

SUPPORTING TEACHERS TO IMPLEMENT INCLUSIVE EDUCATION IN KWALUSENI DISTRICT,
SWAZILAND

by

SISANA SUSAN FAKUDZE

submitted in accordance with the requirements
for the degree of

MASTER OF EDUCATION

in the subject

INCLUSIVE EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: MRS N D MASEKO

NOVEMBER 2012

Student number: 35605510

I declare that **SUPPORTING TEACHERS TO IMPLEMENT INCLUSIVE EDUCATION IN KWALUSENI DISTRICT, SWAZILAND** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.


SIGNATURE
(MISS S S FAKUDZE)

18/04/2013
DATE

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to Mrs N.M Maseko for her outstanding guidance, advice and support. Her patience and commitment from the very beginning when everything seemed to be without direction have been so inspirational to me.

I also wish to extend my sincere thanks to the administration and entire staff of Kwaluseni central primary school for their contribution in this research .I appreciate all the sacrifices they did towards the success of this research .Moreover, I would like to extend my sincere thanks to Andrew Graham for editing my work.

Sincere appreciation goes to Dr Vusumuzi and Zethu Tsabedze for their endless support and sacrifices from the onset of this research up until the end, God will reward you for that. I also wish to thank all my colleagues for their support and for being there when I needed them.

Special tribute goes to my family for their love, care and support throughout my academic work, more especially Nomvuzo, my niece for the role that she played for the success of this research.

Finally, I would like to acknowledge all my friends and the Christian community for their love, care and support which they showed me at this time which carried me through difficult times.

ABSTRACT

This study sought to find out ways in which teachers can be supported to implement inclusive education at a primary school in the Kwaluseni district of Swaziland. The government of Swaziland introduced Free Primary Education (F.P.E) also called mainstreaming. As per governments order, parents brought their learners for grade 1 and that was in 2010 January. That marked the beginning of the problem as teachers were not used to teaching disadvantaged learners in their classes but believed that such learners have to be transferred to specials schools of which the country only has four. The study is a case study using a qualitative approach. Purposive sampling was used in choosing the sample. The key informant were teachers from Kwaluseni primary school. For data collection a designed interview with semi structured and open ended items was used. Data was analysed using codes and there was a search for patterns of thinking or behaviour, words or phrases that appeared with regularity was the coding categories. A report was then written based on the findings. Then recommendations were stated.

KEY TERMS

Special educational needs, special schools, mainstream, integration and ordinary local schools.

DEDICATION

Heavenly father, your steadfast love and mercy which endures forever, has truly sustained me throughout my academic endeavours. To you, and you alone, be all the glory, honour and exaltation. Without your faithfulness, this piece of work would not have been successful. I owe it all to you.

TABLE OF CONTENTS

	CONTENT	
	DECLARATION	1
	ACKNOWLEDGEMENTS	2
	ABSTRACT	3
	DEDICATION	4
	CHAPTER ONE: INTRODUCTION	
1.1	BACKGROUND OF THE STUDY	7
1.2	MOTIVATION FOR THE STUDY	11
1.3	PROBLEM STATEMENT	11
1.4	RESEARCH QUESTION	13
1.5	AIM AND OBJECTIVES OF THE STUDY	13
1.6	RESEARCH APPROACH AND METHODOLOGY	13
1.6.1	Research design	14
1.6.2	Selection and description of the research site	14
1.6.3	Sampling	14
1.6.4	Research paradigm	14
1.7	DATA COLLECTION METHODS	15
1.7.1	Interviews	15
1.7.2	Document analysis	16
1.8	ETHICAL CONSIDERATION	16
1.9	DATA ANALYSIS AND INTERPRETATION	17
1.10	RELIABILITY AND TRUSTWORTHINESS	18
1.11	CLARIFICATION OF CONCEPTS	19
1.11.1	Special educational needs	19
1.11.2	Special schools	19
1.11.3	Mainstream	19
1.11.4	Integration	19
1.11.5	Ordinary local schools	19
1.12	DIVISION OF CHAPTERS	19
1.13	CHAPTER SUMMARY	20
	CHAPTER TWO: LITERATURE REVIEW	
2.1	INTRODUCTION	21
2.2	WHAT IS INCLUSIVE EDUCATION	21
2.3	IDENTIFICATION OF LEARNERS WITH BARRIERS TO LEARNING	23
2.3.1	Characteristics of learning and behavioural problem	24
2.4	STRATEGIES FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION	26
2.5	SUPPORT FOR TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION	30
2.6	THEORETICAL FRAMEWORKS	35
2.7	CHAPTER SUMMARY	36
	CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	
3.1	INTRODUCTION	38
3.2	RESEARCH DESIGN	38
3.3	ETHICAL CONSIDERATION	38
3.4	RESEARCH PARADIGM	39
3.5	SAMPLING	40
3.6	DATA COLLECTION	41
3.7	DATA ANALYSIS	42
3.8	VALIDITY AND RELIABILITY	46
3.8.1	Dependability	46
3.8.2	Credibility	46

3.8.3	Transferability	47
3.8.4	Confirm ability	47
3.9	CHAPTER SUMMARY	49
	CHAPTER FOUR: FINDINGS	
4.1	INTRODUCTION	49
4.2	BACKGROUND INFORMATION	49
4.3	PRESENTATION OF FINDINGS THROUGH THE RESEARCH QUESTIONS	50
4.4	DOCUMENT ANALYSIS	63
4.5	SUMMARY OF FINDINGS	64
	CHAPTER FIVE DISCUSSION OF FINDINGS AND RECOMMENDATION	
5.1	INTRODUCTION	66
5.2	DISCUSSION OF FINDINGS	66
5.2.1	Lack of clear and precise knowledge or understanding of what inclusive education is exactly	66
5.2.2	Lack of exposure or training on inclusive education whilst undergoing training	68
5.2.3	The education system does not accommodate inclusive education	69
5.2.4	Factors that inhibit the implementation of inclusive education	70
5.2.5	Inability to identify learners with learning difficulties	70
5.2.6	Teachers not sure on who should implement inclusive education	71
5.2.7	Teachers are not supported at all in the implementation of inclusive education	72
5.2.8	Government is not supporting teachers in the implementation of inclusive education	73
5.2.9	Teachers readiness to implement inclusive education but not all of them	74
5.3	RECOMMENDATION	75
5.3.1	RECOMMENDATION FOR FURTHER STUDY	76
5.3.2	LIMITATION	76
	REFERENCES	77
	APPENDIX A: CONSENT FORM- PARTICIPANTS	84
	LETTER TO THE SCHOOL	85
	LETTER FROM SCHOOL	86
	APPENDIX B: INTERVIEW QUESTIONS	87
	APPENDIX C: ANALYSED DOCUMENTS	88
	APPENDIX D: MAP OF SWAZILAND	99

CHAPTER 1

BACKGROUND TO INCLUSIVE EDUCATION IN SWAZILAND

1.1. BACKGROUND TO THE STUDY

The kingdom of Swaziland's national response to psychosocial needs of children (2010:25) defines inclusive education as a policy approach that includes and meets the needs of all the learners. It enables schools to serve and welcome all learners and it is rooted in the basic human right to education. Furthermore, the Swazi national children's policy (2009:25) stipulates that compulsory inclusive basic education be provided free for all children in the country, irrespective of gender, age, life circumstances, health, disability, stage of development, capacity to learn or financial circumstances.

The Constitution of the kingdom of Swaziland (2005) states that every Swazi child within three years of the commencement of this Constitution has the right to free education in public schools at least up to the end of primary school, beginning with the first grade. All persons with disability have a right to respect and human dignity, and the government and society shall take appropriate measures to ensure that they realise their full mental and physical potential. Dutoit (2004:3) defines the term 'inclusive education' as of value to all learners, providing for their educational needs, even if some differ from those of others. Teachers have a major role to play in supporting disabled children however they cannot accomplish this goal if they are not supported.

Schools deal with a diversity learners, some disadvantaged and whose education has fallen behind as a result of socio-economic or political circumstances (Dutoit, 2004:49), others at risk or from poor environments. Many children are abused physically, for example being given alcohol or illegal drugs, locked up or tied up, whilst some are heavily beaten as a punishment. Some children are abused emotionally, such as being allowed to watch age-restricted films and being shouted and screamed at children in a way that damages their self-confidence. Others are abused sexually, and neglected physically as they go to school without food, clothes or shelter, and no one takes them to hospital when ill. They may have no one to

encourage them or show affection, and have physical disabilities (Winkler, 2001:19). Many children are from very poor families, are either single orphans or double orphans, whilst some are gifted, with outstanding talent or showing the potential for performing at remarkably high levels of accomplishment for their age, experience or environment (Culatta Tompkins 2000). However, all learners have to learn effectively within the mainstream.

South Africa's White Paper 6 (2001:6) outlines a national disability strategy that condemns the segregation of persons with disability from the mainstream and, as stated above, this presents challenges to the education system. Teachers have to address the needs of all these learners, which calls for commitment and the use of appropriate teaching methods. If teachers are not motivated to support inclusive education they will find it difficult, hence the temptation to ignore the learners' needs and focus on the syllabus. Diversity demands teachers to be ready to address barriers to learning, something that they cannot do if they lack knowledge of inclusive education. At times they may know about it but support from the relevant stakeholders plays a crucial role.

The Deputy Prime Minister's office policy document (2010) and the United Nations (UN) Convention on the Rights of Children, Article 23 (2010), states that parties should recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which promote self-reliance and facilitate his or her participation in the community. The Deputy Prime Minister's office policy document (2010) and the United Nation (UN) Convention on the Rights of Children, Article 24(2010) upholds equal education opportunities irrespective of the severity of the disability, and stipulates that specific needs of all learners experiencing barriers to learning must be met. This facilitates the development of minimum norms and standards for the education of learners experiencing barriers to learning. The Deputy Prime Minister's office policy document (2010) and the United Nation (UN) Convention on the Rights of Children Article 28(2010) states that parties must recognise the right of the child to education and with a view to upholding this right progressively, and on the basis of equal opportunity, they should make primary education compulsory and freely available to all.

Having enrolled at the University Of South Africa (UNISA) for an inclusive education programme as part of the honours degree, I observed a need amongst

teachers for a change in attitude to inclusive education. The parents on the other hand expect their children to progress to the next class each year, regardless of any barriers to learning they might be experiencing. Their hope rests on the teachers, but whilst many are willing to assist the teachers in the education of their children not all teachers want to involve them. Meanwhile, the learners feel they are being used by the school without benefitting, except perhaps in extracurricular activities such as football or athletics. These may raise the profile of the school and bring it monetary prizes, but the learners do not progress academically. This has resulted in many learners being labelled by teachers as failures and so dropping out.

Teacher development plays a crucial role in effective teaching and learning. The Emlalatini Development Centre is a government institution under the Ministry of Education (DoE), consisting of in-service training for primary school teachers of Agriculture only. This ministry has problems in training and monitoring teachers in the different areas in which the teaching of Agriculture takes place. Swaziland has limited opportunities for self-development, such as part-time further studies, and has limited visits by school inspectors and other cadres (Mabuza, 2011). Only Mathematics and Science teachers are given scholarships to further their studies, with those from other subjects expected to teach for ten years before being allowed to further their studies. If they wish to do so earlier they are advised by the Ministry first to resign from teaching. Recently, the country's current primary and secondary curricula have mainstreamed the study of preventing HIV/AIDS, along with other life skills (Mabuza, 2011). Teachers were trained and had knowledge and awareness of the epidemic but not of inclusive education.

Mabuza (7 July 2011) reported the lack of a systematic way of checking the level and currency of teacher knowledge and competencies, suggesting that pre- and in-service training programmes may not necessarily address critical weaknesses that impede teaching effectiveness. Nor does Swaziland have a continuous systematic teacher development programme, and whilst inclusive education has subject inspector's .Their role is merely to visit schools and observe teachers, not provide support. Their reports suggest weak teacher quality and poor teaching effectiveness but these remain in files without being acted upon. Teacher development is supposed to be carried out by the inspectorate together with the subject's panels and subject associations, but in practice it is not. All the subjects have associations, but inclusive education has a

panel of teachers whose main role is to ensure that the correct curriculum is taught in schools and prescribe relevant textbooks. However, it is largely unknown by most teachers since the panel only works with the four special schools in the country, not the entire mainstream.

The Government of Swaziland has well-structured institutions of higher learning with teacher training institutions as the most dominant. In addition to the University of Swaziland there are four institutions for teacher training. From the Deputy Prime Minister's office (2010:39), *The National Response to Psychosocial Needs of Children* states that the syllabus used at teacher training institutions has to be revised to incorporate issues of children's rights, special needs, as well as orphans and vulnerable children. In these institutions ,teachers are currently trained to teach different subjects found in most of the schools, for instance English language, SiSwati, Mathematics and Biology, despite the education sector's policy mission being to ensure equitable access to inclusive, lifelong quality education and training for all Swazi citizens through sustained implementation and resourcing of comprehensive education and training. Upon completion, these teachers are then placed in the different schools around the country, both primary and high schools, rural and urban. Their training is such that they have a syllabus that guides them and must be covered within a year. They have a special responsibility to implement values and ensure that all learners with or without disabilities pursue their learning potential to the fullest.

Teachers use terms such as 'fast learners' and 'slow learners', the former being those who easily grasp new concepts and complete given tasks easier and quicker, the latter being those who take time to grasp. Most of these learners are accommodated in the mainstream schools, and labelled so that teachers can capitalise on the weaknesses whilst ignoring the strengths. It is the role of every good teacher to meet the needs of all learners as one of the objectives in the Deputy Prime Minister's office (2010:26) the national response to psychosocial needs of children is to assure every learner in Swaziland meaningful participation and achievement in the teaching and learning process. However, those without barriers to learning normally fall in the bracket of fast learners, impressing the teachers and thus receiving favourable discrimination.

1.2. MOTIVATION FOR THE STUDY

My encounter with some senior and key stakeholders in inclusive education has confirmed for me that much needs to be done in the field. For instance, I could not be offered a lecturer post having been shortlisted just because I'm a high school teacher. I was told that there are no learners with special educational needs at high school. I was informed, erroneously, that I lacked experience in inclusive education, which suggested to me that the people who should be correcting misconceptions are themselves not knowledgeable on the subject. Inclusive education runs up through to the colleges themselves and even the workplace. Many teachers in the field believe that addressing learners' needs is not their responsibility but that of the teachers in special schools. So serious is this attitude that most fail to understand why out of all courses one would choose inclusive education.

According to South Africa's White Paper 6 (2001:6-7) inclusive education is based on an acknowledgement that all children and youth can learn but that they need appropriate support, and to this end the Deputy Prime Minister's office instituted a programme of 'Education for All' in 2010. However, many teachers in Swaziland have a misconception of it as being solely aimed at learners with physical disabilities, a group they do not welcome in their classrooms but rather believe should be in special schools. They fear that addressing barriers to learning is time wasting when there is a syllabus to cover and makes extra work for which they are not paid. Such negative attitudes have to be changed by giving the teachers knowledge as well as exposure on inclusive education.

1.3. PROBLEM STATEMENT

In January 2010, as part of a programme referred to as 'Free Primary Education' (FPE) or 'mainstreaming', the Ministry of Education in Swaziland urged every parent to enrol their children for Grade 1, with or without disabilities. This exercise was received negatively by teachers against the inclusive education draft policy that argues that no child shall be denied access to education at any level on the basis of disability. Parents, on the one hand, brought their children in numbers, including those with barriers to learning, and classes became overcrowded. Teachers in most primary schools, both urban and rural, called for these learners to return home. Around

January and February of that year a controversy raged in the electronic and print media.

When mainstreaming was introduced teachers were ill-prepared, the Ministry of Education having failed to provide in-service training for them. Harvey M.W(2010) states that a fully inclusive education setting requires planning, trained teachers and support staff. Many teachers, however, believe that learners with barriers to learning should therefore be in the special schools, where teachers have the necessary training and expertise. There are four special schools in Swaziland, namely, Siteki primary; the New High School for the Deaf; St Joseph's Resource and Zama Centre for the visually impaired; and Ekwetsembeni. All but one are run by Roman Catholics, with teachers believing that inclusive education is a charitable work for missionaries as the missionaries cater for the day to day running of these schools and the ministry of education pays the teachers only. Their geographical location makes it difficult for them to serve the whole country effectively, since every child is entitled to enrol in schools near to where they are living.

The introduction of mainstreaming by the government has revealed the seriousness of the need to support teachers in the implementation of inclusive education. The national children's policy (2009:25) clearly states that mainstream education in its current state in most cases is unable to cater for learners' educational needs. Inclusive education, as with the various subjects, has inspectors who have to see to it that schools practise it, but they tend to focus only on the four special schools. There is also a panel who design a curriculum, but rather than being specialists, the panellists are ordinary teachers from the four special schools, with none from the mainstream. It is for this reason that the concept of inclusive education is very strange to most teachers, leaving them with misconceptions about inclusive education. On the other hand, teachers in the special schools believe that they know everything about inclusive education, whilst they may only have specialised in the use of Braille or deaf education. For Smith (2010:100) it is evident that discrimination and exclusion are experienced by many, leaving the majority of children with disabilities out of school.

