

**FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE
EDUCATION PRACTICES IN SELECTED SECONDARY SCHOOLS IN THE
OMAHEKE REGION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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ABSTRACT

The main purpose of this study was to examine factors affecting the implementation of inclusive education in selected secondary schools in the Omaheke region and to identify strategies to address these challenges. A teacher questionnaire was administered to a stratified sample of 90 secondary school teachers in the Omaheke region. Hundred percent of the teachers completed and returned the questionnaire. The Statistical Package for Social Sciences (SPSS) was used to analyse the data. The researcher used descriptive analyses, such as frequencies and percentages, to compare the proportions of respondents who responded in different directions. Additionally, the chi-square test was utilised to determine whether there were significant relationships and/or differences in responses based on the variables of school, gender, age, mother tongue, qualifications, teaching experience, average number of learners and training in special needs education. The data from the open-ended questions were manually transcribed and explained. The results obtained indicated that the implementation of inclusive education was hampered by various factors, such as the fact that teachers needed supportive leadership in order for inclusion to be successful and a lack of support regarding teachers' increased negative attitudes towards inclusive education. In order for inclusive education to succeed, teachers must receive training in educating learners with special educational needs, adequate resources need to be allocated to schools to cater for the diverse needs of all learners, a flexible curriculum would grant all children a chance to learn and benefit from education and all stakeholders should be encouraged to become involved in educating learners with special needs if inclusive education is to be successful. Significant relations were found between the factors that affected the implementation of inclusive education and the listed variables of name of school, school milieu, gender, age, mother tongue, qualifications, teaching experience, average number of learners and training in special needs education. In addition, teachers identified various strategies that could address

challenges facing the implementation of inclusive education, such as that for inclusive education to be successful stakeholders should be encouraged to be involved and each school to have a special class for learners with special needs.

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LIST OF ACRONYMS

EMIS- Educational Management Information Systems

IE- Inclusive Education

LSN- Learners with Special Needs

MBESC- Ministry of Basic Education Sport and Culture

MEAC- Ministry of Education Arts and Culture

MEC- Ministry of Education and Culture

MoE-Ministry of Education

SPSS- Statistical Package for Social Science

UNESCO-United Nations Educational, Scientific and Cultