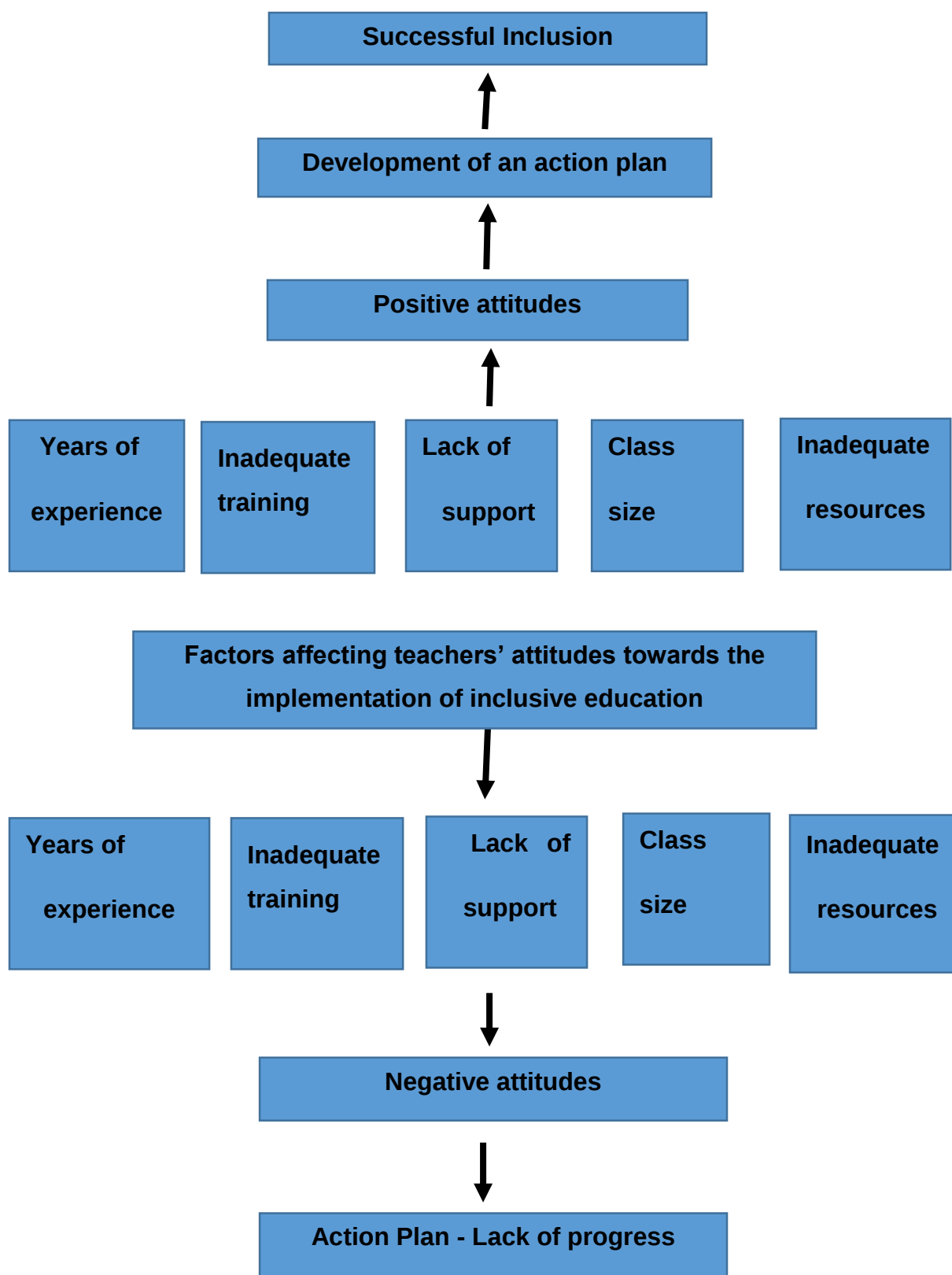


Figure 2.3 Factors associated with the success of inclusive education

Figure 2.3 illustrates five variables regarding the factors affecting the implementation of inclusive education, these factors are years of experience, inadequate training, lack of support, class size and inadequate resources as shown in the figure above . Lloyd (2000) cited in Pottas (2005) suggests that it is important to take into account those factors related to teachers' attitudes and teaching practice which are essential considerations for the success of inclusive education.

Teaching children with special needs requires a lot of commitment (Ainscow, 2000, cited in Naidoo, 2012) and having LSEN in a regular classroom means additional work is appended onto teachers' existing workloads (Forlin, 2007). It inevitably means there is more planning and preparation to meet the needs of a diverse range of abilities. In a study by Reynolds (as cited in Mitchell, 2010) nearly 82% of general teachers agreed that mainstreaming created additional work

2.8 Summary

In this chapter, the researcher discussed the theoretical framework for the study. The chapter also reviewed relevant literature on the factors affecting teachers' attitudes towards the implementation of inclusive education. Majority of teachers were undecided or had negative views about inclusion, and teachers did not feel competent or confident to teach pupils with various learning disabilities. They argued that the reasons for the varied attitudes of teachers were influenced by the participants' experience, lack of training, the lack of support, class size and inadequate resources.

In addition, teachers without experience in teaching children with SEN were more negative in their beliefs regarding core perspectives of inclusion, possibly because they lacked knowledge and specific skills in instructional and management skills than teachers with relevant experience. The analysis of the literature review showed evidence of negative as well as positive attitudes of teachers towards inclusive education at different times and places. However, the research highlighted the presence of negative attitudes of teachers toward inclusive education, indicating the need for intervention to bring about more positive attitudes, as long as teachers' attitudes remain critical for the successful

implementation of inclusive education. Teachers who are knowledgeable and have training and background in handling children with special needs drew positive attitudes.

It is believed that by addressing reasons for negative attitudes to inclusive education (IE) among teachers and by supplying well-planned training that considers the attitude constructs relating to inclusive education, as well as the necessary support needs of teachers, positive attitudes to inclusive education could be established and maintained. In all the research that has been made, it is clear that in South Africa teachers lack adequate knowledge, skills and training for effective implementation of inclusive education.

Furthermore, the teachers felt unprepared and unequipped to teach in inclusive classrooms as a result of their lack of training, lack of time, large classes and lack of teacher experience. Fear of not being able to manage diversity resulted in feelings of hopelessness and in learners being referred for assessments by specialists and placements in special programmes.

Other specific concerns associated with attitudes include the lack of educational and teacher support, insufficient facilities, infrastructure and assistive devices. Negative attitudes and labelling result from misconceptions and assumptions about learners with specific educational needs and the potential effect of inclusion on these learners as well as on other learners in the classroom.

The following chapter focusses on the research methodology that is adopted in this study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

Research methodology is a strategy of enquiry which moves from the underlying assumptions to research design and data collection. According to Creswell (2007) research methodology is an approach that links methods to outcomes which oversees the choice and use of methods.

This chapter explores the research method that was used in conducting the study. The research methods and approaches selected were determined by the purpose of the study, which was to investigate the factors affecting teachers' attitudes towards the implementation of inclusive education.

The concepts of the research approach, research design, measuring instrumentation, population, data analysis, and ethical issues are discussed in detail.

3.2 Research paradigm

A paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field (Cohen, Manion and Morrison, 2003). Morgan (2007) defines paradigm as a set of beliefs and practices that guide the investigation, summarises the belief of researchers about the nature of knowledge, a methodology and criteria for validity. Paradigms are all encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions, namely: ontology, epistemology and methodology (Maree, 2007).

According to Krauss (2005), the world and the universe are deterministic; they operate by laws of cause and effect that are discernible if we apply the unique approach of the scientific method. Knowledge is discovered and verified through measurements of phenomena and facts are established by taking a phenomenon apart to examine its component parts (Krauss, 2005). Healy and Perry as cited in Krauss (2005) pointed out

that positivism predominates in science and assumes that science quantitatively measures independent facts about a single apprehensive reality.

The data and analysis thereof are value-free and data does not change because it is observed, that is, researchers view the world through a “one-way mirror”. The paradigm is based on the notion that all knowledge should be based on practical experience or observations.

There are a number of paradigms or knowledge claims that have taken root in today’s research, some of which are positivism, interpretivism, and post-positivism.

3.2.1 Positivism

The positivist paradigm of exploring social research has been largely influenced by the ideas of the philosopher August Comte. To understand human behaviour, August Comte commended that people use observation and reason as data collection tools.

According to Gray (2004), positivism is of the belief that what reality consists of is what is available to the senses. That is to say, reality consists of what can be seen, smelt, touched, heard and tasted. The meaning of all this is that phenomena which cannot be observed either directly through experience and observation or indirectly with the aid of instruments have no place.

Within positivism, the knower and the known are independent (Tashakori and Teddlie, 2009). Ryan (2006) asserts that within positivism the relationship between the self and the knowledge has been largely denied. Thus knowledge is regarded as separate from the person who constructs it. In all this, for a statement to be true, it has to be tested and proved otherwise. If the statement cannot be tested and proved, then it is false.

Noteworthy from these views on positivism is the fact that truth and meaning exist in some external world (Gray, 2004).

Positivism may be characterized by its claim that science provides us with the clearest possible ideal of knowledge. The positivist’s objective is to test a theory or describe an

experience through means of measurement in order to predict forces that surround it. Mackenzie and Knipe (2006) state that “positivism implies a particular stance concerning the social scientist as an observer of social reality. The end-product of investigations by social scientists can be formulated in terms parallel to those of natural science” (Cohen, 2007).

Tashakori and Teddlie (2009) contend that social research should adopt a scientific method. This method is exemplified in the work of modern physicists and consists of the rigorous testing of the hypothesis. Data taking the quantitative form is used.

Welman, Kruger and Mitchell (2012) also state that positivism emphasises an objective approach to studying social phenomena and gives importance to research methods focusing on quantitative analysis, surveys and experiments.