1.4. RESEARCH QUESTION

Against the above background, the research question may be posed as follows:

- What strategies should be put in place to support teachers in the implementation of inclusive education in Swaziland's primary schools?

The sub-question is as follows:

- (a) How are teachers currently being best supported in the implementation of inclusive education?

1.5. AIM AND OBJECTIVES OF THE STUDY

The purpose of the study is to identify strategies in which teachers can be supported in order to implement inclusive education in schools. The specific objective is:

- To investigate how teachers are currently supported to implement inclusive education.

1.6. RESEARCH APPROACH AND METHODOLOGY

The qualitative method as a mode of inquiry was used to get more information on the ways in which teachers are supported to implement inclusive education in schools. Greenbaum (2000:11) states that in qualitative method, a subject is interviewed in person on an individual basis for an extended period of time. Merriam (2009:85) states that data comprises ordinary pieces of information found in an environment. Qualitative data consists of direct quotations from people about their experiences, opinions, feelings and knowledge obtained through interviews Polkinghorne (2005:138), qualitative data is a product of interaction between participant and researcher. The purpose of gathering data in qualitative research is to provide evidence for the phenomenon being investigated and providing the groundwork on which the findings will be based. Data was collected through in-depth individual interviews during the teachers' free time, and through document analysis, including learners' work (class work, tests, school reports), and school rules and regulations. Through this strategy I was able to get detailed research reports on the ways in which teachers are supported to implement inclusive education.

1.6.1. Research design

The research design used was a case study, defined by Wiersma (2000:207) as a detailed examination of something. McMillan and Schumacher (2006:398) state that in a case study design data analysis focuses on one phenomenon which the researcher selects to understand in depth, regardless of the number of sites or participants. It suited this study because the researcher focused on what is happening in one school in depth.

1.6.2. Selection and description of the research site

I conducted this case study at one primary school, a pilot school for inclusive education, located in the Manzini Region in Kwaluseni, and called Kwaluseni Central Primary School. I chose it because it was different from the other government schools. Most of the learners in the school are from within Kwaluseni and neighbouring areas.

1.6.3. Sampling

A sample, according to Matala (2008:16) is a part of the population, and the aim is for it to be a true reflection of the full picture. I used purposeful sampling, which is selecting information-rich cases for study in depth. McMillan and Schumacher (2006:401) argue that purposeful sampling is used to increase the utility of information obtained from a small sample. Moreover, it is based on the judgment of the researcher, in that a sample is composed of elements that contain the characteristics that are most representative of typical attributes of the population (De Vos, Strydom, Fouche & Delport (2005:202). Random sampling was not used because it deals with numbers, which for this research numbers were not needed, nor did the researcher have access to the entire group (Wiersma, 2000:285). The sample consisted of ten teachers from the selected pilot school, with both male and female and teachers representing almost all the grades.

1.6.4. Research paradigm

Krauss (2005:759) defines a paradigm as the basic belief system or worldviews that guide the investigation. For this research a qualitative approach was used because the responses were not figures but statements that identified strategies that can be used to

support teachers in implementing inclusive education. Moreover, teacher's responses also suggested ways in which teachers can be supported to implement inclusive education and how they are currently supported in doing so. There was no manipulation of variables as the research was done in a natural setting (Wiersma, 2000:201). William (1998) states that a paradigm provides a conceptual framework for seeing and making sense of the social world whilst Krauss (2005) believes that the best way to understand any phenomenon is to view it in context. The ability of qualitative data analysis to generate meaning makes it a unique and powerful tool for understanding even seemingly mundane experiences. My research aim was to investigate how teachers are currently supported to implement inclusive education so the qualitative approach was considered appropriate.

1.7. DATA COLLECTION METHODS

Polkinghorne (2005:137) defines data as primarily existing in the form of spoken or written language rather numbers. The data is¹ usually transformed into written text for analytic purposes. Merriam (2009:85) states that data comprises ordinary pieces of information found in an environment. Qualitative data consists of direct quotations from people about their experiences, opinions, feelings and knowledge obtained through interviews. For this study, interviews and document analysis were used. Kvale (1996) defines qualitative research interviews as “attempts to understand the world from the subjects' point of view, to unfold the meaning of people's experiences, to uncover their lived world prior to scientific explanations.” For Polkinghorne (2005:138), qualitative data is a product of interaction between participant and researcher. The purpose of gathering data in qualitative research is to provide evidence for the phenomenon being investigated and providing the groundwork on which the findings will be based.

1.7.1. Interviews

McMillan and Schumacher (2001:43) define in-depth interviews as a conversation with a goal. Teachers were interviewed individually in one-on-one interviews so as to get an in-depth and honest response. Often participants are intimidated by the

¹ Although 'data' is the Latin plural of datum it is generally treated as an uncountable 'mass' noun and so takes a singular verb (*Concise Oxford English Dictionary*, 2011, Eds. Stevenson & Waite).

presence of other participants and this may result in a biased response, which in turn distorts the findings. Participants in group interview may also start debating certain issues and exchanging their views, thus detracting from the focus of the interview.

With the participants' permission, the interviews were tape-recorded so as to capture all that was said. I made brief notes of the responses. The interviews were not conducted in the classrooms but special arrangements were made so that they did not disturb teaching and learning time. The interview questions were semi-structured open-ended questions designed to elicit the teachers' opinions as far as possible. Semi-structured interviews served as a guide to ensure consistency in the questions asked. From the interviews I would determine if teachers were supported in implementing inclusive education.

1.7.2. Document analysis

Documents are written or printed records of past events (Kvale (1996), and the review of these was non-interactive, with those analysed comprising school records, such as the learners' reports, continuous assessment work (class-works, tests and examinations), as well as policy on how teachers retain, promote or support learners.

1.8. ETHICAL CONSIDERATIONS

Since the research was conducted in an educational setting it was necessary first to access the institution and seek permission of the participants (Cohen & Manion 2000). I explained to the regional education officer the motives of the study and with her permission went to the school to talk to the administration and explained to the participants what the study was about. Should teachers have questions this provided an opportunity to have them answered.

I assured the teachers that their identities would be concealed so as to ensure anonymity, confidentiality and privacy. Through confidentiality, the participants and the institution were to be and shall be as anonymous as possible (McMillan & Schumacher, 2001:421). I negotiated with the participants so that they understood the power that they had in the research (Wiermesa, 2000:419). Participants were informed of the purpose of the study and the intended use of the data, and were assured of

confidentiality and anonymity (ibid.). To avoid offending them, the researcher had to be sensitive in choice of words (vocabulary) since most associated inclusive education with physical disability. With the participants' consent the interviews were tape-recorded. Informed consent, which is the central canon of research ethics, entails offering relevant information to the participants about the nature and the purpose of the research, its risks and benefits (Anderson & Arsenault, 1998:18). It has to ensure the individual's mental capacity, disclose sufficient information and provide sufficient time and privacy (Antle & Regehr, 2003:37).

1.9. DATA ANALYSIS AND INTERPRETATION

The descriptive information from field notes and interviews was organised and subjected to data reduction, mainly through coding (Wiermesa, 2000:203). Codes may take several forms, such as abbreviation of key words, coloured dots or numbers, but the choice lies with the researcher. After specific categories emerged from the data I searched for patterns of thinking or behaviour, and words or phrases that appeared with regularity. Those which described relevant phenomena became the coding categories, influenced by the research aims and objectives. The coding system should capture the participants' perceptions about the phenomenon (De Vos, Strydom, Fouche & Delport (2005:338), in this case supporting teachers to implement inclusive education. As categories and themes were developed and coding was underway I began the process of evaluating data for its usefulness and centrality, again with the aims and objectives of the study as a guide. I engaged critically in challenging the patterns that seemed apparent and determining any linkage. The final stage was writing a report based on the findings.

Taylor (2003) argues that the process of analysis involves getting to know the data and this depends on understanding it through reading and re-reading. Tape recordings were listened to several times, and having understood the data focus was placed on analysis. Taylor (2003) further states that the focus of analysis depends on the purpose of the evaluation and how the results will be used. The focus can be by question. In this case I looked at how all the individuals responded to each question then I organised the data by question to look across all participants and their answers in order to identify consistencies and differences. All data from the same question was

put together, then coded according to themes. Categorising did not involve assigning numerical codes but rather words to bring out meaning through identifying themes or patterns. These included ideas, concepts and terminologies, which I then organised them into coherent categories to bring meaning to the text. This was labour-intensive but formed the crux of the qualitative analysis.

1.10. RELIABILITY AND TRUSTWORTHINESS

In qualitative research, validity or trustworthiness is achieved through dependability, credibility, transferability and confirmability. Lincoln and Guba (2000:296) define credibility as an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data. Transferability is the degree to which the findings of the enquiry can be applied or transferred beyond the bounds of the project. Dependability requires an assessment of the quality of the integrated process of data collection, data analysis and theory generation. Lastly, confirmability is a measure of how well the inquiry findings are supported by the data collected.

Lincoln and Guba (2000:290) also proposed four alternative constructs that more accurately reflect the assumptions of the qualitative paradigm. Firstly, credibility is an alternative to internal validity, with a goal to demonstrate that the inquiry was conducted in such a manner that ensures the subject was accurately identified and described. Secondly, transferability is an alternative to external validity or generalisability, whereby the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator who would make the transfer than with the original investigator. Thirdly, triangulating multiple sources of data can be used to corroborate, elaborate or illustrate the research in question. Fourthly, dependability is an alternative to reliability, whereby the researcher attempts to account for changing conditions in the phenomenon, as well as changes in the design, by increasing refined understanding of the setting.

I employed the validity strategies proposed by Lincoln and Guba to ensure the accuracy of the findings.

1.11. CLARIFICATION OF CONCEPTS

The following key concepts were used in this study, thus it is important to clarify them here.

Special Educational needs This is education which is specifically planned and organised for, and presented to learners with special educational needs in-order to provide them with the necessary support (Dutoit, 2004:84).

Special schools are equipped to deliver education to learners requiring high intensive educational and other support, either on a full-time or part-time basis (MEd 1A tutorial letter, 2008:07).

According to the South Africa's Education White Paper 6 (2001:17), **mainstream education** involves learners being able 'to fit into' a particular kind of system and integrating them into an existing system. They are given extra support so that they fit into the normal classroom routine, with focus on changes that need to take place in the learners.

Integration is an educational placement procedure for exceptional children in the mainstream.

In terms of the South African Act of 1996, a **public school** may be an ordinary public school closest to where the learners live.

1.12. DIVISION OF CHAPTERS

The chapters are arranged as follows:

Chapter 1: Introduction and back ground: This chapter has introduced the study by providing background information, the statement of the problem as well as the objectives and importance of the study.

Chapter 2: Literature review: This chapter is a review of the latest relevant literature on the topic. It will address strategies, implementation and support.

Chapter 3: Research design (methodology): This chapter will cover the design of the study, the population from which the samples are taken as well as the sample size and its justification. The instrument and the techniques used in data collection will also be described as well as the strategies for analysing data. It explains the research design, sampling and data collection strategies. This chapter will also explain the data

analysis and interpretation, the ethical considerations and measure taken to ensure the validity and trustworthiness of the study

Chapter 4: Data analysis: This chapter will present findings from the data. The presentation will be described and interpreted in light of their relatedness to the research questions and objectives of the study.

Chapter 5: Findings and discussion of findings: This chapter will present a discussion of the findings, make recommendations and draw a conclusion.

1.13. CHAPTER SUMMARY

This chapter has highlighted the background to the study into how teachers perceive inclusive education. The research problem was presented. This chapter specify what exactly motivated me to conduct this study. This chapter also gave the aims and objectives of the study, that is ,it aimed at identifying strategies to support teachers to implement inclusive education. The qualitative approach was used as the research approach. Face to face one on one interviews and document analysis were used as data collection methods .Data analysis and interpretations as well as ethical consideration were discussed in this chapter.

CHAPTER 2

LITERATURE REVIEW: INCLUSIVE EDUCATION

2.1 INTRODUCTION

Inclusive education is a crucial topic in Swaziland, Southern Africa with people perceiving it differently but the majority of teachers lacking exposure to it. For inclusive education to be successful, teachers have a greater role to play. This chapter will review the latest relevant literature in order to address the definition of inclusive education, the identification of learners with barriers to learning, strategies for implementation of inclusive education and support for teachers.

2.2 INCLUSIVE EDUCATION

Different authors assign different meanings to inclusive education, but most definitions have similarities. For instance, the kingdom of Swaziland's national response to psychological needs of children (2010:25) defines inclusive education as a policy approach that includes meeting the needs of all learners, enabling schools to serve and welcome all learners, and it is rooted in basic human rights. Other diverse definitions of inclusive education range from extending the scope of ordinary schools so that they can include a greater diversity of children (Clark, Martins & Gobles 1995). It is a set of principles that ensures that the student with a disability is viewed as a valued and needed member of the community in every respect.

South Africa's Education White Paper 6 (2001:6-7) defines inclusive education as acknowledging that all children and youth can learn but that they need support. It continues to state that inclusive education is changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners. Dutoit (2004:3) states that the term implies that education should be of value to all learners and meet their educational needs, even if these differ from learner to learner.

UNESCO (2009) defines inclusive education as a process of strengthening the capacity of the educational system to reach out to all learners and should guide all education policies and practices, based on the premise that education is a basic right and the foundation for a more just and equal society. Lene (2012) regards inclusive

education as a way of ensuring high quality of learning outcomes for all members of the class, by adapting the classroom and teaching strategies to suit each child's learning style. From these definitions, I can point out that inclusive education revolves around the teacher and the learner. UNESCO (2009) further states that inclusive education is a process of addressing and responding to the diverse needs of all learners, youth and adults through increasing participation in learning, cultures and communities and reducing and eliminating exclusion within and from education. The Enabling Education Network (2012) defines inclusive education as a constantly evolving process of change and improvement within schools and the wider education system to make education more welcoming, learner-friendly and beneficial for a wide range of people. It also defines it as the changing of the educational system so that it is sufficiently flexible to accommodate any learner, identifying and removing barriers that exclude learners within each unique situation.

UNESCO (1994) states that every child has unique characteristics, interests, abilities and learning needs, and therefore if the right to education is to mean anything education systems should be designed and educational programmes implemented to take into account the wide range of these characteristics and needs. Prinsloo (2001) argues that inclusive education is the greatest degree of match or fit between individual learners' requirements and the provision made for them. The recognition that education is a fundamental right and therefore needs to be freely available to all learners underpins the notion that the education system should provide for and sustain such learning for all learners (Republic of South Africa Constitution, Act 108 of 1996, sec.29:1). Inclusive education is a process whereby the school systems, strategic plans, and policies adapt and change to include teaching strategies for a wider range of children and their families.

UNESCO (2005) defines inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education, focusing on those who, due to differing reasons, are excluded or at risk of being marginalized. UNESCO (2005) further states that, even though both education for all and inclusive education are intended to ensure access to education, inclusion involves access to high-quality education without discrimination of any kind, whether within or outside the school system.

According to Gine ,Sampson ,Lusard & Mitchell (2009), four key elements have tended to feature strongly in the different definitions, and are recommended to those in any education system who are intending to review their own working definition:

- 1) Inclusion is a process, seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live *with* difference and *from* difference. In this way differences come to be seen more positively as a stimulus for fostering learning amongst children and adults.
- 2) Inclusion is concerned with the identification and removal of barriers, and consequently involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.
- 3) Inclusion is about the presence, participation and achievement of all students. Here ‘presence’ is concerned with where children are educated, and how reliably and punctually they attend. Participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results.
- 4) Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement within the education system.

In conclusion, there is no single definition that is completely right or wrong. At times it is helpful to combine elements of the different definitions to best suit one’s needs.

2.3 IDENTIFICATION OF LEARNERS WITH BARRIERS TO LEARNING

In this context, Dutoit (2004:179) defines ‘identification’ as the process of recognising certain characteristics in children which may indicate the presence of a problem or problems. According to Nel (2011), learners with barriers to learning refers to a group of learners with physical, sensory, intellectual or various barriers requiring

specialised apparatus or teaching support in order to give them access to the curriculum and to allow them to participate effectively in the learning process. The process of identification is one of the teachers' tasks and it is very important for them to identify the learners early, and this also increases the possibility of rectifying or improving the situation. For Dutoit (2004:180), identification issues have been a difficult topic since the origins of the concept of learning difficulties. The heart of the construct, however, has been the notion of 'unexpected underachievement'. The person with learning difficulties has been conceptualised as a person who is unable to learn adequately under circumstances that should support positive outcomes. Thus, learning difficulties have been traditionally identified with a person who underachieves despite an absence of other conditions associated with it.

The UNISA reader for MEDSNIA- *Quality Education for All* (2008:11) states that all barriers to learning should be addressed in the classrooms and schools. It further states that disability on its own can be regarded as a barrier to learning, whether visual, auditory, oral, cognitive, physical, medical or psychological. I argue that learners who experience barriers to learning as a result of disability should be welcomed in an ordinary school environment provided the necessary support is in place for them to reach their full potential.

