THE ATTITUDES OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

by

MARY PATRICIA BOTHMA

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SUPERVISOR : DR SJ GRAVETT

CO-SUPERVISOR : DR RE SWART

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This study focuses on the attitudes of primary school teachers towards inclusive education, the new policy in education, which will be phased in from next year. Since the coming to power of the first truly democratically elected government in the history of South Africa, many changes have taken place. The foundation for these changes is laid by a new constitution. Central to the constitution is the Bill of Rights, which ensures the rights of all citizens, as well as the rights of ALL learners to an education. The right of ALL learners to basic education is underwritten by the policy of inclusive education. This policy is in accordance with the international trend towards inclusive education, where ALL children, including learners with special educational needs (LSEN), have a right to an education of their choice, in public education facilities, wherever practicable. The latest discussion document on inclusion, Education for All (NCSNET & NCESS, 1997), makes reference to "barriers to learning" and the need to remove these barriers in order to promote effective learning for ALL learners.

In the learning process, the teacher plays a pivotal role, and could possibly, if not functioning effectively, form a barrier to learning. In international literature, where mainstreaming, and later inclusion, have been studied, it has been found that positive attitudes in teachers, towards inclusive education, play an important role in the successful implementation of an inclusive educational policy. From the literature it becomes apparent, that should teachers' attitudes towards inclusion be negative, their teaching abilities in the inclusive classroom will be negatively affected.

As the implementation of the inclusive education policy is inevitable in South Africa, it is of the utmost importance to determine what the attitudes of teachers are towards this policy, in order to ultimately facilitate the successful implementation of the policy. Therefore, the goal of this study is to gain insight into the attitudes of primary school teachers towards inclusive education; so that this information may be used as a point of departure in the training of teachers, and the implementation of the policy, in order to facilitate the development of more positive attitudes, and the ultimate success of inclusion.

In order to achieve this goal, two focus group interviews were conducted with primary school teachers, as they will be the first to officially implement this
policy, at grade 1 level, next year. Three main patterns of concern emerged from the data, these related to the child, the teacher and government policy. From the analysis of the data it became apparent that these primary school teachers demonstrated mostly negative attitudes towards inclusion. It would probably be advisable for government to take note of these mainly negative attitudes, attempting to establish more positive attitudes in general, in an effort to increase the chances of successful implementation of inclusion.
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CHAPTER ONE

CONTEXTUALIZATION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION
In order to contextualise and orientate this research, chapter one will briefly outline this study. Firstly the context and rationale for the study will be discussed. Thereafter the research question will be formulated, and from this the aim of the study will be derived. The research design and methods to be employed to achieve the set goals will also briefly be discussed. Finally the personal perspective of the researcher will be discussed and the course of the study outlined.

1.2 CONTEXT AND RATIONALE OF THE STUDY
In June 1994, the Spanish Ministry of Education and Science, in conjunction with UNESCO (United Nations Educational, Scientific and Cultural Organization), held an international conference in Salamanca in Spain. The purpose of this conference was to develop an international policy document on special needs education, and set up a framework for action (UNESCO, 1994:iii). The Salamanca Statement reaffirmed the international trend towards inclusive education. It proclaimed that:

"... regular schools with this inclusive orientation are the most effective means of combatting discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system..." (UNESCO, 1994.ix).

According to the Salamanca Statement, schools' populations therefore should, as far as possible, be representative of the communities in which they are situated. ALL members have equal rights, and everyone belongs.

In April 1994 the first truly democratically elected government of South Africa
came to power. One of their first tasks was to develop a new constitution which would protect this democracy. This constitution includes a Bill of Rights, which protects the rights of each individual, and forms the cornerstone of our democratic society (Republic of South Africa, 1996:6). As a democratic society the principle of inclusion, where all members have equal rights, is presupposed.

Entrenched in the Bill of Rights, is the right of ALL children, regardless of race, gender, sex, colour, sexual orientation, disability, religion, conscience, belief, culture or language to a basic education (South African Republic, 1996:7). The constitution states that:

"Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where the education is reasonably practicable" (South African Republic, 1996:14).

The constitution therefore protects the rights of ALL children, including Learners with Special Educational Needs (hereafter referred to as LSEN), to a basic education. This entrenched the international trend towards inclusive education into our constitution.

That South Africa is following the international trend towards an inclusive policy in education is therefore a "fait accompli". Effectively this means, that most of our teachers who were traditionally trained to teach children of similar abilities, will now, not only be faced with children of differing languages and cultures, but also of differing abilities and possible disabilities. It is now the teachers in ordinary schools who will have to implement this new policy. This implies that these teachers will be in need of in-service education and training (INSET), to gain the new skills necessary to cope with the diverse student population that will face them in the classroom.

Based on the Salamanca Statement and the new constitution, the Gauteng Department of Education (hereafter referred to as GDE) produced a policy document, aimed at meeting the needs of LSEN, for discussion. The underlying principle of this document was inclusion. According to this document the policy of inclusion would imply "a paradigm shift, not only for education, but for life as a whole" (GDE, 1996:1). People would have to rethink their attitude towards the norms society uses in evaluating the worth of its members.
In November 1996 Act No. 84 of 1996: South African Schools Act, 1996 was passed. It categorically stated that "a public school must admit learners and serve their educational requirements without unfairly discriminating in any way" (South African Republic, 1996:6).

Effectively this means that depending on the wishes, and based on the rights of all learners and their parents, including LSEN, no child may be turned away from any public school should it be at all possible to accommodate the learner. This implies that schools may legally be obliged to make structural or methodological adjustments to accommodate some learners should they want to attend an "ordinary" public school. This was seen in the United States in the court case, Sacramento Unified School District v. Holland (1994). In this case the Supreme Court refused to over-rule a federal court decision, which enforced the development of supports, which were necessary to include an individual with a disability, a girl, Rachel, with a developmental disability, into a general education class (Falvey, Givner & Kimm, 1995:6).

Fully inclusive schools, wherever possible, are inevitable, this is self-evident. The problem that now faces many of our teachers however, is that they have not been trained to cope with the large variety of children that will now enter their classrooms. That teachers will have to receive in-service education and training (INSET) to gain the necessary skills to cope with learners of varying abilities and with different needs, is apparent. Shechtman and Or (1996:137) discovered in much of the literature they consulted, that all too often the emotional aspects that underlie teachers' beliefs regarding inclusion of LSEN into "normal" schools are ignored by the policy makers. They focus on "knowledge, skills and practical assistance rather than attending to their implicit needs and emotional inhibitions". According to Hargreaves and Fullan (1992:3) "the only outstanding issue would then be that of managing the process of implementation with appropriate sensitivity ...".

When one studies the literature on countries where inclusive education policies have already evolved, it becomes apparent that the attitude of the ordinary school teachers towards inclusion, plays an important role. This does not only apply to the acquisition of new skills, but more importantly, to the totally new approach that they need to have towards teaching. A paradigm shift they have to make for successful implementation of inclusion.
Therefore the challenge that now faces education in this country is how to implement inclusion successfully. In a lecture arranged by the GDE, in conjunction with the South African Federal Council on Disability and UNESCO (26 July 1997), Dr Gordon Porter, a world leader in the field of Inclusive Education, made reference to the fact that all teachers have the skills to teach—*if they want to*. He went on to say that the difference between an effective and a non-effective inclusive school is whether teachers in a school have been assisted to achieve good and healthy changes in attitude towards their new teaching methods and circumstances, or not.

It would therefore appear that it is of paramount importance to establish what teachers' attitudes towards inclusive education are, at the beginning of the process of implementation. The ultimate goal then would be to use this information in assisting in a successful transition to an inclusive education policy.

1.3 **PROBLEM STATEMENT**

Taking the above into consideration, it is necessary to determine what the attitudes of teachers, in this study primary school teachers, are towards inclusive education, when planning strategies to implement the inclusive education policy.

The problem that will be researched in this study may be formulated as follows:—

*What are the attitudes of primary school teachers towards inclusive education?*

1.4 **THE AIM OF THE STUDY**

In view of the abovementioned problem statement, the aim of this study is to attempt to establish what the attitudes of primary school teachers are towards inclusive education.

Thus the focus falls on establishing what the attitudes of teachers who have been trained to teach in "ordinary" schools are towards inclusive education. These attitudes include both cognitive and emotional components.
It was decided to focus on primary school teachers, as the new education policy will be phased in from the grade one level. Consequently the primary schools will be the first to truly confront and implement the new inclusive education policy.

1.5 DEFINITION OF CENTRAL CONCEPTS

Some of the key concepts that will be used during this study will be briefly defined here:-

* Attitude

According to the Dictionary of Psychology (Reber, 1985:65), the term attitude originated from the Latin "aptitudo" meaning fitness, which implied that a suitable attitude would render a person fit to perform a task. Reber (1985:65) states that, today, the use of the term attitude comprises a number of components "cognitive (consciously held belief or opinion); affective (emotional tone or feeling); evaluative (positive or negative) and conative (disposition for action)".

* Inclusive education

Inclusion, in practice, is the educational process by which all students, including the LSEN, are educated together (even if the curricular outcomes and needs for LSEN differ from those of their classmates), with sufficient support, in age-appropriate, ordinary education programmes in their neighbourhood schools (GDE, 1996:2). This implies that rather than requiring the special needs learner to adapt to the classroom - as was the goal in mainstreaming - the classroom environment is reorganised to fit the learning needs of all pupils. This calls for new attitudes in both teachers and pupils (Du Toit, 1996:7).

* Learners with special educational needs (LSEN)

According to the newly published Public Discussion Document: Education for All (NCSNET & NCESS, 1997:45), a shift has been made from describing the learner as having special educational needs, to the removal of the barriers to learning in order to promote effective learning for all learners. These barriers to learning may consist of disabilities or barriers created by the personal circumstances of the learner, or other special reasons. In this document the terms "barriers to learning" and "learners with special educational needs (LSEN)" are used interchangeably.
For the purposes of this study, the definition used in the Discussion Document: Inclusion, will be used, as this is commonly the definition used in the literature that is currently available:

"LSEN include learners with learning difficulties, visual, hearing, mental, physical, emotional and behavioural impairments, the "gifted" (old terminology), learners who are poor, learners who come from different cultural backgrounds, learners who were politically disadvantaged and learners who speak a different language to that of the specific school" (GDE, 1996:1)

* Ordinary School
For the purposes of this study, the concept "ordinary school" will refer to the traditional state or private schools, that catered to the majority of the school-going population. These schools, in accordance with the educational policy of the time, traditionally excluded children with special needs, who attended specialized schools.

1.6 RESEARCH DESIGN AND METHODS
The research design and methods used will now briefly be discussed. A detailed discussion of the design and methods of research of this study will be given in chapter three.

1.6.1 The Research Design
As the aim of this study is to determine the attitudes of teachers in ordinary schools to inclusion of LSEN in their classrooms, this study will be qualitative, descriptive and contextual. The participants in this study will comprise of a sample of teachers in two multicultural primary schools, in a middle class suburb in Gauteng.

Merriam (1988:17) says that the aim of qualitative research is to gain insight into the meanings that the participants give to their reality. This is done by means of "thick descriptions" (Miles & Huberman, 1994:10) that are nested in a specific context and that have a strong ring of truth. (As mentioned above, this design is discussed in greater depth in chapter
1.6.2 Data Collection Methods
Firstly a literature review is conducted in order to define the research problem more clearly, and to develop a framework of reference with which to interpret the findings (Merriam, 1988:63). This is followed by focus group interviews with the junior primary teachers at two primary schools in the Gauteng area. Field notes are taken as part of this process.

1.6.3 Data Analysis
Data in this study are analyzed according to the methods described in Maykut and Morehouse (1994:127 - 148) as well as Miles and Huberman (1994:10). Data are reduced, by means of transcriptions which will be coded and clustered. The data will then be displayed by means of matrixes. The aim of this data analysis being to identify patterns and draw conclusions, in order to ultimately understand teachers' attitudes towards inclusion.

1.8 PERSONAL PERSPECTIVE
As an Educational Psychologist, my primary focus is the developing child within the school environment (Van Niekerk, 1986:11). For the purposes of this study, I am concerned with the teacher's role in this environment. More specifically, the ordinary teachers' attitudes towards teaching the Learner with Special Educational Needs (LSEN) in an ordinary school environment.

In the past 18 months, in the course of my training as an Educational Psychologist, I have often worked with children with special educational needs at the Institute for Child and Adult Guidance (ICAG) at the Rand Afrikaans University. One of my more recent clients, was an autistic child whose parents felt that his needs would better be met in a more stimulating environment than where he was at that time. They were considering placing him in an ordinary school, if this would provide the necessary stimulation for him. In order to help them decide on the most appropriate placement option for him, he was brought to the ICAG for an evaluation. This child had already made incredible progress, under the guidance of his mother, in learning to read and write. However, the
final decision was still that the best school for him, at this time, would be a specialized education facility, where he would receive individualized tuition and the necessary stimulation. In the discussions with his parents, various reasons for this decision became clear: it was perceived that teachers in ordinary schools currently had negative attitudes towards teaching, which negatively impacted on the classroom environment; this would probably be aggravated by placing a child, who needed specialized attention in their classes; negative attitudes would result in a negative effect on the child, both emotionally and cognitively, in terms of the content that needed to be mastered; and it was felt that this child would cope better emotionally and cognitively in an environment that specifically catered for his needs.

The abovementioned case, as well of numerous other cases, made me aware of the fact that teachers' attitudes towards inclusion would strongly influence the successful or unsuccessful implementation of the policy. Most teachers presently working in ordinary schools have only been trained to work with children of more or less similar ability. Wade and Moore (1992:2) feel these ordinary school teachers, who are unfamiliar with children with disabilities, generally demonstrate resistance to their inclusion into their classrooms. They ascribe this resistance to having grown out of earlier policies of segregation which have caused a stigma to be attached to people with handicaps, resulting in their non-acceptance in "normal" environments.

As my own child will be starting grade one next year, and this will be where inclusive educational policy will be implemented for the first time, I decided to focus on the junior primary teacher's attitudes towards inclusive education. It is my opinion that the attitudes of teachers, who have not yet been exposed to LSEN or received adequate skills training to cope with LSEN, will affect the way in which they approach and accept the new inclusive education policy. I believe, that negative attitudes will probably have a negative affect on teaching practices in the inclusive classroom, and vice versa.

1.9 **COURSE OF THE STUDY**

The following is a brief outline the course of this study will take:

- **Chapter Two**: Theoretical framework.
- **Chapter Three**: Research design.
- **Chapter Four**: Data display, analysis and findings.
CHAPTER TWO
THEORETICAL FRAMEWORK

2.1 INTRODUCTION
In this chapter, literature is discussed consulted in order to gain greater insight into the proposed field of study.

The concept of inclusion will be discussed in detail, looking at the philosophy that inclusion is based on and the history of its development both internationally, focusing specifically on the United States of America, and nationally. Learners with Special Educational Needs (LSEN) will then be defined in greater detail with specific reference to the South African context. The provision of education to LSEN, as proposed in South Africa, will also be looked at. In the final part of this chapter the concept "attitudes" will be clarified, focusing on how they develop, the components of attitudes and some research on teachers' attitudes towards inclusion, and how they may affect the teaching process.

2.2 INCLUSIVE EDUCATION
Since the beginning of the twentieth century there has been a growing awareness in terms of human rights and equality of opportunity, both internationally and more recently in South Africa. The changing social, economic and political climate has also contributed to the change in attitudes towards education.

2.2.1 History of Inclusion
In tracing the changing approach towards education in the United States of America, one sees that the first formal provision of education for people with disabilities began in 1817 with the establishment of the American Asylum for the Education and Instruction of the Deaf and Dumb in Connecticut (Stainback & Stainback, 1995:16). By the early 1900's school attendance was compulsory in the United States, although many children with disabilities were excluded, or placed in special schools or classes. In 1948 the Universal Declaration of Human Rights proclaimed among other things the right of every child to an education (The Salamanca Statement, 1994:vii).

By the 1950's the growing awareness of human rights and equal
opportunities for all was evident in education as well. Parents of children with disabilities started forming groups "advocating for the right of students with disabilities to learn in a more normal school environment with their peers" (Stainback, et al. 1995: 20). In 1975, due to pressure from parents, courts and legislature, Congress passed US Public Law 94:142 also known as the Education for All Handicapped Children Act (now called the Individuals with Disabilities Education Act, IDEA). PL 94:142 ensured free and equal public education for all children, handicapped as well as non-handicapped, in the least restrictive environment (Wade & Moore, 1992: 2). The basic principle implied here was that only in the case where a child's needs could not be met in the ordinary classroom, with the support of additional services, materials, aids and equipment, would this child be placed in separate and appropriate educational facilities.

Although the terms inclusion and mainstreaming are often used synonymously there is a difference in terms of the basic philosophy underlying these concepts. Towards the middle of the twentieth century, the principle of normalisation or mainstreaming came to the fore. According to this principle, it was realized that the child with a handicap or the LSEN was part of society and therefore should learn to adapt to a way of living that resembles the society to which they belong as closely as possible (Du Toit, 1996:7). The underlying philosophy here was thus that the LSEN had to learn to adapt to a "normal" society.

The importance of developing an accepting and inclusive society, where all people are valued for their contributions, has become the focus in the last few decades. This is also the philosophy on which the policy for inclusion in education is based. The inherent right of all people to participate in their societies in a meaningful way, now implies the acceptance of differences that would previously have excluded them. The responsibility for normalization has therefore now shifted from the LSEN having to adapt to and fit into a "normal world" to the environment having to be reorganized in order to meet the needs of all members of its society, including those members with special educational needs (Du Toit, 1996:7).

Therefore, where children with special needs had previously either been
placed in specialized schools or expected to adapt to ordinary schools, the focus has now been moved to making "ordinary" schools, wherever possible, fit the needs of LSEN.

Although the terms inclusion and inclusive education are not used in Public Law 94-142, the definition of least restrictive environment (LRE), provided the initial legal impetus for creating inclusive schools (Falvey, et al. 1995:4).

There were a number of landmark court cases in the United States which helped to define and entrench the principle of inclusive education. One of these important cases was Sacramento Unified School District v. Holland (1994), in which the Supreme Court refused to change a federal court decision enforcing the development of supports necessary to include an individual with a disability, a girl, Rachel, with a developmental disability into the general education class (Falvey, et al. 1995:6).

Since the 1950's the movement towards inclusion and inclusive education has been gaining momentum throughout the world. In a six country study on inclusive education, done by Meijer, Pijl and Hegarty, it was found that this changing approach to education has intensified in the last two decades due to a major shift in the general understanding of the nature of learning difficulties (Hegarty, 1994b:126). According to Hegarty (1994b:126) learning difficulties are increasingly being seen as a problematic interaction between the innate characteristics of the individual and the environment. Hegarty (1994b:126) states that "...the regular school itself is coming to be viewed as a major source of learning difficulties. Inappropriate curriculum content and teaching methods, insensitive handling and over-competitive school ethos, can add up to an utter failure to meet the individual needs of particular children, with the result that they fail to learn and become candidates for segregated schooling."

In 1990, at the Jomtien World Conference of Education for All, a commitment was given to recognizing the inherent right of all children to primary education, taking into account the individual differences and needs of each child, and to developing child-centred education which addresses the specific needs of each, individual child.
In June 1994 an international conference on special needs in education was organized by UNESCO and the Spanish government in Salamanca in Spain. From this came the Salamanca Statement and Framework for Action on Special Needs Education. This statement once again proclaimed the right of every unique individual to having their needs met, as far as possible in "regular schools" (The Salamanca Statement, 1994: viii). Furthermore, a framework for action was developed, and is discussed in the statement, guiding governments in the development of inclusive educational policies and the implementation of the principles of inclusion.

In South Africa the movement towards inclusive education has been complicated by the segregation of children with special educational needs from the "normal" child in mainstream education, and also by the segregation of races into different educational systems. Within these segregated systems there have been large disparities in terms of the provision of specialized education for the different race groups. These disparities could be seen in the unequal access to specialized education; per capita expenditure across different education departments; training and qualifications of teachers in the different education departments; and the varying criteria by which children were classified as needing specialized education (Du Toit, 1996:12).

In the last couple of years, however, there have been vast changes, not only politically, socially and economically, but also in terms of education. In April 1994 the first democratically elected government of South Africa came to power, bringing with it a new political dispensation. This was based on a fundamental belief in the rights of all citizens, entrenched in the Bill of Rights. This bill protects the rights of all people in principle, "including children with special educational needs, against discrimination" (Discussion Document: Inclusion, 1996:2). These "special needs" could refer to the needs, either of the individual person or the system, which have to be addressed, the aim being, to enable the system to respond to diversity in the learner population, removing barriers to learning, and promoting effective learning among all learners (NCSNET & NCESS, 1997:6).

In his introductory statement, upon becoming the Minister of Education,
Prof. Bengu, discussed the importance of developing an educational system based on equity and non-discrimination, which respects diversity and makes its resources available to all, in the most effective manner (Du Toit, 1996:14).

According to the Salamanca Statement, "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from linguistic, ethnic or cultural minorities, children from other remote or nomadic populations and children from other disadvantaged or marginalised areas or groups" (The Salamanca Statement, 1994:6). A new and inclusive policy for education in South Africa is currently being developed.

The question that now arises is how will a policy of inclusive education be practically implemented in South Africa? In order to do this, one should examine more closely, who the learner with special educational needs is.

2.3 LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (LSEN)

Over the years there have been many terms used to describe children in need of special or specialized education: they may be referred to as "exceptional children" (Blackhurst & Berdine, 1981; as quoted by Du Toit, 1994: 24 - 25; Hallahan & Kauffman, 1994:4); Du Toit (1994:23) refers to "the child with problems"; and as widely used in South Africa today, "learners with special educational needs" or more commonly "LSEN" (GDE, 1996:1).

In South Africa, a shift is being made from referring to LSEN, to referring to the removal of "barriers to learning" (NCSNET & NCESS, 1997:6). The Public Discussion Document: Education of All refers to priorities which the individual or the system may have, which need to be addressed or removed, in order to cope with the differences in the learner population (NCSNET & NCESS, 1997:6). Within the individual, these barriers to learning may constitute: physical disabilities; learning disabilities; or learners experiencing social difficulty, eg. school drop-outs, abused children or children with HIV/AIDS. Within the
system, these barriers to learning may constitute: educators in need of INSET; support services to assist with needs in the classroom; development of a more flexible curriculum; or the development of physical facilities in the school environment, eg ramps for wheelchairs. (NCSNET & NCESS, 1997:6).

Children with special educational needs are described as exceptional children "...who have physical, mental, behavioural or sensory characteristics that differ from the majority of children such that they required special education and related services to develop to their maximum capacity" (Blackhurst & Berdine, 1981; as quoted by Du Toit, 1994:24 - 25). According to Hallahan and Kauffman (1994:4) LSEN have long been considered to be different from "average" children. Today however, the focus tends to have moved from defining the differences to finding the similarities between "exceptional" and "average" children, as these are considered to be far greater in number than the differences (Hallahan & Kauffman, 1994:4).

Within the South African context the concept LSEN has been further complicated by the fact that historically there have been serious inequalities across racial and ethnic lines, in the provision of education in general, which have been felt "particularly severely and intensely in relation to specialized education" (Donald, 1996:71). These discrepancies, together with the fact that the majority of South Africans have, for various reasons (eg. disproportionate financial allocations to education across racial and ethnic lines; teachers with poor or no training; and over-crowded schools or no schools (Du Toit, 1996:12)), had no or poor schooling, served to further complicate the provision of education to LSEN.

As mentioned above, a distinction is made between barriers to learning that lie within the individual and barriers to learning which lie within the system (NCSNET & NCESS, 1997:6). In this regard, Donald (1993: 141) contends that LSEN can be grouped according to their special educational needs being caused by intrinsic or extrinsic factors, or by intrinsic and extrinsic factors.

**Intrinsic factors** are described as those deficits which lie within the learner themselves, for example, neurological deficits or impairments, physical impairments, or sensory impairments which may vary from mild to severe impairment of functioning (Donald, 1993:142).
Extrinsic factors are factors which have been caused mainly by systemic and structural factors affecting the disadvantaged majority in South Africa (Donald, 1996:73). Donald includes here LSEN who have been unable to acquire basic educational skills due to lack of access to, and inadequacy of, the existing educational system (Donald, 1996:73). Donald also discusses other factors that have contributed to, and are considered to be extrinsic factors, such as poverty, emotional neglect, political instability and inherited social and educational lags due to the apartheid system (Donald, 1993:141). Du Toit (1994:26) refers to these problems as "restraints" which have prevented a child from actualizing his potential and could they be eliminated or improved, the child could possibly, with the necessary aid reach his potential.

Donald (1993:142) also refers to the reciprocal interaction between intrinsic and extrinsic factors, where the situation of children with intrinsic deficits, is further aggravated by poor extrinsic factors. Donald (1993:141) feels that this combination of extrinsic and intrinsic factors, has led to the existence of a far larger group of LSEN in South Africa, than originally thought.

In order to more fully understand the LSEN, one should examine the manner in which special educational needs may present themselves. Although the presenting problems will be discussed separately, for purposes of clarity, they may in fact be difficult to distinguish from one another in practice (Du Toit, 1994:28). According to Sonnekus (1971; as quoted by Du Toit, 1994:28) "learning is always experienced cognitively (gnostically) as well as affectively (pathically) and children with learning problems also have affective problems".

Du Toit (1994:26) states that children's problems can usually be divided into learning or academic problems, behavioural or emotional problems and development or physical problems.