3.2.2 Interpretivism

The interpretivists believe that reality is multi-layered and complex (Cohen, Manion and Morrison, 2000) and a single phenomenon has multiple interpretations. They emphasise that the verification of a phenomenon occurs when the level of understanding of a phenomenon is such that the concern is to probe into various unexplored dimensions of it rather than establishing specific relationships among the components, as happens in the case of positivism.

Dash (2005) adds that interpretive researchers have often preferred meaning-oriented methods. They assume that knowledge and meaning are acts of interpretation; hence there is no objective knowledge which is independent of thinking or human reasoning. Interpretivism emphasises that social reality is viewed and interpreted by the individual according to the ideological positions the individual possesses. Therefore, knowledge is personally experienced rather than acquired or imposed from the outside (Dash, 2005).

While positivism has foundations in objectivity, measurability, predictability, controllability and constructs laws and human behaviour, interpretivism essentially emphasises understanding and interpretation of phenomena and making meaning out of this process.

According to Dash (2005), interpretivism, which stresses the subjectivist approach to studying social phenomena, attaches importance to a range of research techniques focusing on qualitative analysis, such as: personal interviews, participant observations, accounts of individuals, personal contracts and others.

Interpretivism has its greatest strength in the richness and depth of explorations and descriptions it yields through the qualitative approach to research; however, it is criticized for its subjectivity and the failure of the approach to generalize its findings beyond the situation being studied (Maree, 2007).

3.2.3 Post-positivism

Post-positivism is a shift away from positivism. According to Tashakori and Teddlie (2009), post-positivism is the intellectual heir to positivism, which came about as a reaction to the widely discredited axioms of positivism.

Trochim (2006) refers to it as a wholesale rejection of the central tenets of positivism. In the same way, Creswell (2003) calls it the thinking after positivism. Thus post-positivism is a knowledge claim that challenges the absolute truth and recognizes that we cannot be positive about claims of knowledge when studying the behaviours and actions of humans because we are all biased and all of our observations are affected (Ryan, 2006).

Erikson and Kovalainen (2008) argue that in post-positivism the knower and the known cannot be separated as is the case in positivism, and that although human beings cannot perfectly understand reality researchers can approach it with rigorous data collection and analysis. Hence the post-positivist approach to research opens the door to multiple methods and different worldviews as well as to different forms of data collection and analysis so as to provide and justify that rigor in the process of carrying out the research.

Critics of post-positivism direct their criticism towards the interactive and participatory nature of qualitative and quantitative methods used in research. They argue that post-positivists use methods that are merely an assembly of anecdotes and personal

impressions which are highly suspicious in terms of research subjectivity and research bias (Maree, 2007).

The positivism paradigm is appropriate for this study as the researcher is interested in the factors affecting the attitudes of teachers in implementing inclusive education in high schools in Mdantsane and Newlands, East London District, in Eastern Cape. This paradigm allowed the researcher to exert control over variables by defining them in a way that they can be measured. The study also required hypothesis testing formulated using theories and other related concepts. Therefore the researcher adopted the positivist paradigm which serves as a guide to the researcher in detecting the variables that can mostly affect teachers' attitude towards the implementation of inclusive education.

3.3 Research approach

The research approach is a broad, holistic, methodological guide or roadmap that is associated with particular research motives or analytical interests (Creswell, 2008). The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study.

Burns and Grove (2009) state that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation. It refers to all the procedures selected by a researcher for studying a given phenomenon (Burns & Grove, 2009). A research design includes an outline of what the researcher will do from formulating hypotheses and their operational implications to the final analysis of data.

According to Cohen et al. (2007), it is a logical model of proof that allows the researcher to draw inferences concerning causal relationships among the variables under investigation.

A research design is determined by the research question and an appropriate research design should be identified for a research question (Leedy & Ormrod, 2005; Staiton-

Rogers, 2006). Researchers may use qualitative, mixed research methods or quantitative approaches in their studies (Creswell, 2009). This study adopts quantitative research approach as it focusses on investigating factors affecting teachers' attitude towards the implementation of inclusive education.

3.3.1 Qualitative research approach

Taylor and Bogdan (2004) describe qualitative research as an approach to the study of the social world which seeks to describe and analyse the culture and behaviour of humans and their groups from the point of view of those being studied. Qualitative research is based on the knowledge that there is no objective reality (Krauss, 2005). Rather, there are multiple realities constructed by human beings who experience a phenomenon of interest. This approach is naturalist and draws on multiple methods of inquiry conducted in naturalistic settings rather than controlled ones (Rossman and Rallis, 2003). It involves the studied use and collection of a variety of empirical materials, case study, personal experience, introspection, life story, interviews and observations that describe routine and problematic moments and meanings in individuals' lives (Leedy and Ormrod, 2005).

3.3.2 Quantitative research approach

Maree (2007) describes quantitative research as a process that is systematic and objective in its ways of using numerical data from only a selected sub-group (sample) to generalize the findings to the population that is being studied. From this definition, three important elements of quantitative research seem to emerge and these are: objectivity, numerical data and generalizability. In quantitative research, researchers tend to remain objectively separated from the subject matter (Maree, 2007). This is because quantitative research is objective in approach and it only seeks precise measurements and analysis of target concepts to answer the inquiry. One of the characteristics of quantitative research is that quantitative data is more precise because one can test the hypothesis. The facts are value free, unbiased and measurable (Neuman, 2000).

Ryan (2006) describes quantitative research as research that: tries to link variables (features which vary from person to person); tries to test theories or hypotheses; tries to predict; and tries to isolate and define categories before research starts and then to determine the relationships between them. The quantitative data collected through this type of research can reveal generalizable information for a large group of people. However, quantitative research is criticized for its inability to look at individual cases in any detail. Also due to its highly structured nature, it prevents the researcher from following up unexpected outcomes or information (Ryan, 2006).

Since the study followed a positivism research paradigm, a quantitative research approach was used. “Quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected sub-group of a universe or population to generalise the findings to the universe that is being studied” (Maree, 2014). In this approach objectivity is maintained, numerical data is generated and lastly the findings can be generalised to the whole population. The main advantage of a quantitative approach to data collection is the relative ease and speed with which the data can be collected. In this approach, it is possible to use large samples while in a qualitative paradigm sample size may be small.

The researcher sought to find out the factors affecting teachers’ attitudes towards the implementation of inclusive education. The researcher ensured objectivity and curtailed her involvement with the respondents during the development of the study. All these were influenced by the principles of the positivist paradigm as indicated in the section above. Statistical analysis permitted the researcher to discover the effects and to determine to what extent one variable influences another. The research results are relatively independent of the researcher as statistical significance is considered in the data-analysis section of chapter 4.

According to Harwell (2011), quantitative methods are frequently described as deductive in nature, in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population.

3.3.3 Mixed methods research approach

Mixed methods is defined as the class of research where the researcher mixes or combines qualitative and quantitative research techniques, methods, approaches, concepts or language into a single study (Tashakkori and Teddlie, 2003). According to Johnson and Turner (2003), mixed methods research builds on both qualitative and quantitative approaches and uses them both in a single study. Both qualitative and quantitative methods have strengths and weaknesses so, when used together, these methods can be complementary and allow for a more complete analysis of the research situation (Tashakkori and Teddlie, 2003). This means the data collection process in the mixed method research approach involves gathering both numeric and text information so that the final database represents both qualitative and quantitative information.

Collection of data in a mixed method approach can either be sequential or concurrent (Johnson and Onwuegbuzie, 2004). Sequential procedures imply that the researcher collects both the qualitative and quantitative data in phases, while a concurrent procedure means that the research will collect both qualitative and quantitative data at the same time. When the data is collected in phases, either the qualitative or quantitative data can come first depending on the initial intent of the researcher (Johnson and Onwuegbuzie, 2004). Concurrent procedures are less time-consuming than sequential procedures (Johnson and Turner, 2003). Integration of the two types of data can occur at several stages in the process of research, for example in data collection where open-ended questions in a survey are combined with closed-ended questions. It can also occur during data analysis and interpretation. During data interpretation and analysis qualitative themes or codes are transformed into numbers and compared to quantitative results.

This is a study that entails systematic data collection and analysis as its focus is on factors affecting attitudes which can be generalised for further research with increase in sample size. Based on the underlying factors related to the hypotheses, the quantitative approach is found to be relevant to this particular study.

The quantitative research approach employs survey methodologies and predetermined instruments for collecting data that can be analysed statistically. The approach is suitable for measuring attitudes and rating behaviours through standardised numerical scales (Creswell, 2009). Therefore the study follows surveys because of the nature of the problem statement which requires the researcher to measure the relationship among the variables statistically.

3.4. Survey

According to Creswell (2014) a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From the sample results, the researcher generalizes or draws inferences to the population. Surveys are appropriate because the target population is too large and the study requires hypothesis testing. Surveys are also used for descriptive, explanatory and exploratory purposes (Babbie & Mouton, 2011). They are used in studies that have individual people as a unit of analysis.

Surveys give the researcher an opportunity to administer questionnaires to groups of respondents in order to collect original data for describing a population too large to observe directly (Babbie & Mouton, 2011).

The researcher decided to use this method because it generates statistics through the use of a large-scale survey using methods such as questionnaires. This type of research reaches many more people, and the contact with these people is much quicker than it is in qualitative research (Dawson, 2006). The design of a survey method section follows a standard format. Then the data is analysed and the findings are interpreted to find out whether there is a relationship between variables.

3.4.1 Variables in the study

A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. This variance means that scores in a given situation fall into at least two mutually

exclusive categories (Thompson, 2006). Variables often measured in studies include gender, age, socio-economic status (SES) and attitudes or behaviours such as racism, social control, political power, or leadership. There are three types of variables:

- Independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables.
- Dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, effect, and response variables.
- Intervening or mediating variables stand between the independent and dependent variables, and they mediate the effects of the independent variable on the dependent variable. For example, if students do well on a research methods test (dependent variable), results may be due to (a) their study preparation (independent variable) and/or (b) their organization of study ideas into a framework (intervening variable) that influenced their performance on the test. The mediating variable, the organization of study ideas, stands between the independent and dependent variables in the probable causal link (Creswell, 2014).

The variables in this study include dependent and independent variables. The dependent is the teachers' attitude and independent variables are years of experience, lack of adequate training, support, class size and inadequate resources (refer to chapter 2 of the study).

3.5 Population

Population can be defined as the collection of individuals with characteristics that the researcher is interested in studying (White, 2005). De Vos (2005) states that the population is a set of entities in which all the measurements of interest to the researcher are represented. It is a total set of elements from which the individuals of the study are chosen. It is also a total quantity of things or cases of the type that are subject to one's study (Walliman, 2006).

McMillan (1992) cited in Khoaeane (2012) defines population as a group of elements or cases - whether individuals, objects, or events - that conform to specific criteria and to which we intend to generalize the results of the research. In a further account, McMillan (1992) indicates that the specification of the population begins with the research problem and review of the literature, through which a population is described conceptually. It is also important to distinguish the target population from a list of elements from which a group of subjects is selected, which is termed the survey population (McMillan, 1992, cited in Khoaeane). Coldwell & Herbst (2004) also define population as a group of individual persons, objects or items from which samples are taken for measurement.

The population of this study comprises of 75 participants which are teachers in three high schools in Mdantsane and Newlands that offers inclusive education.

3.6 Sample

Babbie (2010) defines a sample as a proportion of a population. Sample is a definite plan for obtaining a representation from a given population. Sample is also viewed as a subset of measurements drawn from a population in which the study is located (Denscombe, 2007; Cohen, Manion & Morrison, 2000; Springer, 2010). Maree (2007) notes that a research study cannot comprise the entire population; this is restricted by amount of time to be spent and cost implications.

A sample is a representative sub-set of the population from which generalisations are made about the population. Sampling is simply stated as selecting a portion of the population, in the research area, which will be a representation of the whole population (Neuman, 2006).

Sampling is defined as the process used to select cases for inclusion in a research study (Van Vuuren & Maree, 2002). Sampling is one of the areas in which great divergence can be found when comparing the various research paradigms (Mertens, 2005). In spite of the contrasting views of sampling within the various paradigms, issues of common concern exist.

All sampling decisions occur within the limitations of ethics and feasibility. Mertens (2005) identifies two basic sampling procedures in survey research, namely probability and non-probability sampling. The eventual purpose of sampling is to select a set of elements in the form of statistics from a population in such a way that they accurately portray the parameters of the total population. Probability sampling increases the chances of accomplishing this aim (Mertens, 2005). Sampling is representativeness.

The sample of this study composed a total of 75 inclusive education teachers from two high schools in Mdantsane and one in Newlands of which, school A consists of 23 teachers, school B of 27 and school C of 25 teachers in Mdantsane and Newlands, East London District, Eastern Cape. The researcher chose these three high schools as they were convenient in terms of geographical area.

In this study, it was the researcher's aim to select a sample that would be representative of the population from which conclusions could be drawn. Unless the sample from which the generalisations come represents the population from which it was drawn, one cannot be certain that the population has the same properties as those of the sample (Mouton, 1996,) cited in (Momberg, 2008).

3.7 Data collection strategies / instruments

Johnson and Turner (2003) describe data collection as simply a technique that is used to collect empirical research data. Data collection can be derived using a number of methods which include interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction or questionnaires (Heaton, 2004). Data collection is an essential component of conducting research. Heaton (2004) further points out that data collection is a complicated and hard task. Similarly, O'Leary (2004) remarks, "collecting credible data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another." Therefore, which data collection method to use would depend upon the research goals and the advantages and disadvantages of each method.

According to Koshy (2005), data collection methods are also referred to as methods of instrumentation. The author notes that there are many ways of gathering data. One has to choose the most suitable method for the task at hand. Data can be collected from a number of sources including questionnaires, workplaces, internet, interviews, focus groups, tests, observation and documentary evidence (including written documents and records) (Johnson and Turner, 2003; Koshy, 2005). The researcher used questionnaires as instruments to collect data.

3.7.1 Instruments

Melville & Goddard (2001) state that any device that researchers use for measurement is called an instrument. A questionnaire is an instrument most used in research projects.

Different methods can be used to collect data from the sample of respondents. In the quantitative approach, hypotheses are formulated about the relationship between two or more variables and data about these variable is collected through methods such as questionnaires, focus groups and questionnaires (Maree, 2007). The researcher wrote a letter to ask for permission from the Department of Education to conduct the research project in three different schools, and then visited these schools personally with the letter from the Department of Education and the letter to the school principals that ask for permission to conduct the research project. This study made use of questionnaires and many respondents completed them in a short space of time.

3.7.2 Questionnaire

McMillan (2008) defines a questionnaire as a written document containing statements or questions that are used to obtain subject perceptions, attitudes, beliefs, values, perspectives, and other traits. Questionnaires are used extensively because they provide an efficient way to obtain information about a wide range of research problems. They can be used to assess different kinds of traits and can take several formats (McMillan, 2008). Although the term 'questionnaire' suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the

researcher is interested in determining the extent to which respondents hold a particular attitude or perspective.

The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. Questionnaires are probably the most generally used instruments of all.

McMillan (2008) states that questionnaires are used extensively because they provide an efficient way to obtain information about a wide range of research problems.

3.7.2.1 Advantages of the questionnaire

- It allows a wider range and distribution of the sample than the survey interview method.
- It provides greater access to more educated respondents and to persons in higher income brackets.
- It provides an opportunity for respondents to give frank, anonymous answers.
- It can be constructed so that quantitative data is relatively easy to collect and analyse.
- It can be designed to gather background information about respondents.
- It facilitates collection of large amounts of data in a short period of time.
- It can be completed at the leisure of respondents - within time limits (Sarantakos, 2005).

3.7.2.2 Disadvantages of the questionnaire

- Does not allow respondents to qualify ambiguous questions.
- If the prepared instrument does not arouse respondent emotions (for example, when the questionnaire is too impersonal), valid responses might not be elicited.

- Poorly worded or direct questions might arouse antagonism or inhibitions on the part of respondents.
- Some potential respondents may be antagonistic towards questionnaires, regardless of the purpose or quality of the instrument distributed.
- Verification of the accuracy of questionnaire responses might sometimes be difficult, or even impossible.
- Uneducated subjects might not respond to a list of printed questions.

3.7.2.3 Characteristics of a good questionnaire

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

- The questionnaire must be clear and precise on what information is to be obtained.
- It must be well structured, attractive and neatly printed.
- It must be long enough to incorporate all questions so that a situation does not arise later where information is missing.
- It must be complete, i.e. one gets all the data one needs.
- Asks only relevant questions.
- Has a precise, unambiguous and understandable question.
- Puts sensitive questions at the end.
- Uses mostly closed questions, often with a four-point scale.

3.7.2.4. Types of questionnaires

According to Melville & Goddard (2001), there are two types of questionnaires: the closed or structured questionnaire and the open or unstructured questionnaire.

The structured questionnaire is the one in which the respondent is asked to select an answer from among a list provided by the researcher (Maree, 2007; Babbie & Mouton, 2011). It provides an opportunity to the researcher to ask the same questions to all the respondents, it provides greater uniformity and it is easily processed.

3.7.2.5. Open-ended questionnaire

Open-ended questions do not suggest answers. They call for the respondent's free response in his/her own words. No clues are provided and provision is made for a greater depth of response (Melville & Goddard, 2001). In a further account they state that a respondent reveals his frame of reference and the reason for his response. This kind of questionnaire is difficult to interpret, tabulate and summarise. In responding to open questionnaires, subjects may omit certain points or emphasise things that are of no interest to the researcher and of no importance to the research.

3.7.2.6. Closed-ended questionnaires

Similarly, Sarantakos (2005), also states that closed questionnaires call for short, check responses. They provide for a "yes" or "no", a short response or for checking an item from a list of suggested responses which cannot be anticipated. Providing another category permits the respondent to indicate what his/her most important reason might be, one that the compiler of the questionnaire may not have anticipated.

The closed- form questionnaire is easy to fill, takes little time, keeps the respondent on the subject, is relatively objective and is easy to tabulate and analyse. It also minimizes the risk of misinterpretation.

Considering the above mentioned benefits, this study makes use of a structured questionnaire, with Likert scale type of question items, to collect data from the respondents. Its popularity stems from the fact that it is easier to compile than any of the other attitude scales. The Likert scale may be used for multidimensional attitudes, which is not possible with the other attitude scales. The following table shows questions to avoid in a questionnaire:

Table 3.2: Questions to avoid in a questionnaire

Poorly worded	Complex terms and language, ambiguous questions, double negatives and double-barreled questions.
Biased, leading or loaded	'Easy to agree' statements, 'hard to disagree with' statements and leading questions.
Problematical for the respondent	Recall-dependent questions, offensive questions, questions that assume knowledge, questions with unwarranted assumptions and questions with socially desirable responses

Source: Adapted from O'Leary (2004)

Since teachers are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom are of crucial importance (Lomofsky, Roberts & Mvambi, 1999). Teachers have to be sensitive not only to the requirements of learner with special educational needs, but also to their own attitudes and feelings. Only then can the question of attitude be fully addressed in order to support the teacher in the process of change (Lomofsky, Roberts & Mvambi, 1999) cited in Pottas (2005).

The questionnaire consisted of two components that is questions focused on the teachers' knowledge or supposed knowledge of inclusive education and the variables which are the factors affecting the attitudes of teachers in inclusive education.

The following sections therefore appeared in the questionnaire: (see Appendix F)

Section A: Understanding of inclusive education

Section B: The factors affecting the attitudes of teachers

3.8 Pilot study

A pilot study was conducted since it is an essential component of any survey research. A pilot study refers to a mini version of a full-scale study (also called feasibility studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule (Burns & Grove, 2009).

According to Riet and Durrheim (2006) pilot studies are preliminary studies on small samples that help to identify potential problems with the design, particularly of the research instruments.

Conducting a pilot study does not guarantee success in the main study but it does increase the likelihood. The information obtained from the pilot study was used to refine the questionnaire and the interviewing process (Neuman, 2006). This is supported by De Vos (2012) who pointed out that the pilot study helps to identify possible problems in the proposed study and allows the researcher to revise the methods and instruments before the actual study to improve the success and effectiveness of the study. It also aims to establish whether the investigation would be feasible and whether the relevant data could be obtained from the participants identified by using the questionnaire and the semi-structured interview which are to be the principal data collection tools.

The pilot study allows a preliminary data analysis and ensures that the data collected answers the researcher's questions (Davis & Sutton, 2004; Pratt & Loizos, 2003). It helped to perfect the questionnaire so that participants in the main study would experience fewer difficulties in completing the questionnaires.

In the present study, the results of the pilot study helped the researcher to identify and correct misunderstandings, ambiguities, useless items, inadequate items and mechanical difficulties in the questionnaires. The pilot study also afforded the researcher ample opportunity and latitude to discuss the items of the questionnaires with the participants of the pilot group.

Piloting has its advantages and disadvantages, but, as Van Teijlingen and Hundley (2001) point out, the advantages of a pilot study far outweigh the disadvantages. The advantages and the disadvantages of the pilot study are discussed below.

3.8.1 Advantages of a pilot study

Some of the advantages are that a pilot study can help the researcher spot any unusual things or confusion in the information given to participants or problems with the task devised (McLeod, 2007). Piloting the study allows the researcher to judge whether his or her chosen questions are effective in collecting the information he or she wants (Lowe, 2007). “Experienced researchers recommend that before the researcher can administer a research instrument in the field, it is essential that a preliminary trial of the research measures be undertaken in order to evaluate the validity and relevance of the research instrument” (Mpanza, 2007).

3.8.2 Disadvantages of a pilot study

Pilot studies have a number of limitations. There is also a risk of the possibility of making inaccurate predictions or assumptions on the basis of pilot data (McLeod, 2007). This is because completing a pilot study successfully is not a guarantee of the success of a full-scale survey (van Teijlingen and Hundley, 2001). Unfortunately, many research ideas that seem to show great promise are unproductive when actually carried out (Van Teijlingen and Hundley, 2001).

Pilot study report

In this study, the questionnaires were circulated to five colleagues who work with the researcher to make recommendations in terms of content and instructions. The results of the pilot study indicated some mistakes. The necessary changes were made to the questionnaire in line with applicable recommended feedback. From there the questionnaire was duplicated.

A few of the items were removed when testing the reliability (refer 3.9) as the participants did not understand the questions. Reliability refers to the consistency of a measure. A

questionnaire or test is considered reliable if the same result is obtained repeatedly when the questionnaire is re-administered or tested repeated (Thermometer reading). Creswell (2009) explained that reliability has to do with the consistency of the measurement or the degree to which an instrument measures the same each time when it is used under the same circumstances.

3.9 Data analysis

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

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

Yin (2009) also states that data analysis consists of examining, categorizing, tabulating, testing or otherwise recombining evidence to draw empirically based conclusions.

After collecting data it then had to be captured in a format that would permit analysis and interpretation. Data was presented in the form of tables. The data was analysed using descriptive formats and involved computation. Cronbach's alpha statistics was used to determine the correlation between items and the items intended to measure. All hypotheses were tested at $P < 0.05$ level of significance. The SPSS (Statistical Product and Service Solution) was used to analyse the results.

3.9.1 Statistical technique

Sarantakos (2005) describes statistical techniques as methods of organizing and analysing quantitative data. These methods are tools designed to help the researcher organize and interpret numbers derived from measuring a trait or variable.

3.9.1.1 Descriptive statistics

Descriptive statistics serve to describe and summarize observations (Van Rensburg, Landman, & Bodenstein in Naicker, 2007). It transforms a set of numbers or observations into indices that describe or characterize the data. Descriptive statistics are thus used to summarize, organize and reduce a large number of observations. Usually the reduction results in a few numbers derived from mathematical formulae to represent all observations in each group of interest.

According to Best and Khan in Mthembu (2009), descriptive statistical analysis limits generalization to the particular group of individuals observed. No conclusions are extended beyond this group and any similarities to those outside the group cannot be assumed. The data describes one group and that group only. Descriptive statistics calculate and measures the pretest or post-test stage of experimental designs. This call for descriptive analysis is consistent with the recent APA Publication Manual (APA, 2010). These statistics are means, standard deviations, and ranges (Creswell, 2014).

The statistical analysis used in this study was descriptive statistical analysis. The use of descriptive statistics is the most fundamental way to summarize data and it is indispensable in interpreting the results of quantitative research (McMillan & Schumacher, in Mthembu, 2007).

3.9 Reliability and validity

Reliability refers to the capacity of measurement to produce consistent results (Sarantakos, 2005). Reliability is equivalent to consistency. Therefore, a method is reliable if it produces the same results whenever it is repeated. Reliability refers to the

consistency of a measure. A questionnaire or test is considered reliable if the same result is obtained repeatedly when the questionnaire is re-administered or tested repeatedly (Thermometer reading). Creswell (2009) explained that reliability has to do with the consistency of the measurement or the degree to which an instrument measures the same way each time it is used under the same circumstances.

According to Babbie and Mouton (2001) cited in Shadaya (2012), validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. There are many ways in which one can check if a measure adequately reflects the real meaning of the concept under study. Some of them are face validity, criterion-related validity, construct validity and content validity. Macmillan and Schumacher (2006) describe validity as the judgement of the appropriateness of a measure that results from scores generated.

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

In this study the researcher uses a Cronbach’s alpha coefficient as a major measure of the internal reliability of the instrument. Cronbach’s alpha coefficient and is based on inter-items correlations (Maree, 2007).

Maree (2014) provided guidelines for interpretation of a Cronbach’s alpha coefficient and these are generally accepted by researchers. A scale that renders a reliability of above 0.70 is considered as a low reliable instrument; a scale that renders a reliability of 0.80 is considered as a moderate reliability instrument and a scale that renders reliability of 0.90 is considered a high reliability instrument.

The researcher alone cannot guarantee that the measuring instrument measures precisely what it is intended to measure. The researcher made use of construct validity for this study. Construct validity is based on the relationship among variables (Welman, 2012). Construct validity makes use of a factor analysis and item analysis needed for

standardization and has to do with how well the construct(s) covered by the instrument is/are measures by different groups of related items (Maree, 2007).

The researcher's supervisor and the research committee at the University of Fort Hare examined the items to judge whether they were adequate for measuring what they were supposed to measure. This means the study used construct and content validity.

For further reliability and validity, this study has been double blinded peer-reviewed, and it was also presented at the South African International Conference on Education (SAICEd) on the 18-20 September 2017. It was accepted for publication in the conference proceedings.

3.10 Ethical considerations

Ethics refers to a system of principles which critically change previous considerations about choices and actions (Johnstone, 2009). It is said to be a branch of philosophy which deals with the dynamics of decision making concerning what is right and wrong. Scientific research work, as all human activities, is governed by individual, community and social values.

Research ethics involve requirements for daily work, the protection of dignity of subjects and the publication of the information in the research. A code of ethics is an important principle of any profession that deals with human life.

The purpose of research ethics is also to protect the welfare of the respondents and extends into areas such as misconduct and plagiarism (Terre Blanche, Durrheim & Painter, 2011). The most ethical issues that prevail in social research include research permission, informed consent, anonymity and confidentiality and voluntary participation and withdrawal.

3.10.1 Research permission

McMillan & Schumacher (1989) citing Khoaeane (2012) indicate that the researchers must ask for permission from the authority in order to gain access to information pertaining to them.

The researcher applied for permission to conduct research (see appendix B) from the East London Education District as the research site fell under its jurisdiction. Letters were also directed to the principals of the schools. The researcher also received ethical clearance (see appendix D) from the University of Fort Hare's Research Ethics Committee (UREC) before conducting the survey.

3.10.2 Informed consent and voluntary participation

Informed consent is part of a contracting process with a written agreement between the researcher and each subject, laying out the terms and conditions of the research (Denzin and Lincoln, 1998, cited in Shadaya, 2012).

According to Leedy and Ormrod (2005), before conducting a study, the researcher must make sure that participants voluntarily agree to take part in research and can withdraw at any time in the research process when necessary. Participants took part because they were willing to do so. This was demonstrated by their signing the consent form.

O'Leary (2005) points out that, participants have a right to participate voluntarily and the right to withdraw at any time. The participants were not forced to participate and there was no victimisation. Participation was done voluntary with no coercion, force, threat or intimidation to give information to the researcher (White 2005)

In this study, the researcher informed the participants that this research study is on teachers' attitude towards the implementation of inclusive education and they are part of the chosen sample and their voluntary participation will be appreciated and they will also benefit from the study.

3.10.3 Anonymity and confidentiality

White (2005) states that a respondent may be considered anonymous where the researcher cannot identify a given response with a given respondent. 'Confidentiality' means protecting the identity of respondents while 'anonymity' refers to protection against identification even from the researcher (O'Leary, 2005).

According to Leedy and Ormrod (2005), in any research the right to confidentiality and the right to anonymity put the respondent at ease to give information which might otherwise be regarded as sensitive. The data is kept under the strict care of the researcher, the supervisor and the academic staff of the institution.

The rights of the participants are protected through anonymity, confidentiality and privacy. To maintain anonymity, confidentiality and privacy, participants' biographical information and the name of the school are hidden by use of the unique 3-digits codes for participants and the school is assigned a pseudonym. To ensure that the participants are not exposed to any harm, consent of vulnerability is also protected, and the right to withdraw at any stage of the research was ensured (White, 2005).

In this current study, this principle was observed and the right to confidentiality and anonymity of the participants were guaranteed. For confidentiality sake, the researcher made sure that she did not reveal any information of the participants, the information gotten were used for this study alone. Thus, confidentiality was guaranteed. Also, anonymity of the participants were made possible. For the respondents of the questionnaires, there was no space for their names also, instead, codes were used for the school name, and thus each respondent remained anonymous in this study.

3.11 Summary

This chapter consists of the research approach, design and methodology used for this study. An explanation for the choice of methodology and the paradigm of the study was also presented. The chapter also discussed the population and sample. The chapter

further discussed data collection methods which include a questionnaires. The validity and reliability of the study and the data analysis were acknowledged too.

The next chapter presents data analyse and discusses the research findings.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The purpose of this chapter is to present the results of the study which was carried out in three selected high schools located in Mdantsane and Newlands in the East London Education District. The chapter discusses the information based on the data that is presented in relation to the literature study.

The main focus of the study was to investigate teachers' attitudes towards the implementation of inclusive education. Within the context of a descriptive research design, questionnaires were utilised to obtain quantitative data regarding the attitudes in East London Education District context.

The study followed a quantitative approach as indicated in the previous chapter (as was reflected in chapter 3). Frequency distribution tables and percentages were used in the presentation of the data from respondents. The total number of respondents who were selected to complete the questionnaire was 75. Three of the respondents failed to complete parts of the questionnaire giving the total number of respondents as 72.

The following section presents the results in relation to part one of the questionnaire.

4.2 Presentation of the results in relation to part one of the questionnaire

4.2.1 *Total number of respondents in sampled schools*

The total number of respondents in the three high schools is presented in Table 4.1 below:

Table 4.1: Total number of respondents from sampled schools that filled questionnaires

Name of schools	Number of respondents that filled the questionnaires	Percentage (%)
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School A	20	86
School B	27	100
School C	25	100

Table 4.1 above shows the three high schools that were used for data collection. All the respondents answered the questionnaires except at school A where three of the questionnaires were incomplete as previously stated (cf 4.1).

4.2.2. Distribution of respondents across the schools

The total number of respondents across all the schools is presented in Figure 4.1 below.

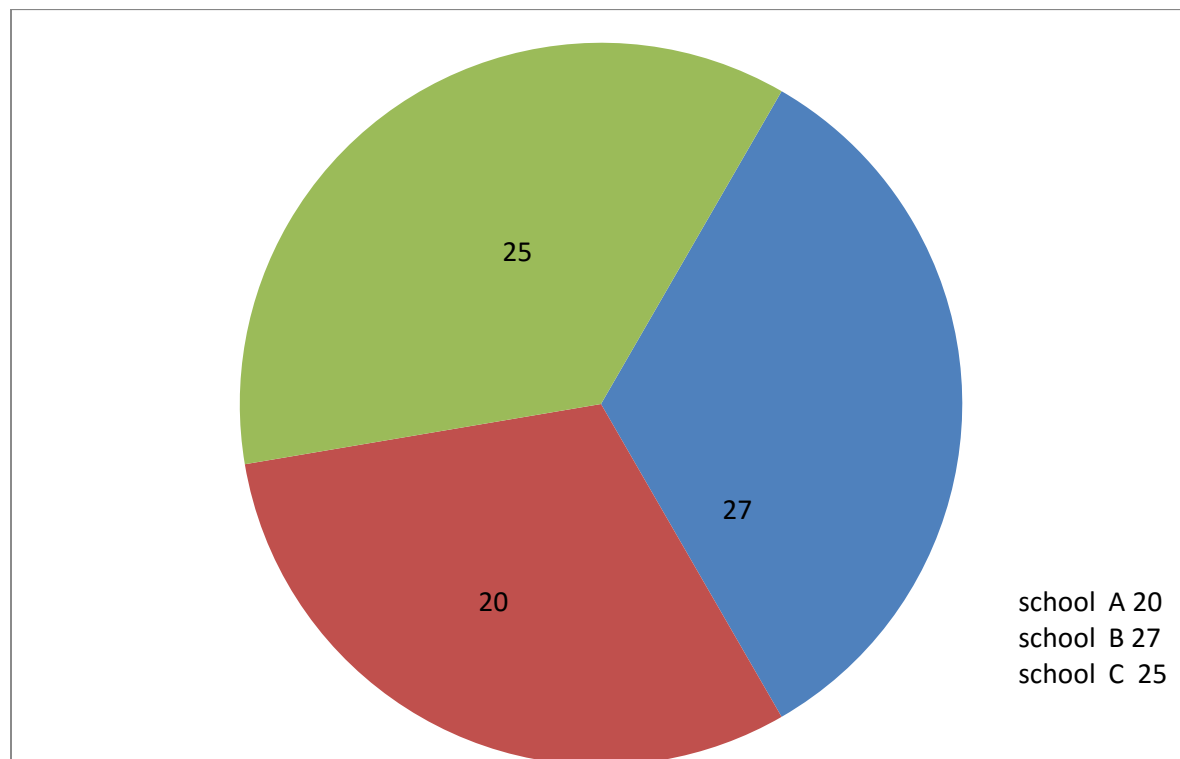


Figure 4.1: Distribution of respondents across the three schools

4.2.3 Reflecting on the reliability of the results

As explained in chapter 3 (cf 3.8), Cronbach's alpha statistics were used to determine the correlation between items and the construct these items intended to measure. All hypotheses were tested at $P < 0.01$ and $P < 0.05$ level of significance. The SPSS (Statistical Product and Service Solution) was used to analyse the results. Although there were 75 respondents, three of the questionnaires were invalid as not all questions were answered. The following section presents the results.

4.2.3.1. Presentation of findings in relation to hypothesis one

HYPOTHESIS ONE Ho1

There is no significant relationship between years of experience and teachers' attitudes towards the implementation of inclusive education.

Years of experience	Cor Coeff	P-value (Sig)	No.
My educational background and experience has helped me teach learners with special needs	.246**	.009	72
Teachers who are new in the teaching field are the ones with positive attitudes towards LSEN	.033	.732	72
Years of experience does not matter as long as training is provided for special needs	-.090	.338	72
Teachers with less experience have more accepting attitudes on inclusive	-.042	.657	72

education than their more experienced counterparts

Teachers with 20 years' experience are more likely to be negative towards LSEN than those with less experience

-.127

.184

72

In this table the statistical significant level is 0.01(2 tailed).

The table above reveals that there is no statistical significance between attitudes and years of experience as attitude scores are as follows: .009; $p > 0.01$; .732; $p > 0.01$; .338; $p > 0.01$; .657; $p > 0.01$.184; $p > 0.01$.

Therefore, **Ho1** was accepted.

4.2.3.2 Presentation of finding in relation to hypothesis two

HYPOTHESIS TWO Ho2

There is no significant relationship between lack of training and teachers' attitudes towards the implementation of inclusive education.

	Cor Coeff	P-value (Sig)	No.
Lack of adequate training			
I have been adequately trained to meet the needs of special needs learners	.213*	.025	72
I am provided with enough time in order to attend conferences/workshop on teaching	.075	.428	72
I don't need training in order to teach	-.022	.824	72

In this table there are two statistical significant levels: 0.01 (2 tailed) and 0.05 (2 tailed).

The table above reveals that there is no statistical significance between attitudes and lack of training; attitude scores are as follows: .025; $p > 0.01$; .428; $p > 0.01$; .824; $p > 0.01$.

Therefore, **Ho2** was accepted.

4.2.3.3 Presentation of finding in relation to hypothesis three

HYPOTHESIS THREE Ho3

There is no significant relationship between lack of support and teachers' attitudes towards the implementation of inclusive education.

Support	Cor Coeff	P-value (Sig)	No.
A district based support team must assist the school with inclusive education challenges	.231*	.018	72
There should be an institutional level support team to assist teachers with learners with special needs	.233*	.020	72
There should be opportunities for networking between special needs school teachers and mainstream school teachers	.214*	.034	72

In this table there are two statistical significant levels: 0.01(2 tailed) and 0.05 (2 tailed).

The table above reveals that there is a statistical significance between attitudes and lack of support; the attitude score is as follows: .018; $p > 0.01$; .0.20; $p > 0.01$; .0.34; $p > 0.01$.

Therefore, **Ho3** was rejected.

4.2.3.4 Presentation of finding in relation to hypothesis four

HYPOTHESIS FOUR Ho4

There is no significant relationship between class size and attitudes towards the implementation of inclusive education.

Class size	Cor Coeff	P-value (Sig)	No.
It is impossible to teach a class of 50 learners including learners with special needs	-.024	.802	72
To teach effectively, a class should not have more than 20 learners with special needs	.052	.597	72
The more LSENs in the class, the less time given for other learners without special needs to be taught	-.025	.799	72
There should be not more than 2 LSEN in a class of 30 learners	.098	.299	72

In this table the statistical significant level is 0.01 (2 tailed).

The table above reveals that there is no statistical significance between attitudes and class size; the attitude score is as follows: .802; $p > 0.01$; .597; $p > 0.01$; .799; $p > 0.01$; .299; $p > 0.01$.

Therefore, **Ho4** was accepted.

4.2.3.5 Presentation of finding in relation to hypothesis five

HYPOTHESIS FIVE Ho5

There is no significant relationship between inadequate resources and attitudes towards the implementation of inclusive education.

Inadequate resources	Cor Coeff	P-value (Sig)	No.
District resources are available to assist with LSEN in my school	-.008	.929	72
There's sufficient funds and resources to facilitate effective teaching of LSEN	.024	.80	72
I am provide with sufficient material in order to make appropriate accommodation for learners with special needs	.135	.160	72
Adaptive material and equipment are easily acquired for meeting the needs of learners with special needs	.028	.768	72
It is necessary to have a physiotherapist and a psychologist in our school to help learners with disabilities	.127	.194	72

In this table the statistical significant level is 0.01 (2 tailed).