Dutoit(2004) suggests observation as the basic skill which teachers should master in order to identify learners with barriers to learning successfully. They define observation as the process of deliberately observing and listening to a learner in order to gain more information on possible barriers to learning. Salvia and Ysseldyke (1995:98) state that teachers should have no preconceived ideas when they begin to observe and describe any behaviour which comes to their attention. By closely observing children's conduct in the classroom, on the sports field, during other extramural activities and on informal occasions such as school functions, one can determine whether their conduct is indicative of any deviant behaviour. For Dutoit (2004:185), it is also important to observe learners in the learning situation.

2.3.1 Characteristics of learners with learning and behavioural problems

A learner who has a barrier to learning can be identified by the teacher through close observation and the barriers are both intrinsic and extrinsic As the teacher closely

observes the behaviour or conduct of the learner, both in class and outside class during extra mural activities, and how the learner does his or her academic work and socialises with other learners. From these, the teacher can tell if the learner has a deviant behaviour. Salvia and Ysseldyk (1995:198) state that teachers should have no preconceived ideas when they begin to observe and describe behaviour which comes to their attention. Learners with physical disabilities do not even need close observation since their barriers are visible.

Dutoit (1997:185) suggests the following as indicators of learning and behavioural problems:

- Homework which is either incomplete or not done at all
- Written assignments that are of poor quality and invariably submitted late
- Books that are habitually lost or left at home
- Fearfulness
- A lack of friends
- A preference for remaining in the classroom during break (recesses)
- A sudden change in physical appearance
- Drowsiness and lack of interest in the lesson presentation.

Marshall (2004:16) lists common characteristics that may be a sign of dyslexia:

- Delayed speech development
- Difficulty with behaviour or learning
- Difficulty remembering and following directions
- Extremely low tolerance for frustration
- Unusual speech pattern such as frequent stammering or hesitation
- Confusing words signifying direction in space or time.

Weeks (2000:17-21) describes the various barriers to successful learning as:

- Permanent shortcomings in a person's make-up. These shortcomings include:

Sensory disabilities which occur if one of the five senses is affected, that is, sense of sight, smell, taste, hearing and sense of touch. A physical disability is when a person's external physical functioning is affected, for example, a person can have a crippled arm. Intellectual disability renders the affected person less capable than the average

and as a result he or she finds it more difficult to comprehend and to learn. In the case of multiple disabilities, the person suffers more than one disability.

- Developmental problems

These could manifest as a total delay in all or most of the developmental areas, for instance, when a child's development does not correspond more or less with that of other children in the same age group or not being school ready at the accepted age for new candidates. Another example can be of a two year old who cannot even say a few words.

- Learning problems

Learners are said to have learning problems when they find it difficult to master learning tasks which other learners in class can master. The learning is such that learners have many challenges, more especially when teachers do not support them. For their learning to be effective they need much support and patience from their teachers. The teacher has to identify that the learner has learning problems then support the learner in a way that suits that learner. According to Weeks (2000:17-21) the concept 'disadvantaged learners' refers to those learners whose education has fallen behind as a result of social, economic or political circumstances.

- Circumstantial problems

These could prevent learners from having a fair chance to make a success of their school career. One example of socio-economic status can be a learner who is a victim of HIV/AIDS. Such learners come from child-headed families or are themselves heading the family. Due to these problems, the learner is disadvantaged and cannot learn effectively even if that learner has the potential to learn. Some learners are low achieving learners, no matter how hard they do not succeed.

It can be stated here that once the learner has shown signs of learning barriers it is important to carry out an assessment as a way towards addressing them.

2.4 STRATEGIES FOR IMPLEMENTING INCLUSIVE EDUCATION

Piulik, Bentel & Jose (2010: 65) state that the examination of school climates and cultures for promoting inclusive efforts within schools should include those elements considered as appropriate models for inclusive practice. Successful inclusive school

climate depends on the attitudes and actions of the principal, a supportive school community and shared values and language. Teachers are observed to be integral to the implementation of inclusive education (Haskell, 2000:134), and research indicates that teachers are the key to the success of inclusionary programmes (Cant, 1994:54).

Teacher training in these areas improves participation and accommodation efforts as well as teacher confidence. Smith (2010:34) states that teachers, administrators and other stakeholders need to adjust structures and school curricula to make them more favourable for special needs children's learning process. In addition, teachers need to desist from stereotyping as this stems from ignorance and impedes the process of inclusion. Whilst teachers may try their best to implement some of the strategies, if they lack support from the administrators and other stakeholders then can achieve little. There are certain skills and types of knowledge that will help teachers teach children with special needs (Reynolds & Fletcher, 2007:346). Motshekga (2010:2) argues that without a new mind set and the right support systems in place, inclusive education will remain no more than an ideal. Thus, one of the responsibilities of the DoE is to successfully change the character of schools and ensure the implementation of inclusive education.

The Swaziland National census of 2007 indicates that the number of people living with disabilities is now 17% of the total population compared to 3% in 1997. Amongst a number of policies introduced to increase access to education was the introduction of free primary education (FPE) in 2010, from Grades 1 to 5 and, subsequently to be rolled out to all primary school grades by 2015 as an 'education for all' plan of action. Policies on inclusive education in Swaziland are however generally still at the draft stage, with the 2008 draft inclusive Education policy being the latest. The Constitution of the kingdom of Swaziland (2005) clearly indicates that all children have a right to education, but from the evidence presented above it will take time before the Ministry of Education devises strategies for effective implementation of inclusive education. I argue that the absence of policies is delaying the implementation and, in the process, many learners are classified as 'underachievers' in school.

Large class size is an obstacle to the implementation of inclusive education (Agran, Alper, & Wehmeyer, 2002), whereas consistency of class size has allowed Italian teachers to be more supportive of inclusive education (Cornoldi, Sruggs 1998). The

number of learners in the classes therefore has to be monitored. Also of importance, teachers believe, is the support of the principal and other school leaders in order for them to implement inclusive practices (Daane, Cook & Bennet 2000; Hammond & Ingalls, 2003). Operti (2009) argues that inclusion involves changes and modification in content, approaches and strategies. Results from a study conducted by Engelbrecht, Oswald, Swart & Eloff (2003:306) confirmed lack of support services and indicated that teachers were in need of effective non-stop support service in an inclusive classroom and school. Cameron (2004) recommends that university-based teacher education programme insist that all teacher candidates meet basic competency standards on inclusive practices in order to graduate. They can thus fit into inclusive classrooms. Teachers are described in South Africa's Education White Paper 6 (DoE, 2001:18) as the key resource for achieving the goal of an inclusive education and training system. Reid (2010) states that a fully inclusive educational setting necessitates planning, trained teachers and other support staff. It can be argued therefore that quality and definition of service delivery is vital to the training and skills of teachers. Landsberg (2005:61) quotes Scruggs and Mastropieri in stating that for inclusive teaching to work, teachers need logical and intensive training, either as part of initial training or as a well-planned in-service training by competent and knowledgeable people.

As key to successful implementation of an inclusive system, educators will need time, on-going support and in-service training, thus, change requires a long-term obligation to professional development (Swart, Engelbrecht, Eloff & Pettepher 2002:175). Prinsloo (2001:345) refers to the National Committee on Education Support Service document (DoE, 1997:12-19), wherein it is stated that the absence of on-going in-service training programmes leads to anxieties, uncertainties, low self-esteem and lack of innovative practices, which in turn impact on the attitudes of teachers. Avramidis (2010) argues that the majority of teachers not participating in inclusive programmes have strong negative feelings about inclusion and feel that the decision makers are out of touch with classroom realities. This, they feel, was due to inclusion having been effected in an ad hoc manner, without due regard to teachers' instructional expertise. Since teachers are in the classroom they must be involved in the introduction of inclusive education. They have distinct attitudes, differences and capabilities and may resist the notion of inclusion if forced upon them. Swart (2002) argue that many

teachers are competent but because of lack of understanding of inclusive education many fail to understand its essence. One cannot implement something about which one is ignorant.

James (2000) states that staff members need to have access to three major phases of professional development: initial training, professional induction, and in-service and post-service training. For many teachers, however, the content of the training remains abstract and unrelated to the nature of the teaching job and the conditions in which they work. For Cameron (2004), universities have a key role to play in diffusing knowledge about current research on inclusive education, translating the research and other knowledge into readily accessible language and formats for practical use in schools and classrooms. Inclusive initial teacher education requires methods that are themselves inclusive. Nel (2007) states that the demands on the teaching profession are evolving rapidly, requiring teachers to reflect on their own learning requirements in the context of their particular school environment and to take greater responsibility for their lifelong learning. Avramidis (2010) concurs with Nel, stating that without a coherent plan for teacher training in educational needs of children with Special Education Needs (SEN), attempts to include them in the mainstream will be difficult. On a different note, Nguyet and Thula(2010) suggests that countries with a long-term goal of implementing inclusive education should ideally have it as a compulsory subject for all teacher candidates and make it an integral part of teacher training curriculum. They add that teachers must be required to upgrade their professional skills on a regular basis so as to enhance their teaching performance.

It is evident then that lifelong teacher training is crucial for the successful implementation of inclusive education as teachers feel themselves inadequate in person and in training to deal with so much diversity amongst the large number of learners in their classrooms. They suffer a lack of self-respect and self-assurance because of the labels of laziness and untrustworthiness that are attached to them (Sethosa, 2001:169-192; Weeks, 2000:258-259).

The primary condition for successful inclusion of students with special needs in the regular classroom is a change from negative to positive attitudes of regular school teachers towards learners with special needs and their inclusion in the regular classroom. It is believed that by addressing reasons for negative attitudes to inclusive education among teachers and by supplying well-planned training that considers the

attitude constructs relating to inclusive education, as well as the necessary support needs of teachers, positive attitudes could be established and maintained. This is necessary to ensure the success of implementation in any school, as is continuous support and assistance to teachers by others (Talmor ,Voss &Frank 2005:216). UNESCO (2005) argues that inclusive education is a never-ending process as it implies a profound change in the education systems and the school culture. The educational institutions should constantly review their values, organisation and educational practices so as to identify and minimise the barriers encountered by students who participate and succeed in learning, seeking more appropriate strategies to respond to diversity and learn from differences. Inclusion also requires an increase in the investments on education and the equitable allocation of the human, material, technological and financial resources, considering the cost of providing quality education to different people.

UNESCO (2004) suggests the following strategies that can help in the implementation of inclusive education:

- Identifying support available in the school
- Identifying support available in the vicinity around the school
- Identifying barriers to learning in class
- Identifying barriers to learning in the broader school environment.

2.5 SUPPORT FOR TEACHERS IN IMPLEMENTING INCLUSIVE EDUCATION

Reid (2010) states that a fully inclusive educational setting necessitates planning, trained teachers and other support staff. Inclusive classrooms and the elevated expectations for all students have a profound impact on pre-service teacher preparation (Michael&Reid2010). Reynolds and Fletcher (2007:346) argue that teachers need certain skills and knowledge that will help them teach children with special needs, so they need to know what they should do in order to enhance the learning process. Teachers maintain that, if the aim of inclusive education is to be successful, support systems must be available. If teachers attend regular workshops, read journals, books and other sources and the technological advancement available in the field of special education they can familiarise themselves with it and this will go a

long way in stimulating the learning process (Smith, 2010). Moreover, Smith (2010) explains that teachers can also help students with special needs adapt to the mainstream classroom environment through equipping themselves with necessary technology available. Muthukrishna (2002:16) maintains that if support systems in school were to focus on supporting teachers instead of addressing barriers to learning and development the learners would benefit.

The quality of an education system cannot exceed the quality of its teachers. Studies by Sanders and Horn (1998) and Bailleul ,Payne&Melane (2008) have found that the quality of the teachers contributes more to learners' achievement. The need for high quality teachers prepared to meet the needs of all learners becomes evident in providing not only equal opportunities for all but also education for an inclusive society. Cardona (2009:35) notes that focus on initial teacher education would provide the best means to create a new generation of teachers who will safeguard the successful implementation of inclusive policies and practices. Teachers need to be assured of their ability and the knowledge and skills in inclusive education to meet the challenges that they will meet in the present school climate. Carroll &Forlin. (2003) state that teachers should be equipped with the skills to develop compassion and treat all students as individuals, whilst teachers should understand that theory and practice are not contradictory. Researchers note that teachers may resist inclusive practices on account of inadequate training (Gickling & Theobald, 1975; Heiman, 2001; Hines & Johnston, 1996; Minke, Bear, Deemer, & Griffin, 1996).

Quality teacher training for inclusive education is central to fostering a broadened concept of it, and teachers must be recognised as co-developers of the curricula. Opetti (2009) states that teachers should be equipped with the appropriate skills and materials to teach diverse students and meet the diverse needs of all different categories of learners. Moreover, there is a need to develop a common sense of purpose amongst teachers which may require a paradigm shift in their mind set about schools and their pedagogies, re-examining the practice to make them more tolerable, flexible and responsive. Faller (2006:05) writes of insufficient training of teachers, claiming that universities are ill-equipped to provide acceptable teacher training programmes for all school stages.

According to Avramidis (2002), teachers tend to have a negative attitude towards inclusion, probably due to limited or no training for teachers to acquire competence.

He continues that the knowledge about children with Special Education Needs (SEN) gained through formal studies during pre- and in-service training is considered an important factor in improving teachers' attitudes towards the implementation of inclusive education. (Swart 2002:178) states that the attitudes towards learners with barriers to learning contribute towards ineffective implementation of inclusive education in classrooms. Swart et al, 2002:17 further highlights as negative attitudes towards inclusive education the inadequate knowledge, skills and training of teachers. Heiman (2001:46) believes that systematic training and intensive preparation would improve teachers' attitudes to inclusion. Teachers who have not undertaken training regarding the inclusion of students with disabilities may exhibit negative attitudes toward such inclusion (Van Reusen,Shoho&Barker 2001), while increased training is associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd, & Sedbrook, 2002; Powers, 2002; Van Reusen,Shoho&Barker 2001) .Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion (Kuester, 2000; Powers, 2002). Introductory courses offered through teacher preparation programmes may sometimes be inadequate in preparing the general educator for successful inclusion (Beattie Anderson&Antonak1997).

Lomofsky (in Engelbrecht 2003:07) write that international research suggests teachers with little experience of learners with disabilities are likely to have a negative attitude. However, Lomofsky(in Engelbrecht 2003:07) adds that findings also indicate that practice tends to change attitudes. Avramidis (2010) states that support from specialists is an important factor in shaping positive teacher attitudes to inclusion. Cook (2004:317) concurs with Avramidis, claiming it is possible that the combined effect between variables such as resources, parental support, larger budgets and greater availability of special service personnel would contribute to improved attitudes in teachers.

James (2000) states that teachers in most developing countries have little or no access to post-experience training or professional support, leading to low professional morale. Strategies for developing an inclusive system of support have to include a focus on collaborative support, for example the development of School-Based Support Teams (SBST) the establishment of district support teams, employment of educational psychologists and school counsellors, and building of special schools as

resource centres. South Africa's Education White Paper 6 on inclusive education (DoE, 2001) encourages the involvement of all support professionals to increase their involvement in multiple areas and levels of support, for example, at district and school levels. These include primary, secondary and tertiary efforts, specific direct and indirect interventions, facilitating change, individual and group counselling and crisis intervention and lifespan development.

There is therefore a need for teachers to be supported in revision of their thinking in order to overcome their own prejudice about excluded learners in general and learners with impairment in particular. Nel (2002), in his paper argues that teachers need to have a common goal, conceptual framework and language, as well as a set of instructional and technical skills to work with the diverse needs of learners. Nel (2000) further argues that teachers need training, as most are unfamiliar with how to support learners with barriers to learning and are thus unable to respond appropriately to the diverse needs of inclusive education. Teachers then need reorientation, support and training to help in a shift of mind set as mentioned in the previous section. Engelbrecht (2000) argues that teachers in the mainstream see inclusive education as being foisted upon them, and thus have a number of concerns. Eraclides & Archia (2008) suggest that teachers have little, if any, formal training in dealing with disability; they base their practice on whatever teaching experiences they previously had, the support of fellow teachers, and the assistance of the Disability Liaison Unit, hence the need to equip them.

The support programmes need to respond effectively to the demands of an inclusive educational system and in particular the needs of the teachers who will be directly involved in the day-to-day implementation (Nel, 2000). The European Agency for Development in Special Needs (2010) recommends that teachers have access to effective early career support programmes at the start of their career. It is further argued that there is yet another need for initial teacher training to improve the balance between theory and practise and to present teaching as problem-solving or research in action. Cameron (2004) argues that when teachers have classroom support, leadership and support from their school administrators and the broader education system, an inclusive approach to quality education for all learners can take root in regular classrooms.

For Cameron (2004), in order to support teachers, provincial and territorial governments need to develop a legislative framework for education with a coherent focus on the inclusion of all learners in regular classroom. The DoE can ensure the provision of in-service training and professional development, encourage and recognise teachers' efforts for undertaking professional development, reward their professional development efforts, and develop a model of teachers as lifelong learners. It should also disseminate practical guidelines for the implementation of inclusive education and make available best practice documents, funds and resources. Cameron (2004) adds that other professionals, such as social workers, psychologists, speech and language specialists, public health nurses and personal support workers can collaborate with teachers, administrators and others who are involved in the lives of young people who may be facing complex challenges.

According to Nguyet (2010), in some countries teachers are supported by a network of inclusive education co-ordinators or specialist teachers whose only job is to provide special support to classroom teachers. In some schools there are key teachers who are selected based on their overall competence and interest in inclusive education. These key teachers gain additional training to provide strong technical support to teachers regarding inclusive education. Nel (2011) states that support teams are introduced in schools and, as part of their task, are required to help find solutions and approaches to problems, develop multilevel teaching in the classroom, provide training and support of teachers and develop a policy regarding the diversity of the school community. I argue that inclusion requires collaboration, as even the teachers themselves can support each other through teachers' associations and become involved in actualising the full potential of learners.

Special schools, with their skilled and experienced staff, have to offer assistance and support to the teaching staff in mainstream schools. Teachers need to be trained in pre- and in-service programmes to focus on the strengths of learners and to regard the different cultural and ethnic backgrounds of learners as having the potential to stimulate a richer learning environment. The teachers' lack of the necessary knowledge, skills and expertise to understand and assist these learners causes frustration, de-motivation and serious feelings of inadequacy, thus disrupting effective teaching and successful learning (Nissen, 2000; Sethosa, 2001; Silberg & Kluft, 1998; Walker, Colver & Ramsey, 1995). Research has shown a correlation between positive

attitudes of teachers to the mainstreaming of learners with special needs and the support they receive from management, as well as other more technical variables. These variables include having more resources, smaller classes, more time available to design special teaching materials, and opportunities for personal development gained from further learning ,Talmor, Reiter & Feigin, (2005:116). Teachers acquire increased competence as a result of training in the field of inclusive education (Avramidis & Norwich 2000). Hopkins, Cohn, Campbell and Matais (1994:93) found that class helpers can work very effectively, lessening teachers' workloads, supporting them in mainstream classrooms, and helping learners experiencing barriers to learning.

Eraclides & Archia (2000) states that teachers require information about how to teach students with different disabilities on an as-needed basis. Whether this involves training, documentation, best practice examples, liaison with an educational expert, or factsheets about different disabilities, it has to be timely and presented in a usable format. Inclusion also entails support systems which collaborate with teachers in addressing learner's diversity, paying special attention to those who need it most in order to optimise their development and improve their learning. This support implies all the resources to complement or reinforce the pedagogical activity of teachers, additional teachers, students who support students, families, specialised teachers, as well as professionals from other sectors. The DoE (2009:11) underscores this in its statement that there should be an internal support team within the institution itself and that this team should be responsible for liaising with the District Support Teams(DST) as well as other support systems involved at the school.

2.6. Theoretical frameworks

Bronfenbrenner (1990) defines ecological systems theory as useful for looking at a child's development within the context of the system of relationships that form his or her environment. It contains four complex layers of environment, each having an effect on the child's development. The microsystem is the family, classroom or the system in the immediate environment in which a person is living. The mesosystem is another layer and may comprise two microsystems interacting, such as the connection between the child's home and school, or teachers and community. The exosystem is the environment in which an individual is indirectly involved and is external to his or her experience, albeit still having an impact on it. Finally the macrosystem is the

larger cultural context. The exosystem in this study is considered to be society, in which the learners' education influences behaviour and conduct. If they do not benefit from the teaching and learning they may be 'misfits', or society will have uneducated children because the teachers lacked support in implementing inclusive education. The macrosystem comprises cultural values, which relating to the exosystem means that if the learners do not learn there will be a decline in societal values, coupled with poverty and a high crime rate, since education is a key to a better life and opportunities to make an honest living .Santrock(2007) explains the chronosystem as the patterning of environmental events and transitions over the life course ,as well as the sociohistorical circumstances. For example, if a learner has a problem back home that problem will be a barrier to her learning but as the years go by, the learner will adapt .

I used Bronfenbrenner's theory as a framework for the study because it is appropriate for understanding how various systems affect each other. For instance, the learner does not learn if the teacher lacks the necessary support in implementing inclusive education. The individual is not a passive recipient in these settings but someone who helps construct them. The learners will drop out of school if it does not benefit them, and resort to crime and drugs. On the other hand, teachers who lack support in the implementation of inclusive education have difficulty teaching effectively in class. Having paid, parents expect their children to progress in school, and failure to do so will result in the community having difficulty developing a positive relationship with the teachers (ALL MY KIDS.COM, 2011/09/02).

2.7. CHAPTER SUMMARY

This chapter has suggested that teachers need training so that they can implement inclusive education .The training has to be on-going and teachers also need to be trained on how to identify the learners with learning and behavioural problems ,both intrinsic and extrinsic.

Teacher support in the various ways discussed in this chapter can benefit the teachers and make them enjoy teaching learners with diverse educational needs. Teachers need to be supported, not only for their benefit but for the benefit of the learners themselves as they do not feel comfortable teaching if they are not sure of how to teach effectively and it does not make them any proud when the learners drop out of school

on their account. So in sum teachers do need the support, which should not be optional but imperative for the self-esteem and the learners as well.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter will focus on the research design, the sample and sampling procedures, data collection instruments, ethical considerations, the reliability and validity of methods of research, as well as the procedure for analysis of data.

3.2. RESEARCH DESIGN

Leedy (2005) and Shajahan (2004:43) agree that research design is the specification of methods and the procedures for acquiring information needed to solve the central problem. I used a case study as the research design, defined by Wiersma (2000:207) as a detailed examination of the phenomenon. McMillan and Schumacher (2006:398) state that in a case study design data analysis focuses on one phenomenon which the researcher selects to understand in depth, regardless of the number of sites or participants of the study. The case study format was considered suitable because it focuses on the ways or strategies in which teachers in the school are supported to implement inclusive education in depth.

3.3. ETHICAL CONSIDERATIONS

Cooper et al. (2003:120) define ethics as standards that guide moral choices about behavior and relationships between the researcher and respondents. This research was conducted in an educational setting so it was necessary first to access the institution in which the research was to be conducted, and gain permission from potential participants before embarking on the task (Cohen et al., 2000). I went to Kwaluseni Central School to seek for permission to conduct my study and it was granted by the head teacher who then advised me to work closely with the deputy head teacher. I explained the purpose of the study to the school's administration and provided clarification where necessary. With their permission I asked the teachers to be

participants and explained what the study was about. After agreeing to be participants I asked them to sign consent forms, which they did after reading them.

The identities of respondents were concealed so as to ensure anonymity, confidentiality and privacy (McMillan & Schumacher, 2001:421). Pseudonyms were to be used when reporting the interviews and I explained to them the power that they had in the research (Wiermesa (2000:419). They were informed of the purpose of the study and the intended use of the data. To avoid offending them I was sensitive in the choice of words (vocabulary), since most associated inclusive education with physical disability and one was also physically challenged. With the participants' consent interviews were to be tape-recorded, and none objected. Nobody except me would have access to the recording, which was to be, and is, safely locked for a period of two years. The informed consent which is the central canon of research ethics offered the information to the participants about the nature and the purpose of the research, its risks and benefits (Anderson & Arsenault, 1998:18)

3.4. RESEARCH PARADIGM

Krauss (2005:759) defines a paradigm as the basic belief system or worldviews that guide an investigation. Many teachers in Swaziland believe that inclusive education is teaching learners with physical disability so this belief formed the basis for this research. A qualitative approach was used, which according to Creswell (2003:14) is useful in transforming socially constructed realities and qualities that are complex and indivisible into discrete variables. The task, therefore, is to attempt to describe, understand and interpret how various participants in a social setting construct the world around them (Merriam, 2002:29). Accordingly, I based this study on a qualitative design because it employs an inductive strategy, which is not based on predetermined or preconceived ideas but on perspectives that emerge from the data itself. Qualitative research aims at the development of perspectives and understanding, in this case how teachers are supported to implement inclusive education in order to meet the learning needs and styles of all learners.

Teachers' responses were in the form of words, suggesting ways in which they could be supported to implement inclusive education and how they are currently being supported to implement inclusive education. Participants were free to elaborate in

responding to the questions asked as they were open-ended, and they were not expected to answer 'yes' or 'no'. There was no manipulation as the research was conducted in a natural setting (Wiersma, 2000:201). William (1998) and Krauss (2005:765) write that many qualitative researchers believe that the best way to understand a phenomenon is to view it in context and the ability of qualitative data analysis to generate meaning makes it a unique and powerful tool for understanding even seemingly mundane experiences. My research was to investigate how teachers are currently supported to implement inclusive education in schools so a qualitative approach was considered appropriate.

I took advice from Creswell's (2003:8) claim that in following a qualitative approach the inquirer often makes knowledge claims based primarily on constructivist perspectives, that is, multiple meanings of individual experiences, both socially and historically constructed, with the aim of developing a theory or pattern. I obtained the views and perspectives of teachers as key participants on how they were being supported to implement inclusive education.

3.5. SAMPLING

A sample is a part of the population. There are different types of sampling methods, namely, random, systematic, stratified and purposeful. Purposeful sampling, which is selecting information-rich cases for study in depth, was used for this research. McMillan and Schumacher (2006:401) argue that purposeful sampling is done to increase the utility of information obtained from small samples. Moreover, the researcher did not have access to the entire group (Wiersma, 2000:285) but from the target population which comprised teachers from Kwaluseni Central Primary School. Purposive sampling was used because the respondents "are likely to be very knowledgeable and informative about the phenomena under question" (McMillan & Schumacher, 2001:401). Ten teachers were selected, five males and five females. Their age group ranged between, 30 and 45. These teachers were selected because they had all undergone training, their teaching experiences varied (some were fresh from college whilst others had been teaching for some time), and they represented all the grades in the school. This sample was larger than that suggested by Van Dalen (1979), for whom dealing with descriptive research requires 10% to 20% of the

population if it is to be representative and the larger the sample size the more representative it is.

3.6. DATA COLLECTION

Data collection was achieved through interviews which were constructed in line with the objectives and research question. The interviews, as Anderson (1990) asserts, is a form of communication between people for a specific purpose, far beyond a mere conversation. Best and Khan (2006:337) writes that the interview has a unique advantage in that, in areas where human motivation is revealed through actions, feelings and attitudes, it can be effective. In the hands of a skilful interviewer, a depth of response is possible that is unlikely to be achieved through any other means.

McMillan and Schumacher (1993:251-252, in Timba, 2000:26) classify interviews as structured, unstructured, informal, formal, focused, unfocussed and/or non-directive. I employed semi-structured interviews, wherein the researcher asks a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule (see Appendix B). The main advantage is that they provide uniform information, which in turn ensures the comparability of data (Kumar, 1999:109).

The questions were open-ended to allow the researcher to draw more elaborate information by asking further questions where necessary. The guide was not availed to the interviewees, but only helped to guide the researcher to collect relevant information. It also allowed the researcher to rephrase questions when responses sounded vague or unsatisfactory. This type of interview has the advantage of being objective, while permitting a more thorough and clearer understanding of the participants' opinions and feelings, as well as the reasons behind them. The interviews was chosen because it enabled the interviewees to feel comfortable and willing to give more in-depth information, and seek clarity on unclear or ambiguous questions (Cohen & Manion, 1994).

McMillan and Schumacher (2001:43) define in-depth interviews as a conversation with a goal. Teachers were interviewed individually for about an hour. There were ten interviews in total, and with the participants' permission they were tape-recorded. The interviews were not conducted in the classrooms but in venues preferable to the teachers and times suggested by them. Face-to-face interviews were conducted in the

participants' natural settings. The questions were semi-structured and open-ended so as to elicit the teachers' opinions as far as possible. Semi-structured interviews served as a guide to ensure consistency in the questions asked by the researcher.

Data was also collected through document analysis. McMillan and Schumacher (2001:50) states that documents are records of past events that are written or printed. Document analysis was used so as to get a picture of what is happening in this primary school in as far as inclusive education is concerned. The review of documents was non-interactive and the documents that were analysed were the school rules and regulations. From these, nothing was mentioned about inclusive education but just the school rules and regulations. The school report was also analysed and from it I got learners' marks per subject per term. The school has one report for all the grades. The assessment report has the school calendar and indicates if the learner has passed or failed, but it does not indicate how or why a learner passes, fails or is not promoted. The work of the learners, that is, class work, tests and examinations, were also analysed. From the learners' work I learned that the same piece of work is given to all the learners in the class. If the test or exam is listening comprehension, all the learners have to do it, even those with hearing loss. The learners' work does not accommodate those with barriers to learning, and there is no variation. From the learners' work I learned that the teachers taught the class in its totality, with no individual attention. These documents were helpful in that they gave a clear picture of inclusive education, that is, what is done, what needs to be done and what must be discarded or polished. Teachers' loopholes on inclusive education were identified from these documents.

3.7. DATA ANALYSIS

Data analysis entails the process of systematically finding and arranging the data collection instrument by the researcher in a way that he or she can clearly understand and be in a position to present it to others (Bogdan & Biklen, 1992). In qualitative research, the analysis process begins as soon as any data has been generated. Data collected through interviews was subjected to qualitative analysis. The approach was qualitative in the sense that the data collected took the form of interviews.

The teachers' responses to the interviews were recorded through their permission listened to several times so as to give up the maximum information. Pseudonyms were

used for all the teachers and their responses for all the questions were presented in a tabular form, that is, a table for each of the 11 questions. Teachers' responses to each question were not re-phrased but presented verbatim. The teachers' responses per question were grouped according to a common pattern. For instance, three teachers answered one question in a similar way, making a pattern, which then formed the third column in the table, as in the example below:

1. Were you taught about inclusive education whilst undergoing your training?

Table 4.2: Teachers' responses (pseudonyms used)

Teacher	Response	Patterns
Juliet	"No"	Teachers were never taught about inclusive education.
Innocentia	"No I was not but through advancement education with UNISA".	
Aaron	"No" "No but I asked people what inclusive means and then they told me".	
Duduzile	"No I was never taught but through undergoing studies at UNISA".	

Having done the above for all 11 questions I categorised the data according to the patterns I discerned, and entered them in the third column.

A table was also used to present the data, now with two columns, one column being the common patterns from the three column table, the other being categories from the patterns. There were 11 patterns and thus 11 categories, as in the example below:

Categories in the data

Table 4.13: Categories in relation to supporting teachers to implement inclusive education.

Patterns	Categories
Teaching learners who have different abilities.	Lack of clear or precise knowledge or understanding of what inclusive education is exactly.
Teaching learners with physical disabilities.	
Teaching learners with different	

capabilities from different environments. Teaching learners with different impairments.	
Teachers were never taught about inclusive education. Teachers were taught about inclusive education.	Lack of exposure or training on inclusive education whilst undergoing training.

From the 11 patterns, four categories of data emerged, resulting in the four themes that emerged from the data on supporting teachers to implement inclusive education, as in the example below:

Themes that emerged from the data indicating teachers support in the implementation of inclusive education.

Table 4:14: Themes on supporting teachers in the implementation of inclusive education.

Categories	Themes
Whilst most teachers think teachers can support one another, some don't think so.	Teachers can support one another in the implementation of inclusive education.
Teachers have different opinions on how they can be supported in the implementation of inclusive education.	Teachers can be supported so as to implement inclusive education.

Data derived from the interviews was presented and analysed descriptively and interpretively, at times verbatim. Analysis involved making inferences and interpretations of statements and summarising as opinions where necessary. As there was descriptive information from interviews it was organised in data reduction, in the form of coding (Wiermesa, 2000:203). Codes may take several forms, such as abbreviation of key words, coloured dots or numbers, decided by the researcher. After the specific categories emerged from the data I searched for patterns of thinking or behaviour, words or phrases that appeared with regularity and the words describing such phenomena, and placed them into the coding categories. This is the identification of passages of text (or other meaningful phenomena, such as parts of images) and applying labels to them that indicate they are examples of some thematic idea. At its

simplest, this labelling or coding process enables researchers quickly to retrieve and collect together all the text and other data that they have associated with some thematic idea so that they can be examined together and different cases compared in that respect.

The research aims and objectives influenced the particular coding system. Coding systems should capture the participants' perceptions about the phenomenon (De Vos, 2001:338). As categories and themes were developed and coding was underway, the researcher began the process of evaluating data for its usefulness and centrality, using the aims and objectives of the study as a guide. The researcher then engaged in critically challenging the apparent patterns to find possible links. Taylor (2003) argues that the analysis process involves getting to know the data and this requires reading and re-reading. Tape recordings were listened to several times and having understood the data focus was placed on the analysis. I organised the data by question to look across all participants and their answers in order to identify consistencies and differences from the same question. I coded the data by meaning, identifying themes, patterns, ideas, concepts or terminology, then organised the codes into coherent categories that brought meaning to the text. On the amount of data but this is the crux of qualitative analysis.