* Academic problems may vary from one subject to the other, eg. maths, to general academic lags. It would appear as though the acquisition and application of skills, eg. in reading, writing or mathematics, is found to be difficult for LSEN (Lewis & Doorlag, 1995:79). These problems normally become apparent within the school context but may also appear within the informal teaching environment of the home (Du Toit, 1994:26). Problems in this area appear to be common to all LSEN (Wessels, 1996:40).
Behavioural or emotional problems are often what LSEN are identified by. According to Du Toit (1994:26) the LSEN often behaves in a way that is "different, more intense and of longer duration than is normally expected from a child of that age". The unacceptable behaviour of some LSEN not only leads to them being labelled as disruptive in the classroom, but their behaviour may also prevent them from achieving scholastic success (Hegarty, 1994a:262). It is possible that their bad behaviour may cause them to be rejected by their classmates, leading to further social problems.

Developmental problems may manifest as lags within the child's total development or as lags in specific areas only, eg. language or motor development (Du Toit, 1994:26). These lags may also be caused by physically identifiable deficiencies, eg sensory (sight or hearing deficiencies), neural, or physical deficiencies (such as the wheelchair bound LSEN) (Du Toit, 1994:26). Lewis and Doorlag (1995:46) make reference to the importance of adapting teaching strategies and environments to cope with the various handicaps.

Du Toit (1994:27) states that these lags may also be caused by environmental restraints such as inadequacy in education and teaching, poverty and political instability, which have prevented the child from achieving levels of development that correspond to its chronological age. In the South African context these will probably form the largest section of the LSEN group (Donald, 1993:141).

2.3.1 Provision of Education for LSEN

In order to more clearly understand what inclusive education entails, one should have a clear understanding of how the policy of inclusion has developed over the years.

According to Poplin (1988:389) there have been different explanatory models for children with learning problems over the years. These varying explanatory models have consequently led to varying approaches in coping with children with learning problems.

During the 1950's learning problems and more specifically mental
retardation, were mainly ascribed to neurological deficits where medication often formed the basis of treatment (Poplin, 1988:390). Due to these deficits it was generally felt that these children would not be able to cope in ordinary schools, and often special and separate schools or institutions were developed to deal specifically with their problems (Du Toit, 1996:6).

Educators however became aware that the neurological screening tests did not always successfully identify children with learning problems. Even children who were not necessarily neurologically impaired, according to the screening tests that were employed, still appeared to be unable to master the necessary skills needed to achieve success at school. It was hypothesized that these children had certain deficits in terms of social or perceptual skills which prevented them from coping in a complicated society (Du Toit, 1996:6). The consequent approach was to place these children in a simplified environment in accordance with their limited psycho-social and perceptual skills. Within this simplified and specialized environment the goal was to assist them to gain the necessary skills, in order to minimize or remove their deficits and to ultimately place them back into in the mainstream in which they were now "equipped" to cope.

Unfortunately children were not always able to maintain the specifically learned skills or generalize them to other situations. During the 1970's educators started trying to "normalize" the simplified environment in which these children were educated, so that their environment would resemble the patterns and conditions of everyday living as closely as possible (Du Toit, 1996:7). Learning disabilities were now thought to be caused by lack of learned behaviours or learned non-adaptive behaviours (Poplin, 1988:392). The scholastic aim consequently became to teach or re-teach appropriate behaviours in order to enable them to integrate into the normal class, ie. to mainstream the children.

Gradually the focus has moved from the "learning disabled" having to overcome their deficits to fit into the system, to the system having to adjust, make allowances and cope with the child/learner with a disability (note the change in concepts, learning disabled to learner with a disability). This coincides with the view that learning problems possibly originate not only from deficits within the child, but from deficits within a system. The
implication here is that the problems may be caused by a system that has been unable to meet or adapt to the needs of the specific child (Hegarty, 1994:126). Therefore the focus has now moved from the child having to adjust to the demands of the system, to the system having to be flexible enough to cope with the needs of each child. Furthermore, research shows that "because learning is self-selected, self-motivated, and self-constructed, the best predictor of what students will learn next, is what they already know and what interests them" (Poplin, 1988:407). The implication then is that the system has to create a safe, welcoming environment, that meets each child where the specific child is, and helps the child to construct meaning out of the world around him, as he knows it.

According to Poplin (1988:393) the approach to LSEN became more metacognitive in the 1980's. By this it is meant, that the focus moved from helping children to eradicate perceived skill deficits, to determining how the individual learns, and by verbalizing these strategies, assisting children to become aware of "knowing how one knows" (Poplin, 1988:393). In this sphere, the system should also move to meet the child "where the child is", joining the child in their specific approach to thinking and learning, and assisting them to develop strategies that suite them and are meaningful to them and their needs.

None of these models are used exclusively, all have contributed to the treatment of children with learning disabilities. Today, however, the focus is not so much on the child's deficits but on adapting the system to meet the child's needs.

The underlying philosophy of inclusion is a belief in the inherent right of all persons to participate meaningfully in their societies (Du Toit, 1996:7). Naicker (1995:153) emphasizes that inclusive schools give children the realistic opportunity to learn from experience, to respect and accept people of varying abilities, by means of social interaction with one another. Therefore it is felt that learning communities should accept diversity and appreciate and respond to the diverse needs of its members, as entrenched in the constitution of South Africa (1996:14) and proposed by the Salamanca Statement (UNESCO, 1994:viii).
Within the South African context Donald (1996:81) estimates that approximately 40% of school-going children can be classified as LSEN. The majority of these children's special educational needs, having been caused by a history of socio-educational deprivation.

The 1995 White Paper on Education and Training (as quoted by Du Toit, 1996:14) suggested certain principles on which to reconstruct and develop the new education system. These included the provision of basic education to all without any prejudice and redressing the inequalities of the past. Furthermore the approach to education was to be holistic, focusing on "the total development of all pupils, which will encompass academic and vocational, as well a broad psychological, health and social needs" (Du Toit, 1996:14).

Donald (1996:76) also emphasizes the importance of an holistic approach to educational development, in terms of focusing not only on coping curatively with the vast numbers of LSEN that currently exist, but also preventatively as a long-term goal, removing as many as possible of the extrinsic contributing factors. (For the purposes of this mini-dissertation I will focus briefly on the curative aspects as this will probably form the component of work for the majority of teachers to be interviewed for the purposes of this study.)

Donald, Lazarus and Lolwana (1997:27) propose that educational services will be delivered on the basis of a cascade of consultancy model of services:

"A "cascade" or consultancy model of distributing skills from one level of expertise to the next should ensure adequate support, referral options and, most important, progressive empowerment and capacity building at different levels of the system. (The "cascade" idea is like a waterfall – spreading expertise through different levels of the system.)"

Depending on the needs of the child, the system should move to meet the child's needs, wherever he is placed: be it within a segregated special school, a special class, an aid class, a regular class with some time in a remedial class or full time in a regular class (Schoeman, 1996:2). However,
as stated in the South African Schools Act (South African Republic, 1996:10), legally the "Member of the Executive Council must, where reasonably practicable, provide education for learners with special educational needs at ordinary public schools and provide relevant educational support services for such learners." Therefore, the term LRE (least restrictive environment) as used in PL 94:142, mentioned above, (Wade & Moore, 1992: 2) seems to apply here as well. The implication then is that only if these LSSEN's needs cannot be met at all, even with the help of support systems, will this child be placed in a specialized educational facility.

Taking the economic and human resources restraints of South African circumstances into consideration, Du Toit (1996:16) proposes that educational services be provided by means of a cascade of services. This would imply that depending on a child's needs, LSSEN would be placed in the least restrictive learning environment. In effect this could mean that in the ordinary class there will be teachers using the basic skills that they acquired during teacher training. It will be expected of these teachers to be able to recognise problems and implement possible interventions. Their first level of contact will be general teachers, who have received some extra, in-service training (INSET). They will form the core support team for teachers and parents of LSSEN. Teachers with more specialized training will then be based at community learning centres where they would provide support and INSET for the core support teams in their areas. The highly skilled specialists with post graduate training would then work on a consultation basis giving training and support to the teachers at the learning centres, and doing specialised assessments, diagnosis and planning interventions (Du Toit, 1996:16).

In line with the new approach to education, it is proposed that the curriculum be altered accordingly to outcomes based learning (GDE, 1996:19). The implication here is that purposes of learning and teaching are formulated in terms of desired outcomes and not content to be mastered. These outcomes can then be reached at different rates and by different means (GDE, 1996:19). The focus therefore once more moves from children having to master pre-determined content, to children having to achieve uniformly specified learning outcomes, where the system adapts,
allowing each child to work at his own pace, constructing meaning of his world in his own way.

Within the South African context, it would appear that theoretically an inclusive education policy is not only economically and educationally viable, but in the long term it will hopefully help to reconcile South African society, to a society that accepts, cherishes and respects differences.

Schoeman (1997:3), however refers to a number of obstacles that will play a role in instituting a policy of inclusion: attitudes; lack of knowledge; segregation; wrong expectations; inappropriate teaching methods; and lack of clear policy. For the purposes of this mini-dissertation I will now briefly investigate attitudes, how they develop, and how they affect teachers, teaching and more specifically inclusion.

2.4 ATTITUDES

"Inclusion in its pure form should rather be defined as a warm and embracing attitude, accepting and accommodating the other unconditionally (without preconditions)" (Burden, 1995:46).

Petty and Sadler (1996,15) refer to numerous studies that indicate the importance of teacher attitudes in successful integration. Some of these studies, such as the studies by Beveridge (1993) and Carpenter (1995), maintain that "the critical factor for successful integration is the school philosophy and the attitude of the staff" (Petty & Sadler, 1996:15).

2.4.1 Clarification of the Concept : "Attitude"

Baron and Byrne (1991:138) describe attitudes as playing the following role in an individual's life:

"... attitudes are internal representations of various aspects of the social or physical world - representation containing affective reactions to the attitude object and a wide range of cognitions about it (eg. thoughts, beliefs, judgements). Attitudes reflect past experience, shape ongoing behaviour, and serve essential functions for those who hold them."
Many researchers over the years have emphasized the important role that attitudes play in social interactions of any kind, including teaching. Allport (1935:810), one of the leading authorities on social psychology, was of the opinion that "attitudes" were the most important factors in determining the outcome of social interaction.

2.4.2 Development of Attitudes

It is important to note that attitudes are not something that one is born with, but attitudes are learnt and develop over time. According to Baron and Byrne (1991:139 - 141) attitudes are formed in the following ways:-

* Attitudes may be learned indirectly by means of observing others and seeing their reactions. Examples here would possibly be a child observing the behaviour of its parents in certain situations or in response to specific stimuli, and also learning to react in a certain way; or a child who claims to support the same rugby team as his father, without having a real understanding of what he is saying, and being praised for this expression of support and so developing a positive attitude towards the specific team.

* On the other hand, attitudes may be formed on the basis of direct personal experience. According to various research quoted by Baron and Byrne (1996:141), research has shown that attitudes formed as a result of direct experience are stronger in several respects than attitudes which are either anticipated or have been learned indirectly. The implication here is that experiential learning leads to the forming of stronger attitudes than does more indirect forms of learning.

In various studies it has been found that often teachers' beliefs and attitudes can be linked to the more generalized belief system of their society (Hegarty, 1994:126; Schectman & Or, 1996:137). This could possibly be linked to the fact that attitudes are learnt, and that one's environment influences and provides these learning experiences. In research done by Nespor (1987: 320), it was claimed by many of the teachers, who were the subjects of the study, that "critical episodes or experiences gained earlier in their careers were important to their present
practices".

From the above, it would seem as though attitudes have a cognitive (learned) component, an emotional component and a component of observable behaviour. These components will now be briefly be discussed in more detail.

2.4.3 Components of Attitudes

According to Baron and Byrne (1991:141) there is a relationship between attitude and behaviour, which to a large extent, is determined by cognitive and emotional components.

* From the above it becomes clear that the cognitive component, relates to the facts, the knowledge or the information that one has with regard to people, places, events, happenings, things, etc.

* This is closely linked to the emotional component, which include the affective coloration that is added to the abovementioned "facts" when they are stored in memory, or due to subsequent experiences which become linked to this information in stored memory (Nespor, 1987:321). According to various research discussed by Nespor, "attitudinal coloration supplies cohesion to elements in memory" and facilitates memory recall (1987:323).

* Baron and Byrne (1991:142) discuss the behaviour component, of attitudes in more detail. According to them there is not always congruence between the emotional and the cognitive components of a person's attitude towards a certain object, person, idea or event. These inconsistencies may then influence one's behaviour, depending on the circumstances. Baron and Byrne use the following example to illustrate this relationship (1991:143): a student having to choose college courses would probably choose a course which may be duller, but which will enable them to graduate (cognitive), rather than a course which is interesting and sounds like fun, but is of no significance (emotional).

From the above one can therefore hypothesize that within the context of
In this study, a teacher not only needs knowledge of, and skills, to cope with the LSEN, the cognitive component, but ideally these cognitive components should be linked to positive emotional components. Baron and Byrne (1991:142) refer to "attitudes and behaviour: the essential link"—in other words, in order to ensure positive behaviour—or teaching outcomes teachers have to develop positive attitudes.

Schechtman and Or (1996:137) discovered in much of the literature that they consulted, that all too often the emotional aspects that underlie teachers' beliefs regarding mainstreaming or inclusion are ignored by the policy makers, who focus on "knowledge, skills and practical assistance rather than attending to their implicit needs and emotional inhibitions."

2.5  **TEACHERS' ATTITUDES TOWARDS INCLUSION**

Wade and Moore (1992:2) feel that the mainstreaming policy has led to some resistance on the part of teachers unfamiliar with the handicaps and disabilities they now faced in their classrooms. They ascribe this resistance to having grown out of earlier policies of segregation which have caused a stigma to be attached to handicapped people, resulting in non-acceptance of these people in "normal" environments.

The policy document of inclusion (GDE, 1996:1) stated that inclusion implied a "paradigm shift" both for purposes of education and for society in general. Fullan (1991:117) defines paradigm changes in education in terms of objective and subjective realities. The objective realities, according to Fullan (1991:35) would include changes in to teaching styles, materials and skills. The subjective reality would then include personal attitudes and the will to change. He goes on to say that it is important to look at educational change from the teacher's perspective, he states clearly that "educational change depends on what teachers do and think—it's as simple and complex as that" (Fullan, 1991:117). Fullan also reminds us that real change, whether imposed or voluntary always involves an element of loss, anxiety and struggle (1991:31). This should be taken into account by the policy makers when attempting to change the education system, should they want to achieve an amount of success.

* The fact that teachers often feel that they have been compelled to make changes in which they have not had any substantive participation in policy decisions;

* teachers' belief and confidence in their own abilities to teach LSEN; fear of failure, as well as their concerns for the needs of "regular" learners in their classes;

* teachers' past experience of teaching LSEN and their knowledge and conceptions of disability and learning difficulty;

* teachers' perceptions of successful learning outcomes, especially in terms of Individual Educational Programs for the individual LSEN, and teachers' satisfaction with these outcomes;

* special training that teachers have received to cope with LSEN, courses that they have attended/in service training (INSET) they have received;

* teacher's personality and age, as well as the grade level taught;

* availability and provision of sufficient support and resources, closely linked to school financing; and

* the nature of the child's handicap and the amount of additional teacher responsibility and time required of the teacher to work with the LSEN.

* Teachers' attitudes are also often linked to the nature of their society — 

"...it is assumed that teachers who value democracy tend to be more open, flexible and person orientated;"
hence they are expected to perceive mainstreaming as well as other diversities, as more a challenge than a hardship. In contrast, authoritarian teachers, who tend to value power and hierarchy, are likely to be more task- and achievement-orientated and therefore less receptive of diversity" (Shechtman & Or, 1996:138).

As mainstreaming and more recently inclusion, have been international policy for a number of years, most of the research on teachers' attitudes, that will now be referred to, reflects the situation in the United States of America or in the United Kingdom. It is important for South Africa to learn from both their successes and failures, in an attempt to make a success of inclusion in South Africa. Petty and Sadler (1996:15) quote research by Kunsweiler which stated that:

"... real growth in teacher attitudes is a prerequisite of successful integration, even going so far as to claim that attitudes are more important than the degree of disability."

Within the literature on attitudes towards inclusion there have been various studies which have shown that negative attitudes have developed in many teachers who have been involved in inclusion (O'Reilly & Duquette, 1988:10; Margolis & McGettigan, 1988:15; York, Vandercook, MacDonald, Heise-Neff & Caughey, 1992:244). These researchers mainly ascribe these negative attitudes, identified in teachers in studies done in the United States of America, Canada and the United Kingdom, to the following factors:

* teachers being resistant to change - finding it threatening, and having to change the proven teaching methods to accommodate LSEN (Margolis & McGettigan, 1988:15);

* teachers not perceiving LSEN to be receiving adequate-support within the regular class environment and also feeling that the needs of the majority of children in front of them may be neglected as attention is focused on the LSEN (Margolis & McGettigan, 1988:16; Vlachou & Barton, 1994:107);

* teachers sometimes feeling threatened if they were faced with too
many diverse needs in their classroom at one time (Scruggs & Mastropieri, 1996:65; Gans, 1987:44);

* teachers sometimes feeling that children who needed extra assistance slipped through the system without receiving the necessary aid because of the classification system. In a study done by Barngrover (O'Reilly & Duquette, 1988:10) it was found that over half the teachers interviewed believed that the LSEN should be educated in special classes as they would receive more individual attention there;

* conversely, teachers feeling that the same classification system, according to which children may be removed from the general class for certain periods in order to receive specialized attention, may have labeled and stigmatized these children - putting the focus on failure, rather than prevention (Coates, 1989:532);

* some teachers feeling overwhelmed and frustrated at having to deal with various other professionals, where communication was often problematic in the team, and goals and agendas set for specific LSEN were not always congruent amongst all the team members (Giangreco, Edelman, MacFarland & Luiselli, 1997:330);

* teachers feeling snowed-under by the vast amount of paperwork involved in outcomes based education, where individual education programs have to be developed for each child;

* teachers feeling resistant to the objectionable way that the inclusion policy was imposed on them, where they were forced to make changes, causing a detrimental affect on teachers' self-esteem and job satisfaction (Shechtman & Or, 1996:138; Vlachou & Barton, 1994:106); and

* teachers feeling inadequate and threatened due to lack of experience and training in coping with LSEN (Hayes & Gunn, 1988:32).

Shechtman and Or (1996:138 - 139) suggest that therapeutic techniques be applied in order to challenge the existing beliefs and negative attitudes in
teachers, enhancing insight and raising the will to create change through a self-exploration process in a secure psychological atmosphere. They propose that this be done by means of clarifying processes and guiding teachers to explore concepts, feelings and actions in an open and accepting climate, as well as by using bibliotherapy as a projective and indirect intervention encouraging personal growth.

Petty and Sadler (1996:16) quote a number of studies which have found a positive shift in terms of teachers' attitudes towards inclusion in the United States in the last few years. From the literature study, the following factors were found to be good predictors of more positive attitudes:

* increased awareness and acceptance of the role of inclusion / mainstreaming and the ability to see value, not only for the LSEN but also for the "regular" child in the class (Petty & Sadler, 1996:16; Scruggs & Mastropieri, 1996:65);

* closely linked to the above is research done by Harvey and Green (1984; as quoted by Harvey, 1985:164) which demonstrated a positive correlation between teachers who had experience with LSEN and a more positive attitude towards mainstreaming / inclusion;

* good in-service programs with regard to skills training in dealing with LSEN, may lead to attitudes becoming more positive, as shown in various studies, such as the one done by Larivee and Cook (O'Reilly & Duquette, 1988:10) and various studies quoted by Harvey (1985: 164);

* provision of sufficient as well as good quality support services and resources, including special education personnel and back-up from the school administration (Hayes & Gunn, 1988:32);

* smaller class numbers, where the teachers felt capable of coping and the LSEN were accepted by their classmates (York, et al. 1992:246);

* the importance of getting parents more involved in their children's schooling, and in so doing assisting the teacher and affecting more
positive attitudes on the part of both the teacher and the parents, is emphasized by Hegarty (1993; as quoted by Petty & Sadler, 1996:17);

* whether a teacher sees the LSEN in his/her class as an additional burden, or as a challenge with the possibility of enhanced job-satisfaction (Galloway & Goodwin, 1993:124);

* whether the teacher sees relative advantages in inclusion not only for the teachers themselves, but also for their pupils. These benefits may include "economy of effort and use of resources, greater convenience and satisfaction, and also the social prestige which comes from being among the adopters" (O'Reilly & Duquette, 1988:10);

* when the inclusion policy is compatible with the existing set of beliefs of the teacher - these new practices will contribute to the social, professional and psychological needs of the teacher (O'Reilly & Duquette, 1988:11);

* whether the teacher is able to see improvement or shifts in his/her pupils, specifically the LSEN's abilities (O'Reilly & Duquette, 1988:11); and

* if the teacher is able to understand the new approach, and try it out in small, manageable steps, moving towards an ultimate goal (O'Reilly & Duquette, 1988:11).

A further complication of teachers' attitudes, specifically towards LSEN, is that they are not only reflected in their teaching methods and interaction with the children in their class, but they also affect the way LSEN see themselves. Carpenter (1995; as quoted by Petty & Sadler, 1996:15) refers to various studies which claim that "children not only tend to conform to the expectations held by their teachers, but also that the extent to which these are communicated influence both the way children perceive themselves and the manner in which they are viewed by their peers." Steyn (1993:124) refers here to the "Pygmalion-effect",
whereby children's academic successes are often seen as a reflection of the teachers' expectations of the child.

Wade and Moore (1993:25) note that negative attitudes are not necessarily due to dislike or discrimination. Due to the "labels" that LSEN are given, teachers may severely underestimate children's abilities, and even though they accept these children into their classes, they may accept them with low expectations of what they are able to achieve. Forlin and Engelbrecht (1997:5) emphasize the importance of addressing teachers' beliefs and attitudes to people with disabilities in pre-service training. In regard to this phenomena, Engelbrecht, et al. (1997:82) make reference to inclusion projects for Down's syndrome children that have been running for 4 years. Teachers involved in these projects reportedly interpret their own attitudes as positive towards these children, "because they "love" them" (Engelbrecht, et al. 1997:82). However they still tended to compare their potential unfavourably with other "normal" children in the class, possibly not aware of the fact that "... individual differences exist in these children to the same extent that they exist in other children, and that they should interact with them in respect of the differences and particular needs" (Engelbrecht, et al. 1997:82). Wade and Moore (1993:25) state the importance of a "teacher who values the child as a person and respects what that child can achieve", saying that it makes a large contribution not only to the self-esteem of the child, but also to successful integration.

2.6 CONCLUSION
In this chapter it becomes apparent that teachers' attitudes play a very important role in the success or failure of an inclusive policy. Therefore teachers not only need skills training, experience in working with LSEN, but also help in developing more positive attitudes to inclusion where necessary.

From the above, it would appear that South Africa finds itself in a very favourable position in many ways. The policy of inclusion that will now be implemented in South Africa, has been evolving internationally for many years. We are now able to study the difficulties experienced in other countries, addressing them immediately in the South African context, and trying to prevent costly mistakes.
In the next chapter I will focus on the research methods followed in this study to gain greater insight into primary school teachers' attitudes towards inclusive education.
CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION
In this chapter the research design for the study will be described. The research methods followed throughout the study are discussed, with reference to methods of data collection, relevant data processing techniques and methods of interpretation and consolidation of data. Furthermore validity and reliability as well as ethical issues will be presented.

3.2 PROBLEM AND PURPOSE
As mentioned in chapter one, the aim of this study is to gain insight into the attitudes of primary school teachers towards inclusive education.

After the April 1994 election in South Africa many fundamental changes in South African lifestyle started to occur. Amongst these were the changes in the education policy. The move towards inclusive education is in accordance with an international trend towards inclusion. This principle is furthermore entrenched in the constitution, in the Bill of Rights, which ensures equal opportunities for ALL (South African Republic, 1996:7).

It is now clear that inclusion in South Africa is no longer a possibility, but a certainty. From the literature reviewed in chapter three, it becomes apparent, that the successful implementation of an inclusive education policy is to a large extent dependent on teachers' attitudes towards inclusion.

The teacher population focused on in this study, are junior primary school teachers. As inclusive policy will start to be implemented at grade one level, they will be the first teachers to implement the policy.

3.3 RESEARCH DESIGN
Merriam (1988:6) compares a research design to an architectural blueprint:

"It is a plan for assembling, organizing, and integrating information
(data), and it results in a specific end product (research findings). The selection of a particular design is determined by how the problem is shaped, by the questions it raises, and by the type of end product desired."

The research design of this study may be described as qualitative, contextual, and descriptive.

* Qualitative

According to Silverman (1993:24), there are no "... principled grounds to be either qualitative or quantitative in approach. It all depends upon what you are trying to do."

The aim of qualitative research according to Morse (1994:3) is the development of theory, description, clarification and comprehension rather than the exact testing of hypotheses." In this research a systematic and subjective "from the inside" approach is used in order to establish the attitudes of primary school teachers towards inclusive education. Miles and Huberman (1994:6) emphasize the importance of the qualitative researcher's ability to gather data on the perceptions of local actors "from the inside", through a process of deep attentiveness and empathetic understanding, while suspending preconceptions about the topics under discussion. Furthermore, the researcher may be considered to be an important research instrument, who as participator may give her perceptions of the context and is responsive to the context (Merriam, 1988:19).

The aim of qualitative research is to gain insight into the meaning that people give to experiences in their lives, and how they structure their worlds according to these meanings (Merriam, 1988:16-17). This is done by means of what Miles and Huberman (1994:10) refer to as "thick descriptions that are vivid, nested in real context and have a ring of truth that has a strong impact on the reader". Data, in the form of words and pictures rather than numbers or figures are gathered and used to convey what the researcher has learned about a particular phenomenon.

For the purposes of this study, I (the researcher) felt that a qualitative approach would best meet my aim of gaining greater understanding of, and
insight into the primary school teachers' understanding of the concept "inclusive education" and the meaning they attach to "inclusive education" as this will determine how inclusive education will be implemented in their classrooms.

In conclusion, qualitative research can "provide a broader version of theory than simply a relationship between variables" (Silverman, 1993:27). Although this study has a specific focus, the strategies employed by the researcher allow for the management of unplanned themes.

* Contextual
According to Mouton and Marais (1990:52) contextual research is aimed at the
"... beskrywing en verklaring van die besondere verskynsel of gebeurtenis of groep te maak binne die konteks van die domeinverskynsel se besondere leefwêreld/omgewing/betekeniswêreld."

This study is contextually based in two traditional "model C" school, in a middle class suburb, where teachers had not officially been trained for or exposed to inclusive education. Here it is important to remember, as Miles and Huberman (1994:10) stated, human behaviour always occurs "in specific situations within a social and historical context, which deeply influences how they are interpreted by both insiders and the researcher as outsider".

* Descriptive
Merriam (1988:11) says that the aim of descriptive research is to examine events or phenomena in such a way that there is no manipulation or treatment of the subjects and the researcher takes things as they are. The aim is that the researcher gains "thick descriptions that are vivid, nested in real context and have a ring of truth that has a strong impact on the reader" (Miles & Huberman, 1994:10). As stated previously the aim of this research is the accurate and careful description of the attitudes of primary school teachers towards inclusive education.
3.4 RESEARCH METHODS

3.4.1 Sampling
Qualitative researchers usually work with small samples of people, situated in their context and studied in-depth (Miles & Huberman, 1994:27). A purposeful method of sampling is used in this study. Purposeful sampling is based on the assumption that "one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most" (Merriam, 1988:48). The subjects were chosen from a specific target group whose opinions and ideas are particularly germane to the study (Folch-Lyon & Trost, 1991:444).

The sample population of this study consists of two groups of primary school teachers, from two similar government primary schools. Both schools are in the Weltevreden Park area. A focus group discussion was held in each school to gather data. These two focus groups may be considered as "bounded systems" as the boundaries have a common sense of obviousness – i.e. teachers from two similar, government primary schools in the same suburb (Merriam, 1988:46).

3.4.2 Methods of Data Collection
A variety of methods were used to collect data. They will briefly be described in this section:

* Literature Review
The literature review formed a vital component of the research process. The aim of the literature review is to
"... provide a set of explanatory concepts. These concepts offer ways of looking at the world which are essential in defining the research problem ... without a theory, there is nothing to research" (Silverman, 1993:1).

The literature review assisted this study in formulation of the problem, selection of the research methodology and the interpretation of results.
According to Merriam (1988:63) "the findings of a study are best interpreted in the light of what was previously known about the topic". The literature review also served as a framework of reference whilst the data were being collected, processed and interpreted.

* Focus group interviews

Two individual focus group interviews were conducted with primary school teachers of two primary schools in order to determine their attitude towards inclusive education.

A focus group session is defined by Folch-Lyon and Trost (1991:444) as a discussion in which a small number (usually 6 to 12) people, under the guidance of a moderator (in this case it is the researcher), talk about topics that are believed to be of special importance to the investigation.

Folch-Lyon and Trost (1991:444) describe the focus group discussion as follows:

"The discussion is the basis from which information is obtained. It is conducted as an open conversation in which each participant may comment, ask questions of other participants, or respond to comments by others, including the moderator. Interaction among the respondents is encouraged to stimulate in-depth discussion of various topics."

The role of the researcher, then is to direct the discussion of topics and encourage discussion in an unbiased manner.

The question that was put to the participants in the focus groups is "What do you think and feel about inclusive education?" I felt that this question would give me good insight into both the cognitive and emotional components of "attitude", in this case specifically towards inclusive education. I did not ask any other leading questions, but only encouraged communication, reflected and asked probing questions in order to gain more knowledge and clarify information where necessary.
The focus group interview was video recorded, and transcribed. The video recording also facilitated the analysis of verbal and non-verbal communication.

* Field Notes

Field notes are written accounts, made during the focus group discussion or shortly thereafter. Merriam (1988:98) suggests that field notes include the following:

> Verbal descriptions of the settings, the people, the activities;
> Direct quotations or at least the substance of what people said;
> The observer's comments - put in the margins or in the running narrative. Observer's comments can include the researcher's feelings, reactions, hunches, initial interpretations, and working hypotheses.

These field notes were extended after the discussions with reflections on the researcher's questions, feelings, initial interpretations and uncertainties. The field notes formed a supportive source of data and were not analyzed in detail although they may be useful for later data interpretation (Merriam (1988:98).

3.4.3 Methods of Data Analysis

Data analysis is the (complex) process of selection, sharpening, sorting, focusing, discarding and organizing in order to make sense out of the data, integrate the data, draw conclusions and verify the data. (Merriam, 1988:127; Miles & Huberman, 1994:10). It allows the researcher to produce conclusions and generalizations that are congruent.

In this study, the approach that is followed for data analysis is mainly based upon the constant comparative method suggested by Maykut and Morehouse (1994). Miles and Huberman (1994) define qualitative data analysis as a process consisting of three phases: data reduction; data display; and conclusion drawing / verification. These three processes are in constant interaction and are interwoven before, during and after data collection. In this view then qualitative data analysis is "... a continuous iterative enterprise" (Miles & Huberman, 1994:119).
Before the process of analysis could begin, the data from the focus group interviews were transcribed verbatim, and then analyzed. The reduction and analysis process will be described in chapter four (see 4.3).

The data reduction process is achieved by identifying units and patterns of meaning by means of the constant comparative method described by Maykut and Morehouse (1994:126-148). It is an exhaustive and long process, that requires both convergent and divergent thought (Miles & Huberman, 1991:250; Merriam, 1988:135). This process is described in more detail in chapter four (compare 4.3).

3.5 VALIDITY AND RELIABILITY

Merriam (1988:163-165) refers to the importance of maintaining a scientific ethos and spirit in all forms of research, in order to produce valid and reliable information in an ethical manner. She states that

"... regardless of the type of research, validity and reliability are concerns that can be approached through careful attention to a study's conceptualization and the way in which the data were collected, analyzed, and interpreted."

Various authors (Leedy, 1997:168; Creswell, 1994:157; and Merriam, 1988:167) refer to the fact that there is no single commonly accepted standard for judging or ensuring the reliability and validity of qualitative research. The methods that were employed in this study will now briefly be discussed.

3.5.1 Internal and External Validity

Internal validity refers to how the studies findings match reality. Is the researcher observing and measuring what she thinks she is observing and measuring (Merriam, 1988:166)? In other words it is important for the researcher to capture and portray the reality of the world as it appears to the people in it.
Lincoln and Guba (1985; as quoted by Merriam, 1988:168) state that reality is "a multiple set of mental constructions ... made by humans; their constructions are on their minds, and they are, in the main, accessible to the humans who make them". It is then important for the researcher to represent these perceptions by means of thick, rich descriptions (Merriam, 1988:120).

The methods suggested by Merriam (1988:169 – 170), Leedy (1997:168 – 169) and Maykut and Morehouse (1994:146) were mainly used to ensure internal validity of this study. They will now briefly be discussed:

* **Triangulation**

Triangulation "... is based on the idea of convergence of multiple perspectives for mutual confirmation of data to ensure that all aspects of a phenomenon have been investigated. The triangulated data sources are assessed against one another to cross-check data and interpretation" (Krefting, 1991:219).

In order to achieve triangulation in this study, I used multiple data collection methods, data sources, analysts and theories to check the validity as described by Leedy (1997:169). Data were gathered by means of transcribing two independent focus group interviews, with accompanying field notes. These transcriptions were first analyzed by the researcher identifying semantic units of meaning and consequently patterns in the collected data by means of the constant comparative method (Maykut & Morehouse, 1994:126 – 148). The data were then also analyzed by an independent coder.

* **Peer examination**

I discussed my findings with colleagues as they emerged, asking them to comment on my findings (Merriam, 1988:169).
* Researcher's position
In chapter one, at the outset of this study, I discussed my beliefs, values and biases, laying my "cards on the table", contributing to the credibility and validity of these findings (Leedy, 1997:168; Merriam, 1988:170). Furthermore the assumptions and theory on which the study is based is discussed in chapter two. The basis for selection of the participants in the focus group interviews and a description of them, and the social context from which data were collected is discussed (Goetz & LeCompte, 1984; as quoted by Merriam, 1988:172).

* Audit Trail
Detailed descriptions of how data were collected, categories were derived and how findings were arrived at are given in chapter four. Goetz and LeCompte (1984; as quoted by Merriam, 1988:173) state that researchers should present their methods in such detail "that other researchers can use the original report as an operating manual by which to replicate the study".

* Chain of evidence
A strong chain of evidence that flows through the research questions, the methodology, the raw data and the findings serves to strengthen the validity of the study (Leedy, 1997:169). I attempted to establish this chain of evidence as clearly as possible for the reader.

"External validity is concerned with the extent to which the findings of one study can be applied to other situations" (Merriam, 1988:173). Guba and Lincoln (1981; as quoted by Merriam, 1988:173) reaffirm the importance of first establishing internal validity before external validity is discussed, when they say "there is no point in asking whether meaningless information has any general applicability".

Merriam (1988; as quoted by Creswell, 1994:158) states that the "... intent
of qualitative research is not to generalize findings, but to form a unique interpretation of events". One should however be aware that the general resides in the specific, and what one learns from a specific situation is transferable to other situations, determined by the degree of similarity or goodness of fit between the two contexts (Miles & Huberman, 1994:279 and Krefting, 1991:216).

In order to facilitate the transferability the following strategies were employed, as suggested by Merriam (1988:177):

* provision of thick, rich descriptions, "so that anyone else interested in transferability has a base of information appropriate to the judgement" (Lincoln and Guba, 1985; as quoted by Merriam, 1988:177).

* description of how typical certain identified attitudes were in comparison to the attitudes identified in the study, so that the reader could make comparisons with their own situations (Goetz & Le Compte, 1984; as quoted by Merriam, 1988:177).

3.5.2 Reliability

In quantitative research, reliability refers to the extent to which one's findings could be replicated should the study be repeated - with the aim of developing cause and effect relationships among variables (Merriam, 1988:170).

Hammersley (as quoted by Silverman, 1993:145) describes reliability in qualitative research as "... the degree of consistency with which instances are assigned to the category by different observers or by the same observer on different occasions".

According to Lincoln and Guba (1981; as quoted by Merriam, 1988:171) reliability and validity are inextricably linked in the conduct of research, they state that "... demonstration of internal validity amounts to a simultaneous demonstration of reliability". Therefore the same methods employed to ensure internal validity, consequently ensure reliability.
3.6 ETHICAL CONSIDERATIONS
Merriam (1988:179) refers to the fact that ethical dilemmas are likely to emerge at two points during a study: "... during the collection of data and in the dissemination of findings".

Various authors make reference to ethical considerations that one has to bear in mind while doing research (Miles & Huberman, 1994:240; Crabtree & Miller, 1992:52; Creswell, 1994:148; and Merriam, 1988:179). The methods employed to control the ethical standards of this study will now briefly be discussed:

* **Confidentiality and anonymity**
All the participants of the focus group interviews were reassured that their names would not be used in the transcriptions, thus protecting their privacy. Further they were ensured that all video tapes, transcriptions and field notes would be destroyed once the information had been examined and the research completed.

* **Voluntary participation**
The participants were reassured that they were under no obligation to participate, and could leave the focus group at any time they pleased, should they feel uncomfortable. The procedure, time requirements and type of participation expected were also explained to them at the outset of the focus group interview.

* **Feedback**
The participants in the focus groups and the headmasters of the schools concerned were ensured that the findings of the study would be shared with them at the conclusion of the study.

3.7 CONCLUSION
In chapter three, the research design of this study was described. The nature and characteristics of the qualitative research method employed was discussed, while bearing the research question in mind. The methods of data collection and
analysis were also described. Measures to ensure validity, reliability and ethics of a qualitative study were also described, specifically in the context of this particular study.

Chapter four will concentrate on the presentation, analysis and discussion of data and findings of this study.
CHAPTER FOUR
DISPLAY AND DISCUSSION OF DATA
AND RESEARCH FINDINGS

4.1 INTRODUCTION
In this, the concluding chapter of this study, the discussion will focus on the context of the data collection, the analysis of the raw data, and the discussion of the findings. The methods employed in the data analysis will be discussed, with examples and extracts from the analysis being given. The emergent semantic units of meaning and patterns will then be discussed looking at the implications of these findings. Finally some brief recommendations will be made.