Table above reveals that there is no statistical significance between attitudes and inadequate resources; the attitude score is as follows: .929; $p > 0.01$; .804; $p > 0.01$; .160; $p > 0.01$; .768; $p > 0.01$; .194; $p > 0.01$.

Therefore, **Ho5** was accepted.

The following section discusses the results in relation to part one of the questionnaire.

4.3 Discussion of results in relation to part one of the questionnaire

The findings show that there is no significant relationship between years of experience and teachers' attitudes towards the implementation of inclusive education. It further shows that there is no significant relationship between lack of training and teachers' attitudes towards the implementation of inclusive education.

On lack of support there is a significant relationship between lack support and teachers' attitudes towards the implementation of inclusive education. Although the null hypothesis states that there is no significant relationship, the p-value showed that there is a significant relationship. Therefore the null hypothesis was rejected.

With regards to class size, findings show that there is no significant relationship between class size and teachers' attitudes towards the implementation of inclusive education, as well as the finding regarding inadequate resources which show that there is no significant relationship between inadequate resources and teachers' attitudes towards the implementation of inclusive education.

The following section presents the results in relation to part two of the questionnaire.

4.4 Presentation of results in relation to part two of the questionnaire

Below is the presentation of results in relation to attitude of teachers on the implementation of inclusive education as indicated in the Likert scale in chapter 3.

Abbreviations for the Likert scale are as follows:

SD - Strongly Disagree

D - Disagree

A - Agree

SA - Strongly Agree

4.4.1. Presentation of results in relation to attitudes on inclusive education

Items	SD No. %	D No. %	A No.%	SANo. %
1.Teachers must be prepared to accept LSEN unconditionally	7(9.3)	14 (18.7)	26 (34.7)	28 (37.3)
2. Teachers should show similar respect towards all learners including LSEN	2 (2.7)	33 (44.0)	40 (53.3)	_____
3. Teachers should understand the emotional problems of the LSEN (e.g. negative self-image)	1 (2.7)	38 (50.7)	35(46.7)	_____
4. Teachers should understand the special educational needs of the LSEN	2 (4.0)	33(44.0)	39 (52.0)	_____
5. Teachers must support LSEN to the best of their ability	3 (4.0)	33(44.0)	39 (52.0)	_____

In terms of statement number one in the table, most teachers agree with the statement that teachers must be prepared to accept LSEN unconditionally (72%), teachers should show similar respect towards all learners including LSEN, as they agreed with statement number two (53.3%). In terms of statement number three teachers disagree with the statement that teachers should understand the emotional problems of the LSEN (e.g. negative self-image), (53.4%). In terms of statement number four, most teachers agree with the statement that teachers should understand the special educational needs of the LSEN (52%) and in terms of statement number five most teachers agree with the statement that teachers must support LSEN to the best of their ability (52%).

Table 4.1: Results of attitudes on inclusive education

	SD	D	A	SA
6. Inclusive practices are implemented successfully at our schools	14 (18.7)	33(44.0)	23(30.7)	5 (6.7)
7. Teachers need guidelines on inclusive education implementation at schools	1 (1.3)	34 (45.3)	40(53.3)	_____
8. My school's policy makes provision for inclusive education	7 (9.3)	30 (40.0)	34(45.3)	_____
9. It is necessary to have a formal teaching qualification to implement inclusive education	4 (5.3)	9 (12.0)	29 (38.7)	31 (41.3)

10. An inclusive policy is necessary in every school	_____	9 (12.0)	30 (40.0)	36 (48.0)
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In terms of statement number six, most teachers disagree with the statement that inclusive practices are implemented successfully at our schools (62.7%). As for statement number seven, teachers agree with the statement that teachers need guidelines on inclusive education implementation at schools (53.3%). However statement number eight in the table shows 49.3% of teachers disagree with the statement that the school's policy makes provision for inclusive education, 45.3% agree and the other 5.4% shows none. Statement number nine shows that most teachers agree with the statement that it is necessary to have a formal teaching qualification to implement inclusive education (80%) and the last statement of the table shows that most teachers agree that an inclusive policy is necessary in every school (88%).

Although some of the teachers disagree with some of the statements, most of them show that they agree.

4.4.2. Presentation of results in relation to experience

Table 4.2: Results of experience

	SD	D	A	SA
1. My educational background and experience has helped me teach learners with special needs	10 (13.3)	25(33.3)	24 (32.0)	16(21.3)

2. Teachers who are new in the teaching field are the ones with positive attitudes towards LSEN	16 (21.3)	35(46.7)	16 (21.3)	8 (10.7)
3. Years of experience does not matter as long as training is provided for special needs	14 (18.7)	16(21.3)	23 (30.7)	22(29.3)
4. Teachers with less experience have more accepting attitudes on inclusive education than their more experienced counterparts	19 (25.3)	29(38.7)	17 (22.7)	10(13.3)
5. Teachers with 20 years' experience are more likely to be negative towards LSEN than those with less experience	26 (34.7)	32(42.7)	13 (17.3)	4 (5.3)

In terms of statement number one in the table above most teachers agree with the statement that their educational background and experience have helped to teach learners with special needs (53.3%). However, most teachers disagree with statement number two that teachers who are new in the teaching field are the ones with positive attitudes towards LSEN (68%). In terms of statement number three, most teachers agree that years of experience does not matter as long as training is provided for special needs (60%). For statement number four, most teachers disagree with this statement that teachers with less experience have more accepting attitudes on inclusive education than their more experienced counterparts (64%), and in terms of statement number five most

teachers disagree with the statement that teachers with 20 years' experience are more likely to be negative towards LSEN than those with less experience (77.4%). Therefore the table above reveals that years of the experience does not matter, as training is needed to implement inclusive education in the classroom.

4.4.3. Presentation of results in relation to inadequate training

Table 4.3: Results of lack of training

	SD	D	A	SA
1. Training and workshops should be attended by special need teachers once a year	6 (8.0)	12(16.0)	31 (41.3)	26(34.7)
2. I have been adequately trained to meet the needs of special needs learners	19 (25.3)	34(45.3)	16 (21.3)	6 (8.0)
3. I am provided with enough time in order to attend conferences/workshops on teaching	17 (22.7)	27(36.0)	25 (33.3)	6 (8.0)
4. There should be in-service training opportunities for teachers to cope better with LSEN on a monthly basis	3 (4.0)	8 (10.7)	33 (44.0)	31(41.3)
5. I don't need training in order to teach	38 (50.7)	28(37.3)	5 (6.7)	3 (4.0)

In terms of statement number one in the table above most of the teachers agree with the statement that training and workshops should be attended by special need teachers once a year (76%). Statement number two shows that most teachers disagree with the statement that I have been adequately trained to meet the needs of special needs learners (70.6%).

However, most teachers disagrees with the statement number three that the teachers are provided with enough time in order to attend conferences/workshops on teaching (58.7%). In terms of statement number four most teachers agree with the statement, there should be in-service training opportunities on a monthly basis for teachers to cope better with LSEN (85.3%), and in terms of statement number five most of the teachers disagree with the statement that teachers don't need training in order to teach (88%).

Therefore training is needed to implement inclusive education in the classroom.

4.4.4. Presentation of results in relation to support

Table 4.4: Results of lack of support

	SD	D	A	SA
1. A district based support team must assist the school with inclusive education challenges	5 (6.7)	6 (8.0)	28 (37.3)	36(48.0)
2. There should be an institutional level support team to assist teachers with learners with special needs	_____	3 (4.0)	30 (40.0)	42(56.0)

3. There should be opportunities for networking between special needs school teachers and mainstream school teachers	_____	2 (2.7)	31 (41.3)	42(56.0)
4. I am provided with financial support in order to attend conference workshops for special needs	19 (25.3)	17(22.7)	25 (33.3)	14(18.7)
5. I feel comfortable to approach my colleagues for help when I need to teach learners with special needs	15 (20.0)	16(21.3)	28 (37.3)	16(21.3)

In terms of statement number one in the table above, most teachers agree with the statement that a district based support team must assist the school with inclusive education challenges (85.3%). Statement number two shows that most teachers also agree with the statement that there should be an institutional level support team to assist teachers with learners with special needs (96%). Also, most teachers agree with statement number three that there should be opportunities for networking between special needs school teachers and mainstream school teachers (97.3%). In terms of statement number four most teachers agree with the statement that teachers are provided with financial support in order to attend conference workshops for special needs (52%) and statement number five shows that most teachers agree with the statement that they feel comfortable to approach their colleagues for help when they need to teach learners with special needs (58.6%). Therefore the table above shows that support is needed to teach LSEN.

4.4.5. Presentation of results in relation to class size

Table 4.5: Results of class size

	SD	D	A	SA		
1. I am confident to teach a class of 50 learners including learners with special needs			28 (37.3)	27(36.0)	8 (10.7)	12(16.0)
2. It is impossible to teach a class of 50 learners including learners with special needs			12 (16.0)	18(24.0)	20 (26.7)	25(33.3)
3. To teach effectively, a class should not have more than 20 learners with special needs			3 (4.0)	3 (4.0)	45 (60.0)	24(32.0)
4. The more LSENs in the class, the less time given for other learners without special needs to be taught			5 (6.7)	3 (4.0)	43 (57.3)	24(32.0)
5. There should be not more than two LSEN in a class of 30 learners			6 (8.0)	20(26.7)	32 (42.7)	17(22.7)

In terms of statement number one in the table above most teachers disagree with the statement that I am confident to teach a class of fifty learners including learners with special needs (73.3%). However, in terms of statement number two most teachers agree

with the statement that it is impossible to teach a class of fifty learners including learners with special needs (60%). In terms of statement number three most teachers agree with the statement that to teach effectively a class should not have more than twenty learners with special needs (92%). Most teachers agree with the statement number four that the more LSENS in the class, the less time given for other learners without special needs to be taught (89.3%) and in terms of statement number five most teachers agree that there should be not more than two LSEN in a class of thirty learners (65.4%). Therefore, class size should be considered in the implementation of inclusive education.