Kelle and Seidel (1995) write that codes are differentiated in two basic ways, as "objective, transparent representations of facts" or as heuristic tools to enable further investigation and discovery. At one level the codes act as collection points for significant data, at another as markers or pointers to the way to rationalise what is happening. At a third level they enable the researcher to continue to make discoveries about deeper realities in the data referenced by the codes.

Collecting the data had some challenges, one of which was that teachers were nervous and not relaxed during the interviews. Another was that of mother tongue interference, and I had to remind some to use English and so start afresh. Coincidentally, teachers embarked on a strike nationally, which was a challenge in that it was difficult for them to honour their appointments because they were attending marches and meetings. I had to be patient with them as I am also a teacher and I understood the situation. Although this exercise was tiresome I managed to complete it.

However, I could not get all the documents I was hoping to get from this school for the document analysis, only obtaining the school rules and regulations, the learners' continuous assessment of Grade 7 Mathematics and English, as well as the school's report. That the school did not have an inclusive policy was not surprising, since the entire Swazi nation does not have one, beyond the draft policies mentioned above. Even these are very difficult to access. However, the few documents that were obtained were analysed.

3.8. VALIDITY AND RELIABILITY

In qualitative research, validity or trustworthiness is achieved through dependability, credibility, transferability and confirmability. These will be dealt with in turn in this sub-section.

3.8.1. Dependability

Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. In addressing the issue of reliability, the positivist employs techniques to show that, if the work were repeated in a similar context, with similar methods and participants, similar results would be obtained Ruan (1991).Ruan (1991) further stresses the close ties between credibility and dependability, arguing that, in practice, a demonstration of the former goes some distance in ensuring the latter. This may be achieved through the use of an 'overlapping method', such as the focus group and individual interview. In this case I used interviews and document analysis to understand the strategies used to support teachers in implementing inclusive education.

3.8.2. Credibility

Firestone (1993) defines credibility as an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original responses. To achieve credibility I conducted in-depth interviews with the selected teachers who volunteered to be participants. Interviews allowed me to get as much information as possible since question were open-ended

and participants had to verbalise their experiences. I spent some time with the participants each week before and during the data collection so that I could build a rapport, and gain their trust and confidence. This is referred to as ‘prolonged engagement’, and is the amount of time the researcher spends with participants in collecting data (Polit & Hungler, 1993:254).

3.8.3 Transferability

Transferability is the degree to which the findings can apply to or be transferred beyond the limits of the project. Firestone (1993) is among those who suggest that it is the obligation of the investigator to ensure that sufficient contextual information about the fieldwork sites is provided to enable a reader to make such a transfer. Transferability depends on descriptive data, to allow for comparison by other researchers (Strydom, in De Vos et al., 2005:346). Creswell (2003:34), on the other hand, maintains that to ensure external validity, rich, thick and detailed description should be provided so that anyone interested will have a solid framework for comparison. To obtain transferability, I ensured that data was supported by sufficient evidence.

3.8.4. Confirmability

Confirmability is the extent to which findings of the research are free from bias (Lincoln & Guba, 1994:318). Here steps must be taken to help ensure as far as possible that the findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. Miles and Huberman (1994) consider that a key criterion for confirmability is the extent to which the researcher admits his or her own predispositions. Confirmability is a measure of how well the inquiry’s findings are supported by the data collected (Lincoln & Guba, 1985). I systematically collected data and properly recorded it, a process called an ‘audit trail’ (Lincoln & Guba, 319). I safely kept recorded interviews concerning supporting teachers to implement inclusive education.

3.9. CHAPTER SUMMARY

This chapter has described the design of the study, the population from which the sample was drawn as well as the sample size. The technique and instruments used in data collection were described. The strategies for analysing the obtained data were also described, as was the methods for assuring validity and reliability.

CHAPTER 4

FINDINGS

4.1. INTRODUCTION

This chapter presents the findings which are guided by the purpose of the study and research question. The aim of the study was to investigate how teachers are currently supported in implementing inclusive education. The data was collected using individual face-to-face interviews with teachers from Kwaluseni Central Primary School.

4.2 BACKGROUND INFORMATION

Ten teachers were interviewed; five males and five females, and all were permanent and qualified to teach in a primary school. Most were Primary Teachers Diploma holders (PTD) with one having a Bachelor of Education (BEd primary), two having honours degrees. All the names of the teachers who participated are known but have been replaced by pseudonyms.

Teacher's name	Gender	Age	Qualification	Teaching experience
Juliet	Female	40 +	Primary teacher diploma	15+
Innocentia	Female	30+	BEd primary	10+
Duduzile	Female	30+	Primary teachers diploma	10+
Sandzisiwe	Female	45+	Honours	20+
Tsandziwe	Female	30+	Honours	10+
Samson	Male	30+	Primary teachers diploma	5+
Nkhosikhona	Male	40+	BEd primary	15+
Phiwa	Male	30+	Primary teachers diploma	5+
Clement	Male	20+	Primary teachers diploma	5+
Aaron	Male	30+	Primary teachers diploma	10+

All teachers were interviewed in places most convenient to them and the interviews did not disturb the teaching and learning time as they were conducted after school hours. The few documents that were obtained will be analysed.

The data was analysed descriptively and interpretively. I organised the findings according to the research questions which helped to guide the analysis. The data obtained thus aimed at addressing the following questions:

- (a) How are teachers currently supported in implementing inclusive education in schools?
- (b) Which strategies can be put in place in order to support teachers in implementing inclusive education in schools?
- (c) How can teachers be best supported in implementing inclusive education in schools?

In answering these research questions the following instruments were used for data collection:

- Individual face-to-face interviews were administered to the teachers with the help of an interview guide that I was using. This guide was not given to the teachers but only used by the researcher. Through the interviews I found out the views and perceptions of the teachers towards inclusive education and how they were being supported in implementing it.
- Document analysis was carried out with the learners report, school rules and regulations, and continuous assessment class-work and tests.

4.3. PRESENTATION OF FINDINGS THROUGH THE RESEARCH QUESTIONS

Below are the research questions addressed and the data which was used to address them. (See attached appendix 1)

How are teachers currently supported in the implementation of inclusive education in schools?

This question was addressed by data obtained through the interviews.

Responses of interviews with the teachers

1. What do you know about inclusive education?

When asked this question, the teachers responded in the following way.

Table 4.1: Teachers' responses to the definition of inclusive education

Teacher	Response	Patterns
Juliet	"Okay, inclusive education eh! is when in class you have to teach learners mm have different abilities and many difficulties, learning difficulties."	Teaching learners who have different abilities
Innocentia	Laughs "Inclusive education according to my understanding is a discipline which accommodates different learners with different capabilities in class."	
Duduzile	"Inclusive education ah caters for the needs of all learners irrespective of their abilities, they are normal or mentally eh! disturbed or difficulty or learning difficulty."	
Sandzisiwe	"Nothing! Inclusive education I believe it's what! what! is what, its being aware of children who have problems academically."	
Tsandziwe	"Alright, inclusive education involves bringing together pupils in one class of different physical differences, say they are disabled in different ways, bring them together with those that are normal in one class."	Teaching learners with physical disabilities
Samson	"Eh! iya o-.k maybe the term inclusive education, what I can say is the cluster or bringing of kids from different environment so that all these kids may end up what, they end up knowing better about education is not necessarily trying to put them according to their capabilities it's just a cluster of kids from different environments."	Teaching learners with different capabilities
Nkhosikhona	"Inclusive education I can say that it is education where-by we include all situations that are found in the school, whether you are physically disabled you are included, whether you are a slow learner you are included, whether you are a fast learner you are included in the education. There is no discrimination of	Teaching learners with different impairments

	learners.”	
Phiwa	“Inclusive education is all about bringing all the children with different impairments and teaching them under one class.”	Teaching learners with different impairments.
Clement	“Eh! Inclusive education is that children are supposed to learn together irrespective of who they are and what capabilities they have. They have to be grouped together and given instruction together.”	Accommodating every learner or including every learner in one’s teaching
Aaron	“It is the type of education where you include all the pupils that have been given to you whether they have disabilities like they don’t talk properly or they have background problems like the child lost parents or the problem of substance abuse or they need counselling. So as you teach you don’t have to discriminate them.”	Accommodating or including all learners

2. Were you taught about inclusive education whilst undergoing your training?

Table 4.2: Teachers’ responses

Teacher	Response	Patterns
Juliet	“ No”	Teachers were never taught about inclusive education.
Innocentia	“No I was not but through advancement education with UNISA”.	
Aaron	“No” “No but I asked people what inclusive means and then they told me”.	
Duduzile	”No I was never taught but through undergoing studies at UNISA”.	
Nkhosikhona	“No I was not taught about this but the little I know I got it from some teachers here who have attended workshops on inclusive education.”	
Sandzisiwe	”No.” but I got little knowledge about inclusive education from some teachers who have undergone training on inclusive education.”	
Tsandziwe	“Initially it was not a broad thing it was something that was done occasionally, it was not included in the syllabus but teachers use to give us highlights on this problem of disabilities with these learners who are eager to also learn.”	

Clement	“No not really being taught. It was just a discussion topic in my education class at the university of Swaziland.”	
Samson	“Not at all.”	
Phiwa	“Yes I was taught about inclusive education.”	Teacher was taught about inclusive education.

3. Explain why you think inclusive education is included in the education system of Swaziland. Cite examples from your classroom.

Table 4.3: Teachers responses

Teacher	Response	Patterns
Juliet	“No, but I think it should be included because we come across such in class, such problems for instance, in my class there is a child that can’t eh! write, hear, he is mentally disturbed.”	No, it is not included
Innocentia	“No, but it has been viewed that it is important to accommodate learners with different abilities in class so that every learner is accommodated but they are not due to large numbers in class. In my class for instance I have a lot of such learners some can’t hear properly and some are sick as in HIV positive and that contributes”.	
Duduzile	“No it is not yet included because our Government the ministry of education is Well enlightened yet on inclusive education. They know that special education caters for those learners that are disabled and mentally disturbed. According to them inclusive education is for physically disabled learners only. In my class for instance I have slow learners, those who need to be grouped according to their educational needs.	
Sandzisiwe	“I think it has been included now but before it wasn’t because it was the teacher who was responsible of sorting problems in her class but now in some schools learners with special needs are catered for. In my class there are learners who have problems like being slow in catching up what is taught in class so you have to take things slowly with that pupil coz he grasp slowly.”	
Tsandziwe	“Mm! no, not that much, we have one or two that I have identified in my classroom, one has a hearing problem and the other one has a sight problem, the way he looked at me I could tell that he has a sight problem.”	

Samson	No. Ya, there are some, em like in our case, we have four streams maybe there are cases in the other classes but they are very few. In our school there are few learners who have such cases maybe in grade one or two. With the higher grades once they Notice that they have problems they drop out of school.”	
Nkosikhona	Yes we do have inclusive education it’s Just that we are lacking people who are trained on inclusive education. For example, a learner who has problems back home, the teacher has to scrutinise those problems but because we lack the knowledge on inclusive education We end up ignoring the child to suffer on her own.”	
Clement	“Not really. Even if it is there, it is just a drop In the ocean. Yes we do we do have them, It’s just that it’s not clear, they come bit by bit and you can’t say here they are.”	
Phiwa	“Em! Yes, it is there. Some children have a hearing problem, some have a learning difficulties.”	Yes, it is included.

4. Describe the difficulties that you face in class as a result of inclusive education.

Table 4.4: Teachers’ responses

Teacher	Response	Patterns
Juliet	“Ya eh I find that in my class I have to delay eh! I have to be slow so that I try to teach him and try to make him understand everything. Even though I try ah! he does not capture everything and that makes the other students in my class to complain ah! This one.”	Classes are too big
Innocentia	“I’m unable to accommodate all of them because of the numbers, I cannot also because of time, the time we are given in class is little we need extra time to accommodate these learners. Moreover these learners who are sick do not concentrate in class.”	Time is not enough.
Tsandziwe	“Yah I think somehow there was some difficulties like I said already that if I was not exposed to such a situation even if it was not broad at college, I would not be able to cope.”	Lack of exposure on inclusive education
Duduzile	“In my class I don’t have any difficulties with these learners because I identify them early in the year, say January February and then try to help those.”	I don’t have any difficulty.

Phiwa	“Eh in such schools I think we are failing to work properly as far as this is concerned. It gives us a lot of problems, for instance if you have a large number of students in class we fail to take care of these learners with learning disabilities, my class has sixty pupils.”	The numbers are too big.
Nkhosikhona	Ey! it becomes difficult to to to teach because sometimes you end up beating the child not knowing thinking the child will change yet you are not solving the problem of the child.”	Lack of knowledge on inclusive education.
Aaron	“ You have to reprimand them time and again and talk to the whole class about the importance of looking ahead in life and forging towards a better future despite having difficult conditions in the present time and that consumes your teaching time. You find that you lag behind in the syllabus then you have to be a bit faster yet in that way the slow learners are left behind. Government wants teachers to cover the syllabus whether learners understood or not in a given time and it is a school requirement.”	Time - consuming, syllabus.

5. In your opinion, who should implement inclusive education and why?

Table 4.5: Teachers’ responses

Teacher	Response	Patterns
Teacher Juliet	“I think our government should do something about this inclusive education because teachers like myself in my college I was not taught about inclusive education and now in class it’s so difficult to accommodate everyone because of the child who has this problem.”	Government
Teacher Duduzile	“The government has to employ teachers who are trained on inclusive education, actually, the government has to train all the teachers on inclusive education because the problems are there in the classes. New teachers must be trained at tertiary level and those teachers already teaching must get in service training then teachers can be in a position to implement inclusive education.”	Government must first provide training and teachers must implement.
Teacher Sandzisiwe	“Government has to play her part in implementing it at tertiary level and also the teacher in the class must implement inclusive education to help these children because we are not teaching these children to go to the	

	next class but we are teaching them to know and can be able to use this information in the next grade, so, the teacher is responsible too she has to play her part in implementing inclusive education”.	
Teacher Nkosikhona	“Yes it must start with the ministry of education by educating these teachers and then at schools, the principals must be supportive of inclusive education, okay, principals must from time to time have conversation with teachers and find out how they are doing in class and find out if teachers are coping with the problems they face in class.”	
Teacher Phiwa	”The ministry of education should train teachers and make more classes where these pupils will be taught because in a class where we have normal and pupils with eh !eh! difficulties it’s not easy because some are fast in learning, some are too slow. I think the ministry must have special teachers and more classes to teach these learners.”	
Teacher Clement	“Really I think it should start with the government then move down to all the stakeholders in the teaching fraternity.”	
Teacher Aaron	”It the government, they must train all the teachers who go to the various classes in the whole country”.	
Teacher Innocentia	“ Teachers themselves have to implement inclusive education because they are in class where the learners are found”.	
Teacher Tsandziwe	“I am not sure whether the government or the teacher.”	Teachers must implement.
Teacher Samson	“I would say that all the relevant stakeholders must be involved in the implementation of inclusive education, parents as well if only we could be work shopped to have that little knowledge on inclusive education”	All stakeholders must be involved in the implementation.

6. What kind of support system do you have as a teacher, for example, speech-language therapist, psychologist, occupational therapist, etcetera?

Table 4.6: Teachers’ responses

Teacher	Response	Patterns
Juliet	"There is no one who supports us"	There is no support at all
Innocentia	"No, so far we don't have."	
Duduzile	"No we don't have at the moment."	
Sandzisiwe	"No there is none".	
Tsandziwe	"I would be telling a lie, I would be telling a lie there is none".	
Samson	"Ah in our case there is none, there is none."	
Nkhosikhona	"Ey! So far there is no support it's just that you have to do your work as a trained teacher but there is no support."	
Phiwa	"We don't have any support".	
Clement	"No support at all".	
Aaron	"Ah! personally I don't have any other help"	

7. Is the support that you get effective?

Table 4.7: Teachers' responses

Teacher	Response	Patterns
Juliet	"No support"	Teachers are not supported
Innocentia	"No not yet"	
Duduzile	"There is none at all if I need support I have to go to the relevant people to help me, like therapist and psychologist then I come and help my learners."	
Sandzisiwe	"There is no support, government is doing nothing about it maybe as times goes on something will be done."	
Tsandziwe	"Hey! I would say there is none again."	
Samson	"No support at all maybe if it can start from the top, our principal must be well versed on inclusive education".	
Nkhosikhona	"I do not get any support".	
Phiwa	"There is no support at all."	
Aaron	"There is no support".	
Clement	"There is no support".	

8. What role is the ministry of education playing towards supporting teachers in the implementation of inclusive education?

Table 4.8: Teachers' responses

Teacher	Response	Patterns
Juliet	"Nothing as the number of pupils in class we have big numbers and that is a big problem because as the number is big it is difficult for the teacher to attend to all the learners that is and the syllabus we have to cover it".	Government is doing nothing.
Innocentia	"So far there is not much, they are telling us that they are preparing to support us but not yet, nothing is being done".	
Sandzisiwe	"Nothing"	
Duduzile	"Nothing at the moment".	
Nkhosikhona	"I have never seen one."	
Phiwa	"Samson "Ya they are trying coz at times you hear that some teachers are away for a workshop for say two weeks but what I have observed is that when these teachers come back they tell us verbally and nothing changes there after we go back to class to continue with the normal routine."	
Clement	"If there is one I would say it but so far there is none."	
Samson	"As far as I know, the ministry of education did one thing, they included this thing in our training and nothing else. No one is coming, no one is looking after this programme whether is it possible?, is it working? No one is looking after that. Eh! Everything is dormant, everything is lying asleep."	
Tsandziwe	"O.k it is only now that government has started to conduct workshops whereby teachers are being oriented on how to deal with learners who have disabilities and tries to sensitise the importance of bringing these people together with those who are normal so that teachers can a taste of teaching those that are normal and those who are not normal so to make these pupils with disabilities to realise that they are still like the rest so that's what the government is trying to do. There are even schools that deal with children who have disabilities but they want to bring them together those with disabilities and those who are normal to bridge the gap."	Now government is doing something.
Aaron	"Eh! only a few teachers get once off training which is not enough and these are the teachers in the guidance	A few teachers have

	and counselling department. That training on its own is not enough.”	training.
--	--	-----------

9. To what extent do you consider yourself ready to implement inclusive education?

Table 4.9: Teachers’

Teacher	Response	General View
Juliet	“yes yes I think I am ready”.	Ready
Innocentia	“Ya I’m almost ready if I can have all the equipment to accommodate the learners with learning difficulties. Ya! I am ready”.	
Duduzile	“Yes I can, I can, given a chance”.	
Sandzisiwe	”With the help of other teachers I think I am ready I can do it but then if the teachers themselves those who have done inclusive education are not continually trained we won’t get the support or help that we might need.”	
Tsandziwe	“More than ready, more than ready no I think maybe I don’t know what to say but I feel I’m more than ready to help these learners realise themselves and reach their goal”.	
Samson	“Yes if only the numbers in our classes is reduced if we still have sixty in a class ah it’s impossible.”	
Nkhosikhona	“Yes I’m personally ready to to to implement this kind of education because it helps a lot in the smooth running of every school.”	Not ready
Phiwa	“I’m not ready. Under these conditions where I have to teach sixty pupils, I don’t think I’m ready to support people of such problems because they are many with different problems, even the normal children I’m failing to take care of them.”	
Clement	“With the inclusive name of education I am ready but on the other side of it where we talk of special need, that is where I am not ready.”	Ready

10. Do you have specific recommendations on how teachers can be supported in the implementation of inclusive education?

Table 4.10: Teachers’ responses

Teacher	Response	General view
Juliet	“Eh I can say that the ministry of education must bring people who have learnt about psychology, those who know about disabilities, they should come and teach us and help us on how we can help the kids.”	Support
Innocentia	“I can say teachers can be supported through being, through training they have to attend workshops and be trained on this discipline, inclusive education. Iya! another thing is our administration, they are not well versed about inclusive education then it becomes difficult to implement it even in our classes in this situation.”	Training
Duduzile	“After training, they need to be paid more because there is too much work in inclusive education, even working after hours.”	Training, extra payment
Sandzisiwe	“Teachers can support one another, those who are enlightened can help those who are not. I think they can be supported through training so that they can teach the teachers, those who have done inclusive education on how they can see or recognise a child who has a problem in class and I think to try and limit the number of children in class so that each child has enough attention given not necessarily the inclusive education but all the learners need attention it’s just that there are nit with extreme cases who will definitely need more attention from the teacher.”	Training, support one another.
Tsandziwe”	“Yah you see, the problem is just only a few have been equipped with the proper skills on how to help such learners or maybe to teach in school with learners who are disabled but nevertheless a lot can be done, government can do what she can to make sure that teachers are given the skills so that they teach efficiently. There is a problem with class sizes, not necessarily class sizes but material things we use for instance a Braille for the blind. So if the classes are too big, resources are not there, time is not there then there is a lot of problems. The syllabus itself must be changed so that it has inclusive, so that everyone is taken care of.”	Training, provide resources, change the syllabus.
Samson	” Ya that’s a big question, I don’t know because from the look of things the ministry is simply imposing, you see if all the stakeholders would be involved this thing would work but eh from the look of things it’s not functioning well because it’s like someone out there is imposing. Involve everyone so that they have their say rather than coming here and telling old learned people what to do, it may not work because the person is not	Involve everyone.

	happy.”	
Nkhosikhona	“I think the teachers what they can get from the school, they need material, one, because some of this needs materials and some teachers must be trained, they must be work-shopped because, even if you were trained on inclusive education, you must be work -shopped from time to time with what is happening.”	Training, resources
Phiwa	“I think the ministry of education must learn that for every programme, they must learn to release money, they have to hire more workers to support these pupils”.	Government must pay
Clement	“Ah! there is nothing except conferencing, workshops, maybe giving a special field to pursue in that career, that can be done.”	Training
Aaron	“I think the government must train teachers on inclusive education, those in the service, there must be in-service training and it must be in the colleges and university syllabus for those yet to be trained.”	Training

11. Do you think teachers can support one another in the implementation of inclusive education?

Table 4.11: Teachers’ responses

Teacher	Response	General view
Juliet	“Yes they can support one another.”	Yes
Sandzisiwe	“Yes they can, those who are trained.”	Yes
Tsandziwe	“Yes because like I said work-shops cannot be attended by everyone so the teachers who are from the workshop can come back and teach us and I think that can be the best way or else the teachers must be trained from college and university, actually the training must be on going.”	Yes.
Clement	“Yes by converging conferences and work- shops and be the source of information at any time but basically they must be paid for that.”	Yes.
Aaron	“They can in the sense that they can charge the other teachers if they want a clue of what inclusive education is or they cannot if those without the skills are not willing to pay because these teachers who know paid for themselves not by government.”	Yes.
Samson	“Yes. The little that I know about inclusive education is through these teachers.”	Yes they can

Innocentia	“eh! meaning in what way? It’s possible if we can be given time and the freedom to talk about it, it’s possible.”	
Duduzile	“I support them already especially in my stream just that the administration in my school is not supportive, they are not.”	
Nkhosikhona	“I don’t think they can support us because at some point they tried to support us through workshops but the other teachers felt that these teachers were making themselves superior than them yet they are teachers just like them so, the whole workshop idea failed.”	No they cannot
Phiwa	”I don’t think so.”	No.

Categories in the data

Table 4:13: Categories in relation to supporting teachers implementing inclusive education

Patterns	Categories
Teaching learners who have different abilities. Teaching learners with physical disabilities. Teaching learners with different capabilities from different environments. Teaching learners with different impairments.	Lack of clear or precise knowledge or understanding of what inclusive education is exactly.
Teachers were never taught about inclusive education. Teacher was taught about inclusive education.	Lack of exposure or training on inclusive education whilst undergoing training.
No, it is not included	The education system does not accommodate inclusive education.
Classes are too big. Time is not enough. The numbers are too big, lack of support. Time consuming, syllabus is rigid	Diverse problems encountered by teachers as a result of inclusive education.
Government must provide training for	Teachers not sure on who should

teachers to implement. All stakeholders must be involved in the implementation.	implement inclusive education.
There is no support at all	Teachers are not supported at all.
Government is doing nothing.	Government is not supporting teachers in the implementation of inclusive education.
Ready Not ready	Teachers readiness to implement inclusive education but not all of them
Training, support one another Extra payment Provide resources, change the syllabus	Teachers need government to train them so that they can implement inclusive education.
Yes they can No they cannot	Whilst most teachers think teachers can support one another, some don't think so.

Themes that emerged from the data indicating teachers' support in the implementation of inclusive education.

Table 4:14: Themes on supporting teachers in the implementation of inclusive education.

Categories	Themes
Whilst most teachers think teachers can support one another, some don't think so.	Teachers can support one another in the implementation of inclusive education.
Teachers have different opinions on how they can be supported in the implementation of inclusive education.	Teachers can be supported so as to implement inclusive education.
Government is not supporting teachers in the implementation of inclusive education	Teachers are not supported in the implementation of inclusive education.
Teachers readiness to implement inclusive education but not all of them	Teachers are ready to implement inclusive education.

4.4. DOCUMENT ANALYSIS

The documents that were analysed were the learners' report from which I found out how learners proceed to the next class or repeat a class. See the report (in Appendix C).

The learners' report said nothing about inclusive education, and this school had one report for all the learners in all the streams and grades. It only had scores and the teachers' remarks per subject per term, and continuous assessment, that is, class-work and tests. In each class one test is administered, for instance for English Language test, Grade 7 listening comprehension, all learners in that class have to do the task, even those with hearing problems. Such learners simply fail, not because they failed to sit for the test but because of hearing problems that may not be known by the teacher or ignored as the teacher places priority on covering the syllabus for a year. This principle applies even with the class-work; continuous assessment and examinations (see examples in Appendix C).

The school's policy on inclusive education had to be analysed but I was told that the school did not have one. This did not surprise me because the country does not have an inclusive policy on education, only drafts, which are also very difficult to access, and even then stress that they should not be used for reference purposes.

At the end of the year learners have either to proceed to the next class, repeat it or be promoted. The question arises as to how learners are promoted because the school does not have a policy or clear guidelines on promotions. The school rules and regulations state that learner will be allowed to repeat a grade once. If he or she fails again he or she will be sent back to the previous grade. Class teachers have to decide individually how to promote or retain a learner. With learners who have to precede it is clearly specified as to how many subjects the learner has to pass, that is to score above 50%, including in English Language which is considered a passing subject.

The school rules and regulations only talk refer to the school uniform for boys and girls, as well as the general conduct of the learner (see example in Appendix C).

4.5. SUMMARY OF FINDINGS

The chapter has presented the responses from the interview relating to the research questions, objectives and aims of the study. Teachers gave diverse responses to the interview questions but their responses somehow had things in common. Even though the teachers have different academic qualifications but seemingly they feel the same way in as far as the implementing of inclusive education is concerned participants equally need support. The documents that were analysed gave a clear picture on how the subject of inclusive education is handled or addressed in this school. It is evident

from these documents that there is no inclusive education in this school .What makes this school different from the rest is the fact that it is a pilot school. The teachers responses proved that most of the teachers were never trained on inclusive education, actually ,they do not know exactly what it is but with proper training and support ,teachers are willing to implement it. Teachers also believe that the ministry of education has a crucial role to play for effective implementation of inclusive education.

CHAPTER 5

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter focuses on the discussion of the research findings, identifies and recommends strategies that can be used to support teachers in implementing inclusive education. The results of the study are discussed in light of the research questions which the study aimed to answer. Also considered in the discussion are the objectives of the study.

5.2. DISCUSSION OF FINDINGS

The purpose of the study was to find ways in which teachers can be supported in order to implement inclusive education. The specific objectives were:

- (a) To investigate how teachers are currently supported in implementing inclusive education.
- (b) To identify and recommend strategies that can be used to support teachers in implementing inclusive education.

The manner in which the research questions have been answered forms the basis of this discussion. The results and the analysis of data are presented and discussed according to the identified themes of supporting teachers in implementing inclusive education.

5.2.1. Lack of clear or precise knowledge or understanding of what constitutes inclusive education

The study revealed that teachers lack a clear knowledge and understanding of what precisely constitutes inclusive education. South Africa's Education White Paper 6 (2001:6-7) as stated in the previous section, defines inclusive education as acknowledging that all children and youth can learn and that all need support. It continues to state that inclusive education is about changing attitudes, behaviour,

teaching methodologies, curricula and the environment to meet the needs of all learners. However, teachers have a diverse understanding of inclusive education, defining it in different ways. One teacher said, “... *inclusive education is when in class you have to teach learners who have different abilities and many learning difficulties.*” Another said “*Inclusive education is being aware of children who have problems academically.*” A third said “*Inclusive education involves bringing together pupils in one class of different physical differences.*”. A fourth said “*Inclusive education is the cluster or bringing of kids from different environment so that all these kids may end up knowing better about education is not necessarily trying to put them according to their capabilities it’s just a cluster of kids from different environments*”. From these examples it is evident that teachers lack a precise knowledge of what inclusive education is. Contrary to the kingdom of Swaziland’s national response to psychological needs of children (2010:25), which defines inclusive education as a policy approach that includes and meets the needs of all learners, enabling schools to serve and welcome all learners and is rooted in the basic human right, the learners have yet to be accommodated, regardless of their needs.

From the teachers’ definitions it is also evident that teachers lack the knowledge that learners need to be supported for them to learn so that learning is of value to every learner. As Dutoit (2004:3) argued, the term implies that education should be of value to all learners, meeting the educational needs of all, even though they differ from those of others. Teachers in their responses supported this argument, in that they mentioned that learners’ needs in a class were different, with some saying that inclusive education involved bringing together learners in one class of different physical differences, whether disabled or not. Teachers are not aware that inclusive education also involves changing teaching methods so as to cater for the needs of all learners.

One teacher defined inclusive education as a discipline which accommodates different learners with different capabilities in class, thus supporting UNESCO’s (2009) stipulation that inclusive education is a process of addressing and responding to the diverse needs of all learners, youth and adults, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. Teachers are not aware, from the evidence of this study, that inclusive education is about change in the way outlined by the Enabling Education

Network (2012), that is, as a constantly evolving process of change and improvement within schools and the wider education system to make education more welcoming, learner friendly and beneficial for a wider range of people.

At least teachers know that learners should not be discriminated against, and if they are not then, as one teacher said, it is education whereby one includes all situations that are found in the school. If one is physically disabled, a slow learner or a fast learner, one is still included in the education. If there is no discrimination of learners the classroom might be friendly to all but this does not guarantee that the learners are not excluded. Because they cannot be discriminated against they may still be excluded from the teaching and learning. For inclusive education to conform to the ideals cited by UNESCO (2005), a process is required to respond to learners' diversity by increasing their participation and reducing exclusion within and from education, focusing on those who, due to differing reasons, are excluded or at risk of being marginalised.

5.2.2. Lack of exposure and training in inclusive education

This research has revealed that the majority of the interviewed teachers had not been trained in inclusive education whilst undergoing their initial teacher training, which explains their lack of clear and precise knowledge and understanding of what inclusive education is. Swart et al. (2002) argue that many teachers are competent but because of lack of understanding of inclusive education, many fail to understand its essence. One teacher said that she was not taught about this but the little that she knew she got from some teachers who had attended workshops on inclusive education. Another said that he had not been trained but had asked people what 'inclusive' means and they had told him. Teachers who had trained in inclusive education were currently furthering their studies, but during their initial training they had not been taught it.

Teachers now have to implement inclusive education, so they have realised that there is a need for them to be trained. Since they learn about inclusive education informally that will also result in other problems, as they develop different understanding which may not be related. Landsberg (2005:61) quotes Scruggs and Mastropieri's view that for inclusive teaching to succeed, teachers need logical and intensive training either as

part of initial training or as a well-planned in-service training by competent and knowledgeable people. Inclusive initial teacher education requires methods that are themselves inclusive. Avramidis (2010) concurs with Nel who writes that without a coherent plan for teacher training the attempts to include these children with Special Education Needs in the mainstream will be difficult.

On a different note, Nguyet (2010) suggests that countries with a long-term goal of implementing inclusive education should ideally have it as a compulsory subject for all teacher candidates and an integral part of the teacher training curriculum. It is evident that for inclusive education to take off effectively teachers must be trained during their initial teacher training. If teachers could be equipped with the relevant knowledge before facing the classroom situation, inclusive education would not be unfamiliar to them. The idea of inclusive education frustrates teachers as they are not sure what is expected of them.

5.2.3. The education system does not accommodate inclusive education

Teachers have revealed that they are expected now to implement inclusive education yet the very education system does not accommodate it. Amongst the responses one teacher said: *“No it is not yet included because our government, the Ministry of Education is not well enlightened yet on inclusive education.”* From this response it is evident that there is still a long way to go before inclusive education is effectively implemented. If the Ministry had been enlightened it would realise the need to review teacher training. As Cameron (2004) argued, university-based teacher education programmes can insist that all teacher candidates meet basic competency standards on inclusive practices in order to graduate. In that way, I also argue that teachers would fit in inclusive classrooms much better. Cameron (2004) adds that universities have a key role to play in diffusing knowledge about current research on inclusive education, translating the research and other knowledge into readily accessible language and formats for practical use in schools and classrooms. There is thus a need for inclusive education to be made compulsory for teacher trainees. Teachers strongly feel that the education system should accommodate inclusive education because it is there in the classes and they cannot ignore it. This implies that there is a need for change in the way things are done in the DoE. Nguyet (2010) recommends that teachers be

required to upgrade their professional skills on a regular basis so as to enhance their teaching performance. It is evident then that lifelong teacher training is crucial for the successful implementation of inclusive education. It is the responsibility of the DoE to ensure teachers have access to life-long learning.

5.2.4. Factors inhibiting the implementation of inclusive education

Teachers are facing many diverse problems as a result of inclusive education. They reported that they believed it was impossible to accommodate all the learners because of the numbers, and the class sizes were too large. In this school almost all the classes had between 45 and 60 learners and this confirmed the findings of Agran and Wehmeyer (2002), that large classes are an obstacle to the successful implementation of inclusive education. Another teacher said “... *if the numbers are big in class the learners who have these problems are not taken care of because you are trying to catch up with the syllabus.*” Another teacher said that, “... *for instance, if you have a large number of students in class we fail to take care of these learners with learning disabilities.*” These responses support research findings that large class sizes are an obstacle in the implementation of inclusive education, meaning that they must be reduced and the sizes monitored.

5.2.5. Inability to identify learners with learning difficulties

The study revealed that teachers are unable to identify learners with learning difficulties. One teacher said that, “...*it becomes difficult to teach because sometimes you end up beating the child not knowing thinking that the child will change yet you are not solving the problem of the child.*” This may be because the teachers fail to identify the learners’ problems so in turn cannot provide the necessary support. This confirms Dutoit’s (2004:180) claim that identification issues have been a difficult topic since the origins of the concept of learning difficulties. The person with learning difficulties has traditionally been conceptualised as a person who is unable to learn adequately under circumstances that should support positive outcomes. Thus, learning difficulties have been identified with a person who underachieves despite an absence of other associated conditions. Teachers need to know how to identify learners with

barriers to learning, and that is crucial if the learners are not to drop out of schools because of the endless punishment they receive from their teachers.

Dutoit (2004:185) suggest observation as a basic skill which teachers should master in order to identify learners with barriers to learning successfully, so that they can give the necessary support. The most important problem that has to be overcome in this process is the training and empowerment of teachers to identify and effectively support learners who experience barriers to learning, as teachers feel themselves inadequate in person and in training to deal with so much diversity amongst the large number of learners in their classrooms. They suffer a lack of self-respect and self-assurance because of the labels of 'laziness' and 'untrustworthiness' that are attached to them (Sethosa, 2001:169-192; Weeks, 2000:258-259).

5.2.6. Teachers unsure on who should implement inclusive education

Teachers are unsure as to who should implement inclusive education, as they gave responses such as “... *our government should do something about this inclusive education because teachers like myself in my college. I was not taught about inclusive education and now in class it's so difficult to accommodate everyone because of the child who has this problem.*” Another teacher said that “... *government has to play her part in implementing it at tertiary level and also the teacher in the class.*” Another teacher said “... *must start with the ministry of education by educating teachers and then at schools, the principals must be supportive of inclusive education, it should start with the government then move down to all the stakeholders in the teaching fraternity.*” For another, “*Teachers themselves have to implement inclusive education because they are in class where the learners are found. I am not sure whether the government or the teacher should implement.*”

The Swaziland National census of 2007 indicates that the number of people living with disabilities is now 17% of the total population, compared to 3% in 1997. I argue that the absence of policies is delaying the implementation of inclusive education and in the process many learners are classified as underachievers in school. South Africa's Education White Paper 6 has policies as far as inclusive education is concerned, and it serves as a guideline for both the teachers and the government on implementation. It

is therefore recommended that Swaziland have an inclusive education policy made available for the schools to use.

5.2.7. Teachers are not supported in the implementation of inclusive education

The findings indicated that teachers are not supported in the implementation of inclusive education, either by the principal or the DoE. One teacher said, “*There is no support at all, maybe if it can start from the top, our principal must be well-versed on inclusive education.*” Another teacher said “*The administration in my school is not supportive.*” Jayne Piuik, Beutel & Jose. (2010) argue that a successful inclusive school climate depends on the attitudes and actions of the principal, a supportive school community and shared values and language, a view echoed by one teacher, “*The principal must change his attitude for the implementation to be successful.*” Swart (2002:178) state that the attitudes towards inclusive education and learners with barriers to learning contribute to ineffective implementation of inclusive education in classrooms, because as it is the principal can stand in the way of these teachers. Furthermore, Smith (2010) states that however teachers try to implement some of the strategies, if they lack support from the administrators then very little can be achieved. Teachers believe that the support of the principal and other school leaders is critical for them to implement inclusive practices, a view supported by Daane (2000) and Hammond and Ingalls (2003). The principal and school administration is part of the staff and cannot exclude teachers in what they are doing within the school.

Teachers do attend workshops but not for inclusive education. The workshops are for the other subjects and only a few have access to those on inclusive education. The lack of the workshops is a problem, as referred to by Prinsloo (2001:345) in connection with the *National Committee on Education Support Service Document* (DoE, 1997:12-19), wherein it is stated that the absence of ongoing in-service training programmes leads to anxieties, uncertainties, low self-esteem and lack of innovative practices, in turn impacting on the attitudes of teachers. That only a few teachers are trained remains a problem, and as Nel (2000) argues, teachers need training in inclusive education so as to be able to respond appropriately to the diverse needs of inclusive education. Teachers then need reorientation, support and training. Teachers mentioned that they had not been taught inclusive education whilst undergoing

training, confirming James's (2000) view that teachers in most developing countries have little or no access to post-experience training, let alone professional support. Professional morale is thus low. Teachers maintain that if the aim of inclusive education is to be successful, support systems must be available. If they attend regular workshops, read journals, books and other sources, and use the technology available in the field of special education, they can familiarise themselves with it and go a long way in stimulating the learning process, as argued by Smith (2010).

As a result of the absence of support, especially the training and support from qualified personnel, such as speech and hearing therapists and psychologists, to name a few, teachers are not sure of what to do as a way of teaching these learners. As key to successful implementation of an inclusive system, educators will need time, on-going support and in-service training. Thus, change requires a long-term recommendation that support systems be made available and on-going for the implementation of inclusive education to be successful. Commitment to professional development (Swart 2002:175).

It also recommends that teachers familiarise themselves with inclusive education through attending regular workshops, in-service training, reading journals, books and other sources, and access the technology available in the field of inclusive education. It also recommends that teachers collaborate so that they can support one another in the implementation of inclusive education.

5.2.8. Government is not supporting teachers in the implementation of inclusive education

Teachers feel that inclusive education was imposed upon them as government was not supporting them. Almost all those interviewed said that so far there was no support, and they had to do their work as trained teachers without it. The government had not prepared them for inclusive education before just introducing it. Avramidis (2010) argues that a majority of teachers not participating in inclusive programmes have strong negative feelings about inclusion and feel that the decision makers are out of touch with classroom realities, because inclusion has been effected in an ad hoc manner without due regard to teachers' instructional expertise. Motshekga (2010:2) makes the point that without a new mindset and the right support systems in place,

inclusive education will remain no more than an ideal. Thus, one of the responsibilities of the DoE is to successfully change the character of the schools and ensure the establishment of inclusive education.

Teachers are trying to implement inclusive education but they encounter many problems because of lack of preparedness on the part of government. Teachers feel that government has to train them then provide them with the necessary resources for the smooth running of inclusive education. Government has to provide and finance the in-service training for teachers as that can empower them and so lead to a change in their attitude towards inclusive education. As it is, teachers upgrade themselves at their own expenses on a part-time basis. Moreover, government does not reward the teachers' achievements. Teachers believe that the Ministry of Education must bring people who have learnt about psychology and disabilities to teach them and show them how to help these learners. Government can do what it can to make sure that teachers are given the skills so that they teach efficiently. It is not functioning well because it is perceived as being imposed upon the teachers from above. Teachers believe that everyone must be involved so that they have their say rather than merely telling learned people what to do. It will not work if the teachers are not happy. Teachers' responses show that government is not supporting them.

5.2.9. Teachers' readiness to implement inclusive education, but not all of them

Teachers are integral to the implementation of inclusive education (Haskell, 2000), but that is not possible if they lack the necessary knowledge and skills. The teachers did say that they were ready to implement inclusive education, because they were teachers. One teacher said that she could implement on condition that the other teachers helped her. Another one said he was ready to implement for the sake of the learners so that they would reach their goals. From their responses, teachers have realised the importance of inclusive education and they are aware that they are the ones to implement it. Research communicates shows that teachers are the key to the success of inclusionary programmes (Cant, 1994), as they are viewed as cornerstones in the process of including learners with disabilities in regular classes. Even though teachers are ready, the evidence shows that they lack certain skills. As argued by

Reynolds and Fletcher (2007:346), there are certain skills and types of knowledge that will help teachers teach children with special needs. Smith (2010) states that teacher training in these areas improves participation and accommodation efforts as well as teacher confidence. If the teachers could receive the training their participation would be improved as they would be ready to implement inclusive education.

5.3 RECOMMENDATIONS

The aim of the study was to find strategies that can be used to support teachers to implement inclusive education. From the findings, I would suggest the following:

- Government must provide and finance in-service training for teachers, as this can empower teachers and change their attitude towards inclusive education.
- Government must reward teachers for each academic achievement, and thus help in motivating them. Government, by so doing, can show teachers the importance of training as well as their importance of the implementation of inclusive education.
- Support systems must be made available and on-going for the implementation of inclusive education to be successful.
- Teachers must first know what inclusive education is before they start to implement it. This means that they must be exposed to inclusive education through formal training, that is, during their initial teacher training.
- People competent and knowledgeable in inclusive education must be hired so that they provide teachers with logical and intensive training. Such experts could train teachers during their initial training and during in-service programme.
- Teachers must be equipped with the relevant knowledge on inclusive education before encountering it in class.
- The education system must review its policies so that they accommodate inclusive education. The accommodation must be there in reality and not in theory. The education system must be flexible for change because accommodating inclusive education will come with

some new challenges which the Department must be flexible in facing and willing to address, instead of being resistant.

- Class sizes have to be monitored for effective implementation of inclusive education. There is also a need then for more schools to be built so that the learners can form a manageable group.
- Teachers must be trained in ways of identifying learners with learning difficulties, in the importance of early identification as well as the dangers of late identification of learning difficulties. Having identified the learning difficulties, teachers must be trained as mentioned in the previous section on the next step to take so as to support the learners
- The DoE work on the inclusive policy so that all the guidelines are clearly stated. The inclusive policy can clearly specify the role of the teachers.

5.3.1 RECOMMENDATIONS FOR FURTHER STUDY

The following can be recommended for further study:

- Further research can be conducted in more than one school rather than one and both primary and high schools.
- Further research can be done in the entire SADC region since inclusive education is a fairly new phenomenon more especially in developing countries.

5.3.2 LIMITATIONS OF THE STUDY

This study was limited in the following ways:

- Only ten teachers were interviewed and not the entire teachers in the school.
- The study was conducted in only one primary school yet teachers from other primary's as well as high schools also face the same problem.

5.4. CONCLUSION

The aim of the study was to investigate how teachers are supported in implementing inclusive education in schools .It has therefore brought the research to its conclusion, in which the questions formulated in Chapter One have been investigated.

From the main findings and the data collected I was in a position to outline the strategies used to support teachers in implementing inclusive education.

The data analysis indicated that the teachers had not been familiarised with inclusive education during their training, and there was no on-going training in inclusive education. The data also revealed that, even though the chosen school is said to be a pilot school on inclusive education, the Ministry of Education is doing nothing to make it a true pilot school, as it is it is not different from any government school in the country.

The findings revealed that, teachers are willing to implement inclusive education but much has to be done for the implementation of inclusive education to be successful; especially regarding the support of teacher's .My conclusion on this study is that teachers lack the necessary support to implement inclusive education. Teacher training is of paramount importance as teachers cannot support something that thy do not know. The Ministry Of Education has a great role to play to ensure that the recommendations are enhanced and that teachers get the necessary in-service training on inclusive education.

REFERENCES

- Agran, Alper & Wehmeyer. (2002). *Access to the general curriculum for students with significant disabilities: What it means for teachers*. University of Rocher, N.Y.
- Anderson, G. (1990). *Fundamentals of educational research*. London: Palmer press.
- Avramidis ,E.& Norwich, B. (2002). Teacher's attitudes towards integration/ inclusion: a review of literature. *European Journal of Special Needs Education*. <http://dx.doi.org/10.1080/0885625>.
- Baillieu L. (2008). *Child development*. Boston, Allyn and Bacon.
- Beattie, J. R., Anderson, R. J., & Antonak, R. F. (1997). Modifying attitudes of prospective educators toward students with disabilities and their integration into regular classrooms. *The Journal of Psychology*, 131(3), 245-259.
- Best, J. & Khan, J. (2006). *Research in education*. Pearson education Inc; Boston, 10th ed.
- Booth, Tony, Ainscow, Mel. (2002). *Index for inclusion :Developing learning and participation in schools*. Centres for studies on Inclusive education (CSIE), RM 25203 S block, Frenchay campus, Cold harbour lane, Bristol, p.107.
- Briggs, J. D., Johnson, W. E., Shepherd, D. L., & Sedbrook, S. R. (2002). Teacher Attitudes and Attributes concerning Disabilities. *Academic Exchange Quarterly*, 6(2), 85-89.
- Bronfenbrenner, U. (1990). *Discovering what families do in rebuilding the nest: A new commitment to the American family*. Family service, America.
- Bodgan and Biklen. (1992). *The leeway of qualitative educational research*. Boston, M,A: Allyn & Bacon.
- Cameron, C. (2004) *Supporting teachers: A foundation for advancing inclusive education*, Toronto, Ont, I'Institut, Roeher institute.
- Cant, H. (1994). Inclusive education. The Alberta Experience. *Practising Administrator*, 16(3), 38-41.
- Cardona, C.M. (2009). Teacher education. Students' belief in inclusion and perceived competence to teach students with disabilities in Spain. *Journal of the International Association of Special Education*. 10 (1) 33-41.

- Carrol, A. Forlin, C. (2003). The impact of teacher training in special education on the attitudes of Australian pre-service general educators towards people with disabilities. *Teacher Education Quarterly* 30(3) 65-79.
- Chrissie, R. (2007). Experiencing an inclusive education. Parents and their children with special educational needs. *British journal of education* (28) issue 1 pp.55-78.
- Claudette, R. 2010. *The inclusive classroom: How inclusive is inclusive?*
- Cohen, L. & Manion. (1994). *Research methods in education*, 4th edition, New York: Routledge.
- Constitution of South Africa. 1996. Pretoria, Government Publishers
- Constitution of Swaziland. 2005. Websters Print, Mbabane
- Cook, B. (2004). *Inclusive Teachers' Attitudes towards Their Students with Disabilities: A replication and extension. The Elementary School Journal*, University of Chicago, 104(4):307-320.
- Cooper, (2003). *Successful inclusion: Practical strategies for a shared responsibilities*. N.J Prentice Hall
- Cornoldi, C., Terreni, A., Scruggs, T. E., & Mastropieri, M. A. (1998). Teacher Attitudes in Italy After Twenty Years of Inclusion. *Remedial and Special Education*, 19(6), 350-356.
- Creswell, J.W. & Miller, D.L. (2000). Determining validity in qualitative inquiry: Theory into practice. 39 (3): 124-131.
- Culatta, T & Warts. (2000). *Fundamentals of special education*. New York, Routledge.
- Daan, (2000). Understanding educator attitudes towards implementation of inclusive education. www.dsqsds.org
- Department of Education (DoE). 1996. *South African Schools Act, No 84 of 1996*. Pretoria: Government Printer.
- Department of Education. (2001). *White Paper 6 on special needs education: Building an inclusive education and training system*. Pretoria. Government printers.
- Deputy Prime Ministers office Policy document. (2010). *UN convention on the rights of children*. Mbabane, Swaziland.

- De Vos,A.S.(2001).Research at grassroot.Van Shaik publishers. Pretoria.
- Dutoit, L .2004.*Education for all*. Pretoria. University of South Africa
- Engelbrecht, P, Oswald, M, Swart, E & Eloff, I.(2003). Including learners with intellectual disabilities: stressful for teachers? *International Journal of Disability, Development and Education*, 50(3):293-307.
- Eraclides ,G & Achia ,V.(2008).Teacher's needs in supporting students with disability in the classroom. A research report.
- Faller, F.(2006) Yes there is a crisis in teacher supply. *Teaching Times for Educators*. Johannesburg: Printablity.
- Florian.(2006). *The sage handbook of special education*. London
- Garcia Huidobro J.E(2005).Equality in education as a democratic good for development. Santiago.
- Gickling, E. E., & Theobald, J. T. (1975). Mainstreaming: Affect or Effect? *The Journal of Special Education*, 9(1), 317-328.
- Greenbaum,T.L.(2000).*The practical handbook and guide to focus group research*.Cananda.U.S.A.
- Hammonds &Ingalls.(2003).Teachers attitudes towards students with disabilities in Haitai.www.internationalsped.com.
- Haskell, D. H. (2000). Building bridges between Science and Special Education. *Electronic Journal of Science Education*., 4(3).
- Hay, J F. 2003. *Implementation of the inclusive education paradigm shift in South African education support services*. South African Journal of Education. 23(2):135-138.
- Heiman, T. (2001). Inclusive Schooling - Middle School Teachers' Perceptions. *School Psychology International*, 22(4), 451-462
- Hines &Johnsohn.(2001).Inclusion in middle schools.Columbus,OH,NMSA
- Geff Lindsay.(2007) *Educational psychology and the effectiveness of inclusive education/mainstreaming*. British journal of educational psychology volume 77 number 1 March 2007, pp.1-24 (24).