4.2 BACKGROUND TO THE DATA ANALYSIS
Both Merriam (1988:67) and Miles and Huberman (1994:9) refer to the fact that qualitative data is characterized by a substantial amount of verbal data. There were two main methods of data collection employed in this study, (as discussed in chapter three) focus group interviews and field notes.

Two focus group interviews were conducted. Both groups consisted of teachers involved in junior primary teaching in multi-racial primary schools.

The first focus group was conducted on the 27 August 1997. It was at an English medium primary school, in a middle class suburb of Johannesburg. There were seven teachers who took part in the discussion. The teachers' teaching experience varied from a grade 0 teacher with 21 years experience, to a grade 3 teacher with six years teaching experience. They appeared to discuss their feelings and thoughts about inclusive education quite enthusiastically, openly and honestly. The interview lasted approximately 25 minutes, until the categories were saturated.

The second focus group was held on the 8 September 1997. It was at a dual medium school, with both English and Afrikaans speaking junior primary teachers. This primary school is in the same area as the previous school. Both
schools cater for the same middle class suburbs. Six teachers took part in this group, also with varying experience, from one teacher with 29 years experience, to another with five and a half years teaching experience. The teachers spoke in their mother tongues in order for them to feel as comfortable as possible, and to be able to express themselves as freely as possible. This group, especially, seemed to be quite eager to share their thoughts and feelings, often making reference to the fact that nobody wanted to listen to them on the subject of inclusion. At the end of the interview, many of them commented that they had found the interview quite therapeutic. This interview lasted approximately 35 minutes.

During both focus group interviews, field notes were taken. The interviews were video recorded, and later transcribed verbatim. Maykut and Morehouse (1994:127) refer to the importance of transferring all raw data into an easily readable form, transcripts, as quickly as possible in an attempt to make sense out of it. The video recordings also assisted in extending the field notes, especially where group sentiment was concerned with regards to comments made by individuals within the group. These field notes were incorporated into the transcriptions. (An example of this can be seen in Appendix A.) The transcriptions and field notes were then analyzed in detail.

4.3 DATA ANALYSIS PROCEDURE
The data analysis took place in three phases as suggested by Miles and Huberman (1994:10) whereby it was first reduced, then displayed, whereafter conclusions were drawn and verified.

Most of the data collected were verbal data. The data analysis process was achieved broadly by means of the constant comparative method suggested by Maykut and Morehouse (1994: 126 – 148).

The constant comparative method of data analysis is presented in figure 4.1 on the following page (Maykut & Morehouse, 1994:135):
Inductive category coding and simultaneous comparing of units of meaning across categories

Refinement of categories

Exploration of relationships and patterns across categories

Integration of data yielding an understanding of people and settings being studied

Figure 4.1: The Constant Comparative Method as described by Maykut and Morehouse (1994:135)

This process may be referred to as "culling for meaning from the words and actions of the participants in the study, framed by the researcher's focus of enquiry" (Maykut & Morehouse, 1994:128). The process involved firstly identifying small units of meaning in the data, which were to later serve as the basis for defining larger categories of meaning (Maykut and Morehouse, 1994:128).

This process is described as a method employed to "understand phenomenon better by grouping and then conceptualizing objects that have similar patterns and characteristics" (Miles and Huberman, 1994:249). It may therefore be viewed as an inductive method of moving to higher levels of abstraction by the repeated sorting of phenomena into patterns.

The following steps were implemented:

* The video recorded data obtained from the focus group interviews were first transcribed verbatim.

* The transcriptions were repeatedly read in order to form a holistic understanding. (In this process I continuously kept the research question in mind.)
The main ideas that emerged were then written down - in a process of discovery, to be used as the provisionally identified categories (Maykut and Morehouse, 1994:133). According to Merriam (1988:133) this process is both intuitive and systematic. It involves identifying recurring regularities in the data.

Semantic units were identified and indicated on the data source. (A semantic unit is considered to be the smallest part of information, a phrase / sentence / paragraph, that is understandable without additional information, except for knowledge of the researcher's focus of inquiry (Lincoln & Guba, 1985; as quoted by Maykut & Morehouse, 1994:128). (An example of this process is given in Appendix B.)

The semantic units were then compared to the provisional categories to see whether they fitted any of them. This process was repeated with all the data. Lincoln and Guba (1988; in Maykut & Morehouse, 1994:136) refer to this as a systematic and painstaking process of inductively deriving salient categories of meaning. Where there were no provisionally identified categories to match semantic units of meaning, new categories were developed. The identified categories were then further refined by writing rules of inclusion to convey the meaning of the data contained under a category name (Maykut & Morehouse, 1994:139).

Merriam (1988:135) states that the researcher needs to develop categories that:
> reflect the purpose of the research
> are exhaustive
> are mutually exclusive
> independent
> and are derived from a single classification principle.

These operational definitions were formed by taking the identified units of meaning, the focus of the research, the researcher's orientation and knowledge, as well as the theoretical framework derived from the literature study, into consideration. The identified categories were coded, by means
of recognizable cues, in order to facilitate analysis and interpretation. (An inclusive list of categories and codes appears in Appendix A.)

In the continuing process of data analysis a shift was made from placing units of meaning into stand alone categories, to identifying patterns and relationships between patterns (Maykut & Morehouse, 1994:144). In this process three main patterns were identified by constantly comparing and linking the categories. The three patterns that emerged were namely, the child in the classroom, the teacher and government policy. (See Appendix A for a complete list.)

The categories, clustered according to the identified patterns, were then recorded in the format of matrixes (as described in Miles & Huberman, 1994: 239 - 286). This was done in order to identify the main problem areas, and facilitate the integration and discussion of the findings. In this process the positive and negative instances of categories were also indicated (Maykut & Morehouse, 1994:141). (Appendix D; E; and F contain the matrixes that were produced from the data.)

The findings of this study will now be discussed in terms of the three identified patterns, focussing especially on the most prevalent categories in each pattern.

4.4 FINDINGS
The discussion that follows will present the main empirical findings of this study, as well as relate these findings to the literature study discussed in chapter two. The integration of the empirical data with the theory enables authentication and verification of the findings of this research. The focus of this discussion is directed by the research findings - starting with the teachers' most prevalent problems with integration, as indicated in Appendix D, E and F.

In a discussion on the changing process in education, Donald, et al. (1997:17) argue that "what needs to be examined is what people believe about themselves and what they are involved in, what they think and why they think it; and what they do, how they do it, and why they do it". It therefore becomes important to
take cognisance of the fact that the participants in this study seem to focus mainly on two categories of LSEN. Firstly they focussed on the physically disabled child in need of not only specialized education, but also a specific infrastructure such as special teaching aids or ramps and lifts for wheelchairs, to facilitate successful education. Secondly the focus seemed to fall on children traditionally classified as "learning disabled", and placed in remedial schools. This point of view seems to correlate well with what Donald, et al. (1997:68) refer to as developed countries' view of LSEN, where they are seen as the exception to the rule. In these cases an LSEN is thought to refer to "...those who, because of physical, sensory, cognitive, or other differences require some form of specialized educational intervention if they are to be effectively educated (Brennan, 1985; as quoted by Donald, et al. 1997:68).

In the case of South Africa, a developing country, it is estimated that 40% to 50% the school-age population is in need of some form of educational support (Donald, et al. 1997:70). This need is not only being caused by intrinsic factors, but also by external considerations, as was clearly discussed in chapter two.

The findings of this study will now be discussed using the identified patterns of the child, the teacher and government policy as the format for this discussion.

4.4.1 The Child in the Classroom

In studying the collected data, the teachers' main concerns regarding inclusive education in the focus group interviews seemed to lie with the child.

The most important identified category here appeared to be that teachers felt that LSEN's needs would be best served in separate educational facilities. The teachers in both schools agreed that LSEN's needs could best be served in separate facilities, ie. remedial or special schools, or in aid classes. This was reflected in statements such as: "... for their own sake it would be better to keep them in separate facilities ..." (Focus Group 1, p 2); "... everything is just geared for these children with physical disabilities ..." (Focus Group 1, p 13); and "... kinders wat spesiale onderrig nodig het, moet nog steeds in spesiale klasse wees want ek voel net daarso is daai mense opgelei om met hulle probleme te deel ..." (Focus Group 2, p 1).
One must however mention that in the school where the participants had already had experience with a child with a physical disability (Focus Group 1), they were not as strongly focused on the need for separate facilities, as the participants from the school that had not yet had an experience with a child with a disability. This is well supported by the literature on teacher's attitudes towards inclusion, where it was found that experience with children with disabilities, leads to teachers generally having more positive attitudes (Hayes & Gunn, 1988:32; Harvey, 1985:164). Forlin and Engelbrecht found that previous contact with people with disabilities positively influenced their discomfort in interactions with them (1997:8). They make reference to the importance of addressing trainee teachers' beliefs as part of their training process.

The fact that the teachers generally feel that LSEN's needs will be better met in specialized, separate education facilities is also reflected in most of the other identified categories in this study. Examples of these would be that these teachers did not feel that they were trained to cope with the needs of LSEN; that their schools did not have the facilities or equipment needed by these children and that upgrading all the schools would be far more costly than building one school to cope with all the needs; and they also felt that the "normal" children in their classes would be disadvantaged and neglected as a result of all the time and attention they would need to give to the LSEN.

The teachers were also generally concerned with the emotional effects that inclusion would have on the LSEN. Within this category many concerns were aired regarding emotional issues. The fact that LSEN develop a very low self-esteem due to repeated failures in the mainstream and that they can not keep up with their peers, appeared to be the most prevalent issue within this category. This was reflected by statements such as: "... she feels demoralized because she is nowhere near the extent of the other children ..." (Focus Group 1, p 7); "The children already have a low self-esteem. Bringing them in here is going to bring it down even further." (Focus Group 1, p 15); and the aid class teacher referring to a child that comes into the aid class from the mainstream, "... it takes me three months to just get that child to know that he can do it ... because he's been in a class for a year where he couldn't do anything
With the new method of continuous assessment it is hoped that the problems that LSEN experience in the mainstream will be identified earlier and each individual's specific needs will be able to be addressed. This implies a system that adapts to the needs of the individual, and hopefully prevents the LSEN experiencing repeated failures and consequently lowered self-esteem (NCSNET & NCESS, 1997:20).

Within this pattern, reference was also made to the LSEN being teased by the "normal" children and being labelled, which would also ultimately contribute to low self-esteem.

Hallahan and Kauffman (1994:176) also make reference to the fact that children with learning disabilities tend to have emotional problems in the sense that they tend to be rejected by their peers and also to have poor self-concepts. According to the Discussion Document: Inclusion (GDE, 1996:1) the philosophy of inclusion implies the acceptance of differences of all members of society, which will eventually lead to a change in attitude towards the norms and criteria that society in general uses when evaluating the worth of a human being.

The emotional problems are also closely linked to the numerous other problems that LSEN experience, and for which they may need specialized therapies and attention. In this regard various concerns were aired by the teachers. Firstly it was felt that the occupational and emotional therapy that the children receive in the-mainstream is not as effective as the more intensive therapy that LSEN would receive in specialized education, facilitating and accelerating their development. Furthermore, there were concerns that these children would miss out on significant amounts of class time, leading to further complications - such as lags in academic work. There were also concerns that it would be necessary to have intensive remedial therapy after school, putting a heavy burden on the LSEN, and not allowing anytime for the LSEN to be "children" and to have fun. It would appear from the concerns aired by the participants that there may be misconceptions in how the proposed inclusive system is meant to work, making allowances for all these issues in the normal school day. The
teaching paradigm also still appears to be based on traditional methods, where standards are set for the child to meet, and not on Outcomes Based Education and Continuous Assessment as proposed in the Public Discussion Document: Education for All (NCSNET & NCESS, 1997:15 - 25).

On the other hand, in Focus Group 1, reference is made by the participants to an awareness that the child with a physical disability in the school had a desire to be included with statements like, "... he WANTED to run ..." and "He wants to be included ..." (Focus Group 1, p 5). This is also reflected in a chapter written by Becky Walsh (1993:248), a student with a visual impairment, when she writes:

"I've never regretted being part of the integration system, despite its imperfections, because anything is better than being segregated in a separate institution."

It would be beneficial for the teacher to be aware of both sides of this coin, helping to build the child's self-esteem, and facilitating the process of inclusion, in the development of a more inclusive and accepting society (GDE, 1996:1).

The teachers were also very concerned about the "normal" child in their classroom. In this regard the general sentiment appeared to be that the "normal" child in the system would be neglected, due to the teacher's time and effort being consumed by the LSEN in the class. This was linked to a fear that the standards would drop due to the neglect of the "normal" children, in order to accommodate the LSEN. Furthermore it was felt that it was not fair to expect the "normal" child to support and carry the LSEN, when their focus should be on their own education. These sentiments were reflected by statements such as: "... and I also feel that the normal child is going to be left on the side because you are going to be so busy dealing with these children ... what sort of time are you going to spend on your other children?" (Focus Group 1, p 2); "... and your top kids are going to suffer and those are the kids that are eventually going to run the country." (Focus Group 1, p 21); and "Dit wat jy rêrig voor daar is moet jy nou mos mee werk. Maar nou is jy so besig om daai kinders met probleme te help dat jy nie by jou hoofstroom kind uitkom
In chapter two reference to international literature is made, which confirms the above as contributing to the development of negative attitudes towards inclusion (Margolis & McGettigan, 1988:16; Vlachou & Barton, 1994:107).

4.4.2 The Teacher

The general attitudes of the participants in this study towards inclusive education appear the be mostly negative. It would appear from the data sources that these negative attitudes are linked to many of the other identified categories. Examples of these categories could be the fact that teachers felt that one had to be a specific type of person who chooses to work with LSEN, now teachers in general are forced to work with LSEN because of government policy in which they have had no say. Teachers feel that they have neither the training nor the ability to work with this type of child.

These attitudes are reflected in statements such as: "I am definitely not for it." (Focus Group 1, p 1); "... I think special needs need to be ... they're SPECIAL NEEDS ... (teacher says shaking her head)" (Focus Group 1, p 4); "... so to me this is a recipe for disaster and education totally." (Focus Group 1, p 6 - 7); and "Die kurrikulum wat HULLE op besluit het MOET..." (Focus Group 2, p 14).

These sentiments have been reflected in various international studies:

"The literature on teacher resistance to mainstreaming clearly indicates barriers that are routed in emotions. Teachers are troubled by the fact that they have been compelled to follow policies in which they have no say ... They are anxious because mainstreaming appears incompatible with the academic needs of the general student population, conceptions that are strongly reinforced by current educational reforms of excellence in education. Teacher's sense of inefficacy and fear of failure grows ... To deal with special need students, teachers have to abandon their old teaching strategies,
which have withstood the test of time, and experiment
with new ones, an experience that is recognized as
anxiety evoking." (Shechtman & Or, 1996:138)

Shechtman and Or (1996:138) suggest applying "therapeutic techniques in
challenging existing beliefs, and enhancing insight and raising the will to
create change, through a self-exploration process in a secure psychological
atmosphere". This would include teachers recognizing their own feelings,
personal problems and professional developmental issues so that they can
monitor their effect on the classroom (Donald, et al. 1997:134).

Furthermore, the general sentiment of the participants was that, had they
wanted to work with children with disabilities, they would have chosen to
work with them. This was reflected by statements such as: "The teachers
and I sort of feel it is sort of nearly an imposing on the teachers.
If you want to do that sort of special ed, you actually go and study
that kind of ed." (Focus Group 1, p 7); and "They definitely need
special people ... you get somebody who's decided to go nursing and
that's because she has that leaning for these people and to me a
special ed teacher has that leaning ..." (Focus Group 1, p 13 - 14).

As can be seen from the above two quotes, there are various issues that
are closely related to the participants' feelings that one has to be a special
kind of person who chooses to work with the learner with disabilities. One
of these is clearly the fact, that they did not choose to work with these
children and now government is imposing policy on them without
consultation, which is contributing to the negative sentiment. (Refer to
point 2.5 where various sources of literature are quoted referring to
resistance to change on the part of teachers, when change is imposed on
them without consultation.)

The participants in this study also felt that they already have enough to
deal with in their classrooms as they are today. Reference was made to
children's existing emotional, disciplinary and behavioural problems. They
ascribed this to various contributory factors, such as working mothers who
are forced to leave children in care, even in the school holidays; the high
rate of divorce in our society, which leads to emotional complications that
manifest in various ways in the children; and the lack of parental support, especially as regards disciplinary issues. Linked to these problems, are children who often need to receive medication during the course of the school day, which has to be supervised and monitored by the teacher. With the changing system of education in South Africa, teachers are now often faced with children who are unable to speak the language of instruction of the school, either adequately or not at all. This places further pressure on the teacher and the child, as the facilities to cope with these difficulties are not always in place.

Teachers seem to feel over-whelmed with the existing problems they deal with on a daily basis and appear to be threatened by the daunting task of bringing LSEN into these circumstances. In Chapter Two reference is made to literature (Scruggs & Mastropieri, 1996:65) which refers to the threat of too many diverse needs in the classroom, as leading to the development of negative attitudes towards inclusion.

4.4.3 Government Policy

Generally the participants feel that the government is expecting too much from them, putting too much pressure on them, without paying cognisance to their needs. This was reflected in statements such as "... they are expecting us to be specialists of everything ... and I don't think that is fair to us as teachers ..." (Focus Group 1, p 6); "What do they think we are?" (Focus Group 1, p 8); "Now they want to land this on us too. I think you would have a really lot of people looking for jobs elsewhere ..." (Focus Group 1, p18); and "... dis te veel gevra van die juffrou as sy vier verskillende tale in haar klas het om al vier of agt tale te kan ... " (Focus Group 2, p 5).

Statements like these make one aware that teachers do not appear to be aware of, or have a full understanding of the role that the Educational Support Services will play in the future. Although there is no finality in how these services will work as yet, their function is aimed at being both curative and preventative (NCSNET & NCESS, 1997:42). Furthermore, the possible implementation of a "... "cascade" or consultancy model of distributing skills from one level of expertise to the next should ensure
adequate support, referral options and, most important, progressive empowerment and capacity building at different levels of the system" (Donald, et al. 1997:27). Forlin (1997:4) emphasizes the importance of adequate and accessible support services for the teacher in the inclusive classroom, for the successful implementation of the policy. This can furthermore be linked to the desire expressed by the participants for more information and INSET. With a better understanding of the process, and skills to cope with the process, they would probably demonstrate a more positive attitude towards inclusion. This was confirmed in studies conducted by Larivee and Cook (O'Reilly & Duquette, 1988:10).

It is not surprising that at the moment, in the transition phase, teachers do not have much faith in the Educational Support Services (ESS), as they appear to be receiving no assistance with LSEN in their classes. This was reflected in the statement made by a teacher, who upon approaching the ESS for assistance with a LSEN in her class, was told "... sweep her under the carpet ..." (Focus Group 2, p1), implying that there was nothing anybody could do for her.

Furthermore, the participants in this study appear to have the impression that all the remedial and special schools, as well as the aid classes are to be closed by the government, leaving no placement options open for LSEN, except within the mainstream. The Public Discussion Document: Education for All, clearly makes reference to the fact that placement options remain open, both in the short and in the long term (NCSNET & NCESS).

An issue that seemed to bear some importance for the participants was the large class sizes, and the fact that they felt that schools were understaffed. They generally felt that having to cope with the normal day to day problems in these large classes, was nearly more than they were able to do. The concern aired was that an impaired child demanded so much more attention, yet no allowance was made for this by the education department in the prescribed class sizes. According to the Public Discussion Document: Education for All, weighting of learners, grading of schools and educator-learner ratios is being considered, which would address this issue (NCSNET & NCESS, 1997:25).
Interestingly enough, there was an indication that some of the participants felt that inclusion could work, if the class sizes were smaller. York, et al. (1992:246) says that a good predictor of more positive attitudes towards inclusion, has been found to be smaller class sizes.

4.5 IMPLICATIONS AND RECOMMENDATIONS

In chapter two reference is made to the fact that South Africa is in a favourable position in that it is only now implementing a policy that has been tried and tested in numerous other countries for many years. Furthermore much research has been done on what has led to successes, and problems, in the implementation of inclusion, in this case specifically to the development of positive or negative attitudes towards inclusion.

This study has focused on determining the attitudes of primary school teachers towards inclusion. In comparing the findings of this study to the literature (discussed in chapter two), it would appear that factors that have historically contributed to the development of negative attitudes towards inclusion, currently seem to be the focus of the participants of this study.

These would include factors such as:

* teachers who feel that the needs of LSEN could be better met in specialized schools where teachers are trained to attend to their needs, and where they have the necessary facilities;

* teachers feeling threatened by having to change their tried and tested teaching methods, and having to cope with too many diversities in their classrooms. Furthermore they feel inadequate and therefore unable to cope with the LSEN in the classrooms;

* the perception that LSEN in the mainstream are labelled, have no peers to identify with, and consequently develop numerous emotional problems; and

* teachers feeling resentful of the way in which the new policy is being imposed. The feeling that they have no choice or input in the matter, and that their experience and professionalism is being negated.
Conversely, the factors which have proven to contribute to the development of more positive attitudes (compare Chapter Two), have also led to a shift towards more positive attitudes in the participants in this study. Unfortunately very few of these factors are currently in place.

The following factors were mentioned by the participants in this study:

* In the school where the teachers had a child, with a disability, to deal with, there appeared to have been a slight shift towards more positive attitudes to inclusion. The teachers in this situation were able to a small extent, to see some advantages for the "normal" child to be exposed to this child. They also seemed to all demonstrate pride in what they had been able to achieve, and what they had learned from coping with this child. Furthermore they were also aware of the fact that this child wanted to be included.

* Some of the teachers said that they felt inclusion may be possible, if the class sizes could be kept smaller.

The implication here, is that the authorities do not seem to be taking adequate cognisance of many important issues. Teachers are going to play a pivotal role in the successful or unsuccessful implementation of inclusion, and there should be a stronger focus on the development of more positive attitudes in teachers in general.

In comparing the findings of this study to the literature discussed in chapter two, it would appear that the policy makers should take note of the strong emotional aura that influences cognition. Shechtman and Or (1996:138) talk about the emotional component of beliefs and attitudes that "make them basically non-dynamic and unchanged, unless a "gestalt" shift occurs". This implies that not only do the teachers need vast amounts of in service training (INSET) to cope, and easy access to information, but they also need to be emotionally contained in order for the necessary paradigm shift, referred to in the Discussion Document: Inclusion (GDE, 1996:1), to take place.

The implications for successful transition therefore appear to be:
Bringing about change in a therapeutic manner (Shechtman & Or, 1996:138) – this would imply recognizing and containing teachers' fears and anger at the situation, while simultaneously challenging existing beliefs, enhancing insight and raising the will to change by means of self-exploration in a secure psychological atmosphere.

Once this has been achieved, skills training should take place, with good support systems from Educational Support Services and easy access to information.

With the emotional and cognitive aspects in place, teachers' attitudes in class may be observed to be more positive, especially if they witness improvement and growth in the children in their class, especially the LSEN.

4.6 CONCLUSION

In this study I researched the attitudes of primary school teachers towards inclusive education. From the concerns raised by the participants, it would appear that the attitude of teachers towards inclusive education, at this time, is generally negative. As this will influence their teaching, and in turn the children in their class, it is of paramount importance for more positive attitudes to be developed.

Educational Psychologists can play an important role in this process, as they have the therapeutic skills and knowledge necessary to address both the emotional and cognitive needs as expressed by the participants in the study. From the results of the study, it would appear that the emotional needs bear stronger weight, and need more urgent attention than the cognitive needs. This was expressed by one of the teachers at the conclusion of a Focus Group Interview, when she said that she had found the interview very therapeutic, as no-one would listen to their gripes, and they were finding it very demoralizing and frustrating. Finally it is important to note that teachers need to be empowered both cognitively and emotionally.

* * * * * * * * *
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APPENDICES
APPENDIX A

CODING FOR THE DATA ACCORDING TO THE IDENTIFIED CATEGORIES

The categories identified in the data were coded according to the following list of codes. Many of the categories were viewed either positively (+) or negatively (—).

In the course of the data analysis, positively viewed categories were coded with (+), and negatively viewed categories were coded (—).

In total 26 categories were finally identified, and they were clustered together into 3 main patterns.

A full list of categories will now be given, with the codes used by the researcher in the coding process:

| The Child in the Classroom (C) |
| C1: The learner with no special educational needs: C1.1: | Will not receive enough time and attention from the teacher. |
| C1.2: | The standard will drop. |
| C1.3: | Expected to help LSEN. |

| C2: The learner with special educational needs: |
| C2.1: | Numerous problems to be addressed. |
| C2.2: | Classes missed to attend therapies. |
| C2.3: | Emotional problems. |
| C2.4: | Better assistance in separate facilities. |
| C2.5: | LSEN has no confidence in the teachers. |
| C2.6: | Continuous remedial classes after school - no fun time. |
| C2.7: | Problems participating in sport. |

| The Teacher (T) |
| T1: General attitude towards inclusion. |
| T2: Lack of relevant training |
| T3: Need to be a specific type of person who chooses to work with disabled. |
| T4: Problematic dealing with existing difficulties in class: T4.1: | Emotional, disciplinary and medical problems. |
| T4.2: | Lack of parental support. |
| T4.3: | Diverse languages and cultures in the classroom. |

| Teachers demoralized. |

| Government Policy (G) |
| G1.2: | Class sizes. |
| G2: No government support for dealing with LSEN in mainstream. |
| G3: Need for more information and INSET (In service training). |
| G4: Expect too much from teachers. |
| G5: Manpower shortages. |
| G6: Lack of facilities and infrastructure. |
| G7: Financial cost. |
This appendix aims to demonstrate how the raw data was coded, using the initial categories identified during discovery. (An extract, taken from the raw transcription of Focus Group 1, is given to demonstrate this process.)