4.4.6. Presentation of results in relation to inadequate resources

Table 4.6: Results of inadequate resources

	SD	D	A	SA
1. District resources are available to assist with LSEN in my school	27 (36.0)	29 (38.7)	14 (18.7)	5 (6.7)
2. There are sufficient funds and resources to facilitate effective teaching of LSEN	31 (41.3)	30(40.0)	10 (13.3)	4 (5.3)
3. I am provide with sufficient material in order to make appropriate accommodation for learners with special needs	38 (50.7)	24(32.0)	7 (9.3)	6 (8.0)
4. Adaptive material and equipment are easily acquired for meeting the	30 (40.0)	25(33.3)	12(16.0)	8 (10.7)

needs of learners with special needs				
5. It is necessary to have a physiotherapist and a psychologist in our school to help learners with disabilities	3 (4.0)	5 (6.7)	26 (34.7)	41(54.7)

In terms of statement number one in the table above, most teachers disagree with the statement that the district resources are available to assist with LSEN in the school (74.7%). In terms of statement number two, most teachers strongly disagree with the statement that there are sufficient funds and resources to facilitate effective teaching of LSEN (81.3%). However, statement number three shows that most teachers strongly disagree with the statement that teachers are provided with sufficient material in order to make appropriate accommodation for learners with special needs (82.7%). In terms of statement number four most teachers also strongly disagree with the statement that adaptive material and equipment are easily acquired for meeting the needs of learners with special needs (73.3%) and in terms of statement number five most teachers strongly agree with the statement that it is necessary to have a physiotherapist and a psychologist in our school to help learners with disabilities (89.4%). Therefore, resources and funds should be available for teachers to be able to do their job properly.

The following section discuss the findings in relation to part two of the questionnaire.

4.5 Discussion of results in relation to part two of the questionnaire

Results show that the inclusive education policy has not been implemented fully in schools, as some of the teachers disagree with statements on the questionnaire. The findings shows that most of the teachers are positive in terms of accepting LSEN unconditionally; also they responded positively in showing similar respect towards all

learners including LSEN. The study further shows that teachers want to understand the special educational needs and support the learners as most teachers agreed.

Results on experience shows that some of the teachers agreed that experience did not matter in the inclusive education. Studies reveal that with the right combination of training, experience and support, a teacher with no previous specialized education in the area should be able to provide a supportive and positive learning environment for special needs learners within the confines of the general classroom

In terms of inadequate training, results shows that training and workshops should be attended by special need teachers. It further shows that training and qualification of a teacher may determine his/her instructional delivery strategies or teaching methods. Therefore training is strongly needed to implement inclusive education.

With regards to lack of support, results shows that support is needed especially from the district based support team. It should assist the school with inclusive education challenges. As discussed in chapter 2, according to Kansanen (2003) failure to successfully implement inclusive education in the studied area could be attributed to lack of capacity to support innovation, as quite a number of teachers were professionally untrained and lacked content matter, because none of the teachers in this study have a specialisation in special needs education. Studies reveal that support is manifested in a number of ways. Therefore, providing support to individuals is only one way of making learning contexts and lessons accessible to all learners. As discussed in chapter 2, Landsberg (2005) argues that “support is the cornerstone of successful inclusive education”. Support is defined as all activities in a school which increase its capacity to respond to diversity (DoE, 2008). Asikhia (2010) acknowledges that healthy interpersonal relationships among the personnel in the school setting help to promote the teaching-learning situation.

With regards to class size, results shows that most teachers agree that to teach effectively a class should not have more than twenty learners with special needs. Therefore, the

more LSENs in the class, the less time given for other learners without special needs to be taught. As discussed in chapter 2, studies reveal that the size of classes and effective modes of functioning depend directly on the number of schools and classrooms available, as well as the number of learners and teachers available (UNESCO, 2004). Hence, class size is an important factor in the implementation of inclusive education as it determines the sharing of equipment and it has an effect on the teacher's management skills and teaching methods. The class size can have a bearing on the strategies used by teachers on instructional delivery as well as on teacher effectiveness. A big class can sometimes be difficult for the young and inexperienced teachers to manage.

In terms of inadequate resources, results shows that district resources are not available to assist with LSEN in schools. It further shows that funds and resources are not enough to facilitate effective teaching of LSEN. It is therefore necessary to have a physiotherapist and a psychologist in school to help learners with disabilities as the study revealed. As discussed in chapter 2, Swart and Pettipher (2005) mention that the important trademarks of inclusive education are the effective utilisation of existing resources and increasing additional resources from within the school but also from the community in which the school is situated. Therefore Government should make sure that there are enough resources and funds to facilitate the programme.

The following section discuss results in relation to part one and part two of the questionnaire.

4.6 Discussion of results in relation to part one and part two of the questionnaire

Factors affecting teachers' attitudes are indicated by the results discussed in this chapter. The study aimed at investigating the factors that affect teachers' attitudes towards the implementation of inclusive education. In this section, the results from the study are discussed as derived from the research hypotheses in section 1.4 that guided this study.

Based on the results the study indicates that, despite literature reflecting that teachers' attitudes towards the implementation of inclusive education are affected by various

factors in the schools where the research was undertaken, it was not the case that all the factors impacted implementation in this situation. In other words, teachers were open to accepting children with disabilities, regardless of the years of experience, a lack of training, large class size, and non-availability of resources, but the most significant negative factor was lack of support. This means that the Department officials should avail themselves to support teachers.

4.7 Summary

This chapter reported results of a survey about teacher attitudes on inclusive education. The results of all the hypotheses tested were stated with the results. The following contributes to negative attitudes towards inclusive education: inadequate knowledge, lack of skills and training of educators for effective implementation of inclusive education: lack of educational and teacher support; insufficient facilities, infrastructure and assistive devices.

Therefore, without adequate support, as literature indicates, teachers feel unsure and lack motivation, and become negative and pessimistic towards inclusive education. The following chapter presents the summary, conclusions and recommendations.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings based on the research hypotheses and objectives. This chapter also summaries the theories that guided the study. Conclusions are drawn from the findings of this study and can be put in place to enhance the programmes proposed. The chapter concludes with recommendations that are based on these findings for further study.

5.2 Summary of findings

This section summarizes the major findings as per the main themes of the study in line with the research objectives of the study. Thus the section gives a summary of the findings on factors affecting teachers' attitude towards the implementation of inclusive education.

With regards to expected outcomes the researcher formulated the following objectives as stated in chapter 1:

Objectives of the study

To accomplish the research problem, the researcher formulated the following objectives:

- To investigate factors affecting teachers' attitudes towards the implementation of inclusive education.
 - To examine the effect of the years of experience towards implementation of inclusive education;
 - To examine the effect of lack of training towards implementation of inclusive education;

- To examine the effect of lack of support towards implementation of inclusive education;
- To examine the effect of class size towards implementation of inclusive education; and
- To examine the effect of inadequate resources towards implementation of inclusive education.

5.2.1 Summary of the framework in relation to results

Findings of the study were analysed and discussed in relation to the theory. As indicated in chapter (refer 2.2) the attitudes - what Ajzen (1991) describes as the person's overall evaluation of the behaviour based on experiences - seem not to indicate negative attitudes towards the implementation of inclusive education. Attitude towards the behaviour refers to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question. The second predictor is a social factor termed 'subjective norm'; it refers to the perceived social pressure to perform or not to perform the behaviour. The third antecedent of intention is the degree of perceived behavioural control which, as we saw earlier, refers to the perceived ease or difficulty of performing the behaviour and it is assumed to reflect past experience as well as anticipated impediments and obstacles. As a general rule, the more favourable the attitude and subjective norm with respect to behaviour, and the greater the perceived behavioural control, the stronger should be an individual's intention to perform the behaviour under consideration.

The relative importance of attitude, subjective norm, and perceived behavioural control in the prediction of intention is expected to vary across behaviours and situations. Thus, in some applications it may be found that only attitudes have a significant impact on intentions, in others that attitudes and perceived behavioural control are sufficient to account for intentions, and in still others that all three predictors make independent contributions. The importance of actual behavioural

control is self-evident: the resources and opportunities available to a person must to some extent dictate the likelihood of behavioural achievement. Of greater psychological interest than actual control, however, is the perception of behavioural control and its impact on intentions and actions. Perceived behavioural control plays an important part in the theory of planned behaviour.

In this study attitude is caused by the factors that affect teachers in the implementation of inclusive education. Therefore, the theoretical framework used in this study interprets the possible influence of past and previous knowledge and newly acquired knowledge. As implementation of inclusive education is affected by teachers' attitudes, the study focused on factors that may impact on attitude, including training, support, class size as well as resources.

5.3 Findings related to factors affecting teachers' attitudes

Findings related to the factors affecting teachers' attitudes are indicated by the results discussed in the previous chapter (refer chapter 4). Following the data analysis and presentation, this chapter discusses the information based on the data that has been presented. The study aimed at investigating the factors that affect teachers' attitudes towards the implementation of inclusive education. In this section, the findings from the study are discussed as derived from the research hypotheses in section 1.4 that guided this study.

The findings show that there is no significant relationship between years of experience and teachers' attitudes towards the implementation of inclusive education. It further shows that there is no significant relationship between lack of training and teachers' attitudes towards the implementation of inclusive education. With regards to lack of support, there is a significant relationship between lack of support and teachers' attitudes towards the implementation of inclusive education. Although the null hypothesis states that there is no significant relationship, the p-value showed that there is a significant relationship. Therefore the null hypothesis was rejected.

With regards to class size findings show that there is no significant relationship between class size and teachers' attitudes towards the implementation of inclusive education. In addition, the inadequate resources findings show that there is no significant relationship between inadequate resources and teachers' attitudes towards the implementation of inclusive education.