- Harvey,M.W.(2010). *Remedial and special education*. Sage publications and Hammill institute on disabilities n1 (31) pp.24-33.
- Hopkin,Cohn,Campbell &Matais.(1990).Basics of a qualitative research.Newburu park,CA:Sage publication.
- James,L.(2000).*Thematic studies, inclusion in education* :The participation of disabled learners. Coordinated by UNESCO.
- Kuester R.(2003).Researching in education.Themes in teaching and learning.London:University of Bristol.
- Laauwen, H.(2007).Paper read at the NAPTOSA Special Schools Conference 18 August 2007.
- Landsberg, E.(2005).*Addressing Barriers to Learning. A South African Perspective*. Pretoria: Van Schaik.
- Leedy,P.D.(2005)Practical research :planning and design .New York .Macmillan publishing company.
- Lincoln, Y.S. & Guba, E.G (2000). *Naturalistic inquiry*. Newbury Park: Sage.
- Marshall, A.(2004).ICTs for health promotion in the community: a participative approach. In: Community practice in the network society: local action/global interaction. Routledge, London, UK, pp. 78-91. ISBN 041530195
- Matale.T.(2008).Macmillan geography for Southern Africa. Gaborone: Boleswa.
- Mcmillan,J.H&Schumacher,S.(2001).*Research in education: A conceptual introduction*. 5th ed. New York: Longman.
- Mcmillan,J.H.&Schumacher,S.(2006).*Research in education: Evidence based enquiry*.6th ed. Allyn and Bacon, Boston.
- Merriam,(1998).*Qualitative research and case study applications in education*.San fransisco:Jossey-bass publishers.
- Michael .(2010). Impact of the special education program on student's careers.International journal of special education.
- Mitchell,D.(2005).*Contextualising inclusive education, evaluating old and new international paradigms*. London: Routledge Falmer.

- Minke,Bear,Deemer &Griffin.(1996).Teacher's experiences with inclusive classrooms.Implications for special education reform.Journal of teacher education.
- Muthukrishna, N.(2001). *Changing roles for schools and communities*. In P. Engelbrecht & L Green (Eds.) *Promoting learner development*. Pretoria: Van Schaik.
- National response to psychosocial needs of children, 2010: Policy # 3 draft 3.Webster print,Mbabane.
- Nel,M.(2007).*The training needs of South African in-service teachers regarding the support of learners experiencing barriers to learning*. Paper presented at the AARE conference at Notre Dame University, Fremantle, Australia.
- Nel,N.(2011).Support services within inclusive education in Gauteng: The necessity and efficiency of support. *Mevlana international journal of education*, vol. 1, pp.38-53,30 August 2011.
- Nissen .E.(1991).Lifelong learning .London: Redwood Books.
- Nguyet, D. & Thuha.A.(2010).*Preparing teachers for inclusive education*. Crs Vietnam
- Opertti,O(2009).*Teacher education for inclusion*. Project kick off meeting. Dublin, Ireland
- Piui J.(2002). *Barriers and facilitators to inclusive education* :Exceptional children. Volume 69.
- Polkinghorne D.E.(1995).Narrative configuration of qualitative analysis.International journal of qualitative studies.
- Polit, D.F. & Hungler, B. P. (1993). *Essentials of nursing research methods, appraisal and utilization*. Philadelphia: Lippincott.
- Powers E.T (1998) The effects of inclusion learning.Educational leadership.New York.Failmer.
- Prinsloo, E.(2001) *Working towards inclusive education in South African classrooms*. *South African Journal of Education*, 21 (4):344-348.
- Reid D.(1996).Qualitative research analysis types and software tools.New York:Failmer.

- Reynolds C.(2007).*Encyclopedia of special education*. London Wiley p.346
- Salvia, J. & Ysseldyke, J. E. (1995). *Assessment*. Boston: Houghton Mifflin.
- Sanders,W &Horn,S.(1998).*Research findings from the Tennessee value –added assessment system database* :implications for educational evaluation and research. Journal of personal evaluation in education 12(3)247-256.
- Santock ,J.(2007).Atopical approach to lifespan development.New York.Mc Graw-Hill.
- Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher Perceptions of Mainstreaming/Inclusion, 1958-1995: A Research Synthesis. *Exceptional Children*, 63(1), 59-74.
- Sethosa.(2001).Working towards inclusive education in South African classrooms.South African journal of education.
- Smith, C.(2010). *Inclusive education in U.K*
- Soodak, L.C (2003).*Classroom management in inclusive setting*: Theory into practice
- Stevenson, A. & Waite, M. (Eds.) (2011). *The Concise Oxford English Dictionary*. 12th Edition. Oxford.
- Swart, E; Engelbrecht,P; Eloff,I & Pettipher, R.(2002).*Implementing inclusive education in South Africa*: teachers' attitudes and experiences. *Acta Academica*, 34(1): 175-189.
- Talmor,Reiter & Feigin .(1990).Remedial and special education.Sage publication .
- Taylor,E.P(2003)Analysing qualitative data.University of Wisconsin-extension cooperative.Madison.
- UNESCO.(1994). *Salamanca statement*. Paris: UNESCO
- UNESCO.(2001).Open file on inclusive education, support material for managers and administrators, Paris.
- UNESCO.(2005). Guidelines for inclusion. Ensuring access to education for all, Paris.
- UNESCO.(2009).Policy guidelines on inclusion in education.7place de Fontenoy,Paris,France.
- UNISA. Department of Educational Studies.(2003). *Education for All. Tutorial Letter*.

OSN421-Q/105/2003. Pretoria: UNISA.

Van Dalen ,D.B.(1997).Understanding educational research :An introduction. New York: McGraw-Hill.

Van Reusen, A. K., Shoho, A. R., & Barker, K. S. (2001). High School Teacher Attitudes toward Inclusion. *The High School Journal*, 84 (2), 7-17.

Walker,Colver &Ramsey.(2000).Researching education themes in teaching and learning.London:Sage publication.

Weeks, F. 2000. *Behaviour problems in the classroom: a model for teachers to assist learners with unmet emotional needs*. DEd thesis. Pretoria: UNISA.

Zuckerman, E.(2002).*Inclusive special education: An introduction in special education*.

The Headteacher

Kwaluseni central primary school

P.O.BOX 35

Kwaluseni

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH PROJECT AT YOUR SCHOOL

I hereby request permission to conduct a research study in your school. I am studying for Masters in Education at University of South Africa (UNISA). The topic of my study is: supporting teachers to implement Inclusive Education. The purpose of this research is to explore the strategies that are used to support teachers to implement inclusive education. The findings of the study will help to provide information that will facilitate in the implementation of Inclusive Education in the country. Participants responses will be recorded anonymously and their identity will not be revealed.

The methods that will be used to collect data will be individual face to face interviews and document analysis. I would like to have a representation of all the classes, that is, grade 1 to grade 7. I would also like to assure you that there will be no classroom disturbance during the project as teachers will be interviewed during their free time. I chose this school because it is a pilot school for Inclusive Education in the country.

For more information feel free to contact my supervisor Mrs N.M Maseko (tel: 071 24292056, email: maseknd@unisa.ac.za).

May I thank you in advance for your cooperation in this regard.

Yours Faithfully

Sisana Susan Fakudze (76042306/25484984)





Kwaluseni Central School

P.O. Box 35

Kwaluseni

Tel: 518-4563

Dear Sir/ma

Kwaluseni Central primary school has a pleasure of allowing you to conduct your research in the school.

We hope the research will not only be of benefit to you, but also to the school community more especially because we are not that much knowledgeable on inclusive education.

Should you need any assistance as your research continues, feel free to approach us.

Yours faithfully

M. N. Dlamini

(Deputy Head teacher)

Kwaluseni Central School

P.O. Box 35, Kwaluseni

DEPUTY HEAD

Tel: +268 518 4563

5/5/2012

APPENDIX B

Interview questions.

1. What do you know about inclusive education ?
2. Were you taught about inclusive education whilst undergoing your training?
3. why do you think Inclusive education is included in the education system of Swaziland? Can you site examples of inclusive education in your classroom.
4. Describe any difficulties that you face in class as a result of inclusive education.
5. In your opinion, who should implement inclusive education and why?
6. What kind of support system do you have as a teacher, i.e. , Specch –Language Therapist, Psychologist, Occupational Therapist ,etc.
7. Is the support that you get effective?
8. What role is the ministry of education playing towards supporting teachers in the implementation of inclusive education?
9. To what extent do you consider yourself ready to implement inclusive education?
10. Do you have specific recommendations on how teachers can be supported in the implementation of inclusive education?
11. Do you think teachers can support one another in the implementation of inclusive education

APPENDIX C: ANALYSED DOCUMENTS

SCHOOL RULES

1. Pupils must be punctual to school and class after break
2. Pupils must wear proper uniform
 - Tuck in shirts (boys)
 - Belts fastened (girls)
 - No hairstyles and jewelry
 - No nail polish

BOYS

- ✓ Grey shirt
- ✓ Grey short or pair of trouser
- ✓ Black shoes (lace up)
- ✓ Black socks
- ✓ Track suit (black trimmed with gold)
- ✓ Black jersey

GIRLS

- ✓ Red dress with gold collar and cuffs
 - ✓ Black jersey
 - ✓ Black shoes (toughies or buccaneer)
 - ✓ Black socks
 - ✓ Tracksuit (black trimmed with gold)
3. Pupils must be in full uniform on the first day of school.
 4. Pupils must speak English during school hours.
 5. Pupils are expected to be in school every day.
 6. In case of being absent, pupils are expected to report.
 - Dipping tank is not an excuse for being absent or late.
 7. Learners are expected to respect:
 - ✓ Teachers
 - ✓ School master
 - ✓ Bel
 8. Learners should never bring weapons of any sort to school.
 9. Students are not allowed to take alcohol or drugs.
 10. Learners are not allowed to have love affairs.
 11. No littering
 12. Bullying others is an offence.
 13. Learners are expected to mind their own property
 14. Damaging or losing school property may result in payment.
 15. Learners are not supposed to be seen carrying or using cell phones. Failure to obey will lead to confiscation of such gadgets.
 16. School payments should be finalized when school close for each term.
 17. A pupil will be allowed to repeat a grade once. If s/he fails again, s/he will be sent

SPC MATHEMATICS PAPER 1 SECTION A ANSWER GRID

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

30
40

54
30
84

Grade 7th

Maturation

07 August 2012

USING A HEALTH CARD IMMUNISATION

- a) Immunisation - taking medicine or having injection in order to prevent getting a certain disease.
- b) B.C.G - immunisation for TB given at birth.
- c) Polio - disease that ~~is~~ weakens the muscles and nerves of a person (वेदले in Hindi)
- d) D.P.T - Immunisation for diphtheria (a kind of lung disease) (सूत्रकुकुच्छले)
- e) Measles - a disease which produces an itchy rash on the body (मैकलुङ्गुवारा in Hindi)

Number 2

WORD	MEANING
DPT	Immunisation for diphtheria (a kind of lung disease)
T.B	Tuberculosis

Number 3

A baby takes the first B.C.G immunisation when by the time, her she is born

5. The answer is reasonable.

Problem 4

10 minutes is spent eating a snack.
25 minutes is spent studying Maths,
Science and English (each).
She finished at 5:30 pm.
What time did she get home from school?

Stage 1:

Find out how much time was spent
on the afternoon activities.
Find the difference between this and 5:30 pm.

Stage 2: Add up the time spent afternoon
activities subtract this from 5:30 pm.

Stage 3: $10 + (3 \times 25) = 85$ min or 1 hr and 25 min
 $5:30 - 1 \text{ hr} + 25 \text{ minutes} = 4:05 \text{ pm}$

Stage 4: This answer is reasonable.

Problem 5

Stage 1: Mandla is lion weighing $4\frac{1}{2}$ kg.
Tadua is lion weighing $\frac{2}{3}$ of this mass.
How much is Tadua mass?

Stage 2: Find out what $\frac{2}{3}$ of mandla's mass is.

Stage 3/4: $\frac{2}{3} \times 4\frac{1}{2} = 1.5 \text{ kg}$.

Stage 5: The answer is reasonable.

7. Why didn't they want to go to the store?

They mother said they should look after the house. 2

8. Find another word or phrase to the story which means the same as.

(a) I'll be back soon

I won't be long 2

(b) take care

Look after 2

(c) worried

Don't worry 2

LANGUAGE USAGE

The two following words have been used in the story. Give the opposite of them

9. (a) quickly - ~~very~~ slowly 1

(b) disappeared - ~~very~~ appeared 1

10. Write the following statement in reported speech. "My mother will be back soon" I expect," said Lindi.

Lindi said that she expected her mother will be back soon. 2

11. Give the meaning of this expression. It made my blood boil. 2

It made me very angry 2

PART 2: READING COMPREHENSION

THE VALUE OF DUST

ANSWER IN FULL SENTENCES

1. Why do you think Mrs Dube gasped in horror? Choose the correct answer and write it out.

- A. She spoke to her husband on the telephone about an accident
- B. She heard about the accident to her husband
- C. She listened quickly to the manager.

2. Which place does Mrs Dube mean when she says 'I'll go there at once'?

She means the hospital

3. Who do you think spoke to Mrs Dube on the telephone?

I think the doctor spoke to Mrs Dube

4. What did Lindi and Sipho have to do while their mother was away?

They have to look after the house until she comes back

5. How do we know the tall, thin man was a stranger?

He knew because they did not know him.

6. Why did Sipho and Lindi go to the store?

They went to the store because Sipho said they were hungry

11
5
74

Grade 7

English Language

9 July 2012

Name :

84% A

PART 1 : LISTENING COMPREHENSION QUESTIONS

Answer ALL questions in a phrase or short sentence in the spaces provided.

1. Who is reading the news?

Balpheile Lulane is reading the news (1)

2. What radio station does she work for?

She work for the English channel (1)

3. At what time of the day is she reading the news?

In the morning (1)

Circle the letter of the correct answer.

4. How old is the woman who was robbed?

A. 17

B. 27

☒ C. 70

D. 77

(1)

5. Where did the robbery take place?

A. Hlabjikhulu

B. Mkhurini

C. Siteki

☒ D. Ngogona

(1)

PART III : DIALOGUE

Imagine that you are one of the Bear children after your mother has ordered there will be no TV for a week. You are at school during break time and you share how unhappy you are with a friend. What would you say?

Lihle: What's up my friend? Did you watch Demsky last night?

You: No my mother said we should not watch T.V. for a week. (2)

Lihle: Why? Why did your mother do such a thing?

You: I don't know but I think it because we were always watching T.V. (2)

Lihle: You mean to say that it was that bad!

You: Yes, maybe it was very bad to her. (2)

Lihle: I wonder what I would do without the telly. Life would be so boring.

You: For life we will be boring this week and I will miss my favourite programmes. (2)

Lihle: What are you planning to do to solve this problem?

You: I will ask her to let us watch T.V. for 2 hours a day. (2)

Total marks [10]

GRADE 7

ENGLISH PAPER 2

NAME: _____

50 MARKS

PART 1 : LISTENING COMPREHENSION

15 marks

Answer all questions in a phrase or a short sentence

Section A

1. Where was the fashion show? (1)

In Mbalane.

2. What is the name of the woman reporting the show? (1)

Miriam Tugwata.

3. What are the names of the four fashion models? (2)

Dee, Martha, Tumelo and Ester.

Section B

Complete the table by writing in the clothes worn by each model

MODEL

CLOTHES

DEE

1. Shirt

2. red sock

3.

4. denim shirt

3. short sleeved red jersey

MARTHA

1. cotton jacket

2. blue jeans

3.

3. white T-shirt

TUMELO

1. Trouser suit with jacket

1. yellow shirt

2. yellow sock

2.

2. red blazer

3. blue scarf

3. yellow short

ESTER

3.

3. yellow short

97

This Report Card remains the property
Of the School until the end of the year.

SCHOOL CALENDAR

FIRST TERM

School Opens 24 - 01 - 2012

School Closes 20 - 06 - 2012

SECOND TERM

School Opens _____

School Closes _____

THIRD TERM

School Opens _____

School Closes _____

FIRST TERM	
STUDENT VALUES	
EXCELLENT	A
VERY GOOD	B
GOOD	C
AVERAGE	D
POOR	F
VERY POOR	G
	H
	I
	J
	K
	L
	M
	N
	O
	P
	Q
	R
	S
	T
	U
	V
	W
	X
	Y
	Z

SECOND TERM	
STUDENT VALUES	
EXCELLENT	A
VERY GOOD	B
GOOD	C
AVERAGE	D
POOR	F
VERY POOR	G
	H
	I
	J
	K
	L
	M
	N
	O
	P
	Q
	R
	S
	T
	U
	V
	W
	X
	Y
	Z

THIRD TERM	
STUDENT VALUES	
EXCELLENT	A
VERY GOOD	B
GOOD	C
AVERAGE	D
POOR	F
VERY POOR	G
	H
	I
	J
	K
	L
	M
	N
	O
	P
	Q
	R
	S
	T
	U
	V
	W
	X
	Y
	Z

ASSESSMENT REPORT

NAME _____

GRADE _____

YEAR _____

APPENDIX D: MAP OF SWAZILAND SHOWING THE LOCATION OF THE SCHOOL