(This extract is taken from line 14 page 3 – line 25 page 4 of the original transcription of the abovementioned focus group interview.)

T5: He started in grade 1 with us and his problems are immense and the time taken to just help him so that he can – (makes rolling motion with hands) he can't keep up – but to try and HELP him keep up is extraordinary. We have ... the children adapted ... they love him to bits ... but there is always ... in the school situation, there is always going to be a little group of kids who HOUND. (Other teachers all nod heads in affirmation.) And that is where we have had problems with him where the old children tease him, they demoralize him completely, they ... I suppose as being a child they are very very open ... they ask him questions that he is not capable of answering and then they put him on a spot and he feels totally (makes uncomfortable movement) ... humiliated by them. So these problems we have had.

Plus in a school like us - we've got 3 floors to get up to a media centre ... I have to carry him ... and he is not light. Plus the brace it's not comfortable ... he's not the kind of child you can pick up, plop on your hip and walk (demonstrates with hand movements, putting a child on her hip) because of the brace. So that kind of thing is (shakes head) ... you know if you have got a child in a wheelchair, completely normal mentally, how do
you cope with a wheelchair up a flight of stairs - we can't cope with 900 kids going up and down those stairs and they've got legs (All teachers nod in affirmation, many saying "Mmm...".).

So, (shakes head) I think special needs need to be ... they're SPECIAL NEEDS, they need to be treated specially - (Laughs uncomfortably, all teachers say "Mmm ...") in approval and nod.) put in a special school that can cope - that has the facilities to do it with them.

T2: I mean after break we have to have children basically protecting him back to the classroom ... I mean after break they all just ummm ... and I mean he is minute, he is really tiny. He has to sit when he gets out of T5's classroom to the step to get out of the classroom.
APPENDIX C

EXAMPLE OF ANALYSIS AND CODING METHOD EMPLOYED IN THIS STUDY

This appendix aims at demonstrating how the raw data was coded according to the identified categories and subsequently clustered into the main patterns. The three sources of data were used to extract the main patterns.

The extracts used for this appendix are to be found on the following page. The data was coded with the identified category codes, and an indication was given whether the categories were experienced positively (+) or negatively (-). The data presented in the following matrix is a reflection of the extracts of data on the following page.

A matrix was formed to display the data in a "quantitative" manner. The figures were used as a guideline to indicate which categories were the most prevalent in each data source, and consequently indicating which patterns were found to be over-all the most problematic by the participants in this study.

This matrix then demonstrates, that as far as these extracts are concerned, the most important category appears to be the negative general attitude of the teachers towards inclusion, followed by the large class sizes which make it impossible to adequately cope with LSEN.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FOCUS GROUP 1</th>
<th>FOCUS GROUP 2</th>
<th>FIELD NOTES</th>
<th>TOTAL IN EACH CLUSTERED CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and attention to &quot;normal&quot; child C1.1</td>
<td>2(−)</td>
<td></td>
<td></td>
<td>2(−)</td>
</tr>
<tr>
<td>&quot;Normal&quot; child expected to help LSEN C1.3</td>
<td>1(+)</td>
<td>1(−)</td>
<td></td>
<td>1(+) 1(−)</td>
</tr>
<tr>
<td>Emotional problems C2.3</td>
<td></td>
<td>1(−)</td>
<td></td>
<td>1(−)</td>
</tr>
<tr>
<td>Better assistance in separate facilities C2.4</td>
<td>2(−)</td>
<td>2(−)</td>
<td></td>
<td>2(−)</td>
</tr>
<tr>
<td>Teachers' general attitude towards inclusion T1</td>
<td>3(−)</td>
<td></td>
<td>1(+) 1(−)</td>
<td>1(+) 4(−)</td>
</tr>
<tr>
<td>Lack relevant training T2</td>
<td>2(−)</td>
<td></td>
<td></td>
<td>2(−)</td>
</tr>
<tr>
<td>Specific type of person to work with LSEN T3</td>
<td>1(−)</td>
<td>1(−)</td>
<td></td>
<td>2(−)</td>
</tr>
<tr>
<td>Diverse languages in the classroom T4.3</td>
<td>1(+) 1(−)</td>
<td></td>
<td></td>
<td>1(+) 1(−)</td>
</tr>
<tr>
<td>Teachers demoralized T5</td>
<td></td>
<td>1(−)</td>
<td></td>
<td>1(−)</td>
</tr>
<tr>
<td>Policy enforced without consultation G1</td>
<td></td>
<td>1(−)</td>
<td></td>
<td>2(−)</td>
</tr>
<tr>
<td>New curriculum G1.1</td>
<td>1(+)</td>
<td></td>
<td></td>
<td>1(+)</td>
</tr>
<tr>
<td>Class sizes G1.2</td>
<td>1(−)</td>
<td>2(−)</td>
<td></td>
<td>3(−)</td>
</tr>
<tr>
<td>Need more info and INSET from government G3</td>
<td>1(−)</td>
<td></td>
<td></td>
<td>1(−)</td>
</tr>
<tr>
<td>Government expects too much from teachers G4</td>
<td>1(−)</td>
<td></td>
<td></td>
<td>1(−)</td>
</tr>
</tbody>
</table>
FOCUS GROUP 1

p1 line: 19 - 21
Teacher (-) T1
Teacher (-) T1
Teacher (-) T1
Government (-) G1.2

p2 line: 31 - 39
Child (-) C2.4

p6 line: 7 - 12
Government (-) G4
Teacher (-) T3
Teacher (-) T4.3
Teacher (-) T4.3
Child (-) C2.4
Child (-) C1.1
Child (+) C1.3
Child (-) C1.3

FOCUS GROUP 2

p3 line: 15 - 20
Teacher (-) T4.3
Teacher (-) T5
Teacher (-) T3
Child (-) C2.4
Child (-) C1.1
Child (+) C1.3

p4 line: 11 - 13
Government (+) G1.1
Government (-) G1.2
Government (-) G1

p6 line: 13 - 15
Child (-) C2.4
Child (-) C2.3
Government (-) G1.2

FIELD NOTES - (FOCUS GROUP 1)

p1 line: 1 - 5
Teachers introduce themselves - they have varying amounts of experience.
Teacher 1 has a vast amount of experience
she speaks passionately and with conviction against inclusion.
Teacher (-) T1

p1 line: 15 - 20
Teacher 5 has 12 years teaching experience.
She now has a LSEN in her class and speaks with mixed emotions about this child.
She claims to feel inadequate and unprofessional
because she can’t always cope with the problems (feels sick when child messes himself)
Yet there seems to be pride in the fact that she is coping and learning from experience.
APPENDIX D

MATRIX FOR THE IDENTIFIED PATTERN: THE CHILD

This matrix represents the categories relating to the child in the classroom.

The categories that are regarded as negative are indicated with a (−) and the categories that are regarded as positive are indicated with a (+).

The "quantitative" information gives an indication of which categories appear to be playing the most significant role in determining teachers' attitudes towards inclusion.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FOCUS GROUP 1</th>
<th>FOCUS GROUP 2</th>
<th>FIELD NOTES</th>
<th>TOTAL IN EACH CLUSTERED CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and attention to &quot;normal&quot; child C1.1</td>
<td>11(−)</td>
<td>3(−)</td>
<td>6(−)</td>
<td>20(−)</td>
</tr>
<tr>
<td>The standard will drop C1.2</td>
<td>3(−)</td>
<td>1(−)</td>
<td>1(−)</td>
<td>5(−)</td>
</tr>
<tr>
<td>&quot;Normal&quot; child expected to help LSEN C1.3</td>
<td>1(+)</td>
<td>4(−)</td>
<td>1(−)</td>
<td>5(−)</td>
</tr>
<tr>
<td>Numerous problems to be addressed C2.1</td>
<td>3(−)</td>
<td>9(−)</td>
<td>5(−)</td>
<td>17(−)</td>
</tr>
<tr>
<td>Classes missed to attend therapies C2.2</td>
<td>3(−)</td>
<td></td>
<td></td>
<td>3(−)</td>
</tr>
<tr>
<td>Emotional problems C2.3</td>
<td>2(+)</td>
<td>15(−)</td>
<td>1(+)</td>
<td>20(−)</td>
</tr>
<tr>
<td>Better assistance in separate facilities C2.4</td>
<td>13(+)</td>
<td>27(+)</td>
<td>11(+)</td>
<td>51(+)</td>
</tr>
<tr>
<td>LSEN has no confidence in the teachers C2.5</td>
<td>3(−)</td>
<td></td>
<td></td>
<td>3(−)</td>
</tr>
<tr>
<td>Continuous remedial classes after school - no fun time C2.6</td>
<td></td>
<td>5(−)</td>
<td>1(−)</td>
<td>6(−)</td>
</tr>
<tr>
<td>Problems participating in sport C2.7</td>
<td>1(−)</td>
<td>1(−)</td>
<td></td>
<td>2(−)</td>
</tr>
</tbody>
</table>
**APPENDIX E**

**MATRIX FOR THE IDENTIFIED PATTERN : THE TEACHER**

This matrix represents the categories relating to the teacher.

The categories that are regarded as negative are indicated with a (−) and the categories that are regarded as positive are indicated with a (+).

The "quantitative" information gives an indication of which categories appear to be playing the most significant role in determining teachers' attitudes towards inclusion.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>FOCUS GROUP 1</th>
<th>FOCUS GROUP 2</th>
<th>FIELD NOTES</th>
<th>TOTAL IN EACH CLUSTERED CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>General attitude towards inclusion T1</td>
<td>11(−)</td>
<td>1(+)</td>
<td>2(+), 12(−)</td>
<td>3(+), 23(−)</td>
</tr>
<tr>
<td>Lack of relevant training to cope with LSEN T2</td>
<td>10(−)</td>
<td>6(−)</td>
<td>2(−)</td>
<td>18(−)</td>
</tr>
<tr>
<td>Need to be specific type of person to work with LSEN T3</td>
<td>12(−)</td>
<td>4(−)</td>
<td>5(−)</td>
<td>21(−)</td>
</tr>
<tr>
<td>Problems dealing with existing emotional, disciplinary and medical problems T4.1</td>
<td>9(−)</td>
<td>3(−)</td>
<td>12(−)</td>
<td></td>
</tr>
<tr>
<td>Problems dealing with existing lack of parental support T4.2</td>
<td>4(−)</td>
<td>1(−)</td>
<td>5(−)</td>
<td></td>
</tr>
<tr>
<td>Problems dealing with existing language and cultural differences T4.3</td>
<td>1(−)</td>
<td>1(+), 2(−)</td>
<td>1(−)</td>
<td>1(+), 4(−)</td>
</tr>
<tr>
<td>Teachers are demoralized T5</td>
<td>2(−)</td>
<td>5(−)</td>
<td>3(−)</td>
<td>10(−)</td>
</tr>
</tbody>
</table>
APPENDIX F

MATRIX FOR THE IDENTIFIED PATTERN: GOVERNMENT POLICY

This matrix represents the categories relating to government policy.

The categories that are regarded as negative are indicated with a (-) and the categories that are regarded as positive are indicated with a (+).

The "quantitative" information gives an indication of which categories appear to be playing the most significant role in determining teachers' attitudes towards inclusion, specifically relating to government policy.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FOCUS GROUP 1</th>
<th>FOCUS GROUP 2</th>
<th>FIELD NOTES</th>
<th>TOTAL IN EACH CLUSTERED CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy enforced without consultation G1</td>
<td>1(-)</td>
<td>12(-)</td>
<td>5(-)</td>
<td>18(-)</td>
</tr>
<tr>
<td>New curriculum G1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy regarding class sizes enforced without consultation G1.2</td>
<td>5(-)</td>
<td>5(-)</td>
<td>1(-)</td>
<td>11(-)</td>
</tr>
<tr>
<td>No government support for dealing with LSEN in the mainstream G2</td>
<td>3(-)</td>
<td>6(-)</td>
<td>1(-)</td>
<td>10(-)</td>
</tr>
<tr>
<td>Need for more information and INSET from the government G3</td>
<td></td>
<td></td>
<td>11(-)</td>
<td>5(-)</td>
</tr>
<tr>
<td>Government expects too much from teachers G4</td>
<td>8(-)</td>
<td>8(-)</td>
<td>3(-)</td>
<td>19(-)</td>
</tr>
<tr>
<td>Manpower shortages G5</td>
<td>1(-)</td>
<td>2(-)</td>
<td></td>
<td>3(-)</td>
</tr>
<tr>
<td>Lack of facilities and infrastructure to cope with LSEN G6</td>
<td>10(-)</td>
<td>5(-)</td>
<td>5(-)</td>
<td>20(-)</td>
</tr>
<tr>
<td>Financial cost G7</td>
<td>2(-)</td>
<td>2(-)</td>
<td>1(-)</td>
<td>5(-)</td>
</tr>
</tbody>
</table>