With regards to teacher experience of learners with special education needs it must be acknowledged that the teachers are faced with a number of issues in the day-to-day interactions in the class. Therefore, teachers tended to treat all the learners alike and no particular attention is given to the diversity that exists within the class.

The lack of training of teachers and lack of support on the implementation of the inclusive education policy by both the school and the DST is a challenge to the programme. The need for the proper in-service training of teachers cannot be over-emphasised.

The teacher-pupil ratio in most schools is 1:50 which is very high. This does not allow the teachers to monitor individual learners or give them the needed assistance. Large classes are not manageable and there may be no significant teacher-learner contact time. Therefore, it shows the negative impact that large classes have on the implementation of the inclusion policy.

5.4 Implications of findings

This study has shown that teachers generally do not have adequate knowledge and experiences of LSEN which is needed for inclusive education. This requires urgent attention from the Ministry of Education for the training of teachers. As discussed in chapter 2 (refer 2.7.2) teachers' sufficient knowledge and ability to manage diverse needs as well as their ability to adapt curriculum and instructional strategies that will facilitate learning outcomes are key elements to successful IE practice. The inclusion of special education courses in teacher training programmes will help in demystifying disabilities and perhaps change negative attitudes.

A further area of concern is the management of large classes with high teacher/learner ratios. For teachers large classes are perceived as the most difficult obstacle to the successful implementation of inclusion (cf 2.7.4).

The Department of Education should organize trainings periodically for teachers to be exposed to inclusive education and be able to implement inclusive education. The study reveals the lack of support and monitoring from the Department officials which is needed. Therefore the Department should employ more staff who will pay visits to schools to support teachers and make sure teachers implement inclusive education in the classroom.

5.5 Limitations of the study

Firstly, the study was limited by some of the drawbacks of quantitative research. Secondly, the questionnaire itself posed challenges. Some questions were a bit tricky and some items had to be removed when testing the reliability. Demographic information, gender and age were also not included in the questionnaire.

Although the study has achieved its objectives of determining the teachers' attitudes towards the implementation of inclusive education, there was a limitation in terms of sample size with a population of 75 teachers in three high schools. Three teachers could not complete their questionnaire making the number less by three to be 72 instead of 75. One of the reasons could be work load as they were giving me excuses in terms of answering the questionnaire; some were saying they were not clear about the policy. Some complained that they never receive feedback from researches that are made.

Perhaps for future research a mixed methods study will be necessary to incorporate a survey and short interviews to supplement or add more depth to the findings.

5.6 Conclusion

The study investigated factors affecting teachers' attitudes towards the implementation of inclusive education in three high schools in the East London District. The findings of the study revealed that all the teachers are familiar with the term 'inclusive education'. Findings reflect that there is no significant relationship between attitudes and the factors as identified except for the lack support which showed that there is a significant relationship between attitudes and factors affecting implementation of inclusive education.

This study concludes that it is possible to include learners with special needs within the mainstream classes as the attitudes are not necessarily affected mostly by the factors highlighted. Despite lack of training, inadequate resources, years of experience and large class sizes, the main factor that impacts on attitude towards the implementation of inclusive education is the lack of support from district and institutional level, and opportunities for networking.

5.7 Recommendations for the present study and for future research

Based on the research findings, the study makes the following recommendations: In this study the main focus was on the teachers' attitudes towards the implementation of inclusive education, as influenced by various factors as identified in the literature. The paper recommends that there is a need for adequate training and control of class sizes in the implementation of inclusive education. It also recommends that there should be adequate resource materials to facilitate the implementation of inclusive education.

Mainly, however, visible support is required from the Department of Education through district officials and at institutional level through school management teams, school governing bodies and principals. The results of this study indicate that attitudes towards implementation of inclusive education are influenced mostly support. The Department of Basic Education should, in line with policy, embark on a strategy of lobbying support at the identified levels.

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APPENDICES

Appendix A

8 Nahoon Valley Place

Nahoon Valley

East London

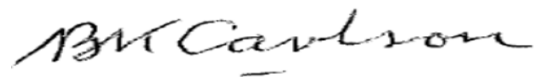
5241

2 December 2017

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following master's thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action:

Factors affecting teachers' attitude towards the implementation of inclusive education by Ncediswa Millicent Zukani, a dissertation submitted in fulfilment of the requirements for the degree of Master of Education in the Faculty of Education at UFH.



Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services

Appendix B

No 13 Goshawk Street

Dawn

5247

26 August 2016

The District Director

East London Education District

Mdantsane

5219

Dear Sir/Madam

PERMISSION TO USE SCHOOLS FOR RESEARCH

I hereby wish to apply for permission to use three Mdantsane schools for my research. The research project is based on “Factors affecting teachers’ attitude towards the implementation of inclusive education”.

I further wish to inform you that the research is for the purposes of study and for nothing else.

Hoping for a positive response.

Yours faithfully

N.M. Zukani (MEd) (UFH)

Appendix C

No 13 GOSHAWK STREET

DAWN

5247

19 September 2016

The Principal

Dear Sir / Madam

PERMISSION TO CONDUCT A RESEARCH AT.....High School

I hereby request permission to conduct research at your school. I am registered for M.Ed. (Inclusive Education) with the University of Fort Hare under the supervision of Prof A. Moodly. The research is on 'Factors affecting teachers' attitude towards the implementation of Inclusive education'.

A quantitative design will be used in conducting the research and the methods for data collection will be in the form of a questionnaire.

Be assured that principles of confidentiality, anonymity and privacy will be adhered to.

Thank you in advance.

Yours truly

N.M. Zukani (MEd) (UFH)



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: MOO021SZUK01

Project title: **Factors affecting teachers' attitudes towards the implementation of inclusive education.**

Nature of Project: Masters

Principal Researcher: Ncediswa Zukani

Supervisor: Prof A Moodly

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

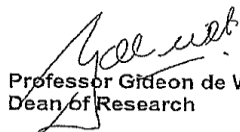
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

19 February 2015

Ms. Ncediswa Millicent Zukani

No.13 Goshawk Street

Dawn

East London

5247

Dear Ms. Zukani

PERMISSION TO UNDERTAKE MASTERS' THESIS: FACTORS AFFECTING TEACHERS' ATTITUDE TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in schools in three selected schools under the jurisdiction of East London District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;

- g. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - h. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - i. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - j. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - k. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nykanjana@live.co.za should you need any assistance.



NY KANJANA

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION

Appendix F

TEACHER SURVEY

QUESTIONNAIRE:

Factors affecting teachers' attitudes towards the implementation of inclusive education.

This questionnaire is divided into two sections:

SECTION A: Understanding of Inclusive Education

SECTION B: Factors affecting teachers' attitudes towards the implementation of inclusive education

INSTRUCTIONS: Please complete the following scale by putting an x on the appropriate response corresponding to what you believe. Use the keys to determine your answer

SD= Strongly Disagree

D= Disagree

A= Agree

SA= Strongly Agree

The following questions are based on inclusive education that deals LSEN which refers to learner special education needs

	SD	D	A	SA
1. Teachers must be prepared to accept LSEN unconditionally				
2. Teachers should show similar respect towards all learners including LSEN				
3. Teachers should understand the emotional problems of the LSEN (e.g. negative self-image)				
4. Teachers should understand the special educational needs of the LSEN				
5. Teachers must support LSEN to the best of his/her ability				
6. Inclusive practices are implemented successfully at our school				
7. Teachers need guidelines on Inclusive Education implementation at schools				
8. My school's policy makes provision for Inclusive Education				
9. It is necessary to have a formal teaching qualification to implement inclusive practices				
10. An inclusive policy is necessary in every school				

SECTION B:

Factors affecting teachers' attitudes towards the implementation of inclusive education:

1. The following questions are based on the years of experience

	SD	D	A	SA
1. My education background and experience has helped me teach learners with special needs				
2. Teachers who are new in the teaching field are the ones with positive attitudes towards LSEN				
3. Years of experience does not matter as long as training is provided for teachers for special needs				
4. Teachers with less experience have more accepting attitudes on inclusive education than their more experienced counterparts				
5. Teachers with 20 years' experience are more likely to be negative towards LSEN than those with less experience				

2. The following questions are based on the lack of adequate training

	SD	D	A	SA

1. Training and workshops should be attended by special need teachers once a year				
2. I have been adequately trained to meet the needs of special needs learners				
3. I am provided with enough time in order to attend conferences/workshops on teaching				
4. There should be in-service training opportunities on a monthly basis for teachers to cope better with LSEN				
5. I don't need training in order to teach LSEN				

3. The following questions are based on the support that a teacher gets as an inclusive special needs teacher

	SD	D	A	SA
1. A district based support team must assist the school with inclusive education challenges				
2. There should be an institutional level support team to assist teachers with learners with special needs				
3. There should be opportunities for networking between special needs school teachers and mainstream school teachers				

4. I am provided with financial support in order to attend conferences/ workshops for special needs				
5. I feel comfortable to approach my colleagues for help when I teach learners with special needs				

4. The following questions are based on the class size

	SD	D	A	SA
1. I am confident to teach a class of 50 learners including learners with special needs				
2. It is impossible to teach a class of 50 learners including learners with special needs				
3. To teach effectively, a class should not have more than 20 learners with special needs				
4. The more LSEN's in the class, the less time given for other learners without special needs to be taught				
5. There should be not more than 2 LSEN in a class of 30 learners				

5. The following questions are based on the inadequate resources and facilities

	SD	D	A	SA
1. District resources are available to assist with LSEN in my school				
2. There's sufficient funds and resources to facilitate effective teaching of LSEN				
3. I am provided with sufficient material in order to make appropriate accommodation for learners with special needs				
4. Adaptive material and equipment are easily acquired for meeting the needs of learners with special needs				
5. It is necessary to have a physiotherapist and a psychologist in our school to help learners with disabilities				

THANK YOU FOR YOUR TIME AND CO-OPERATION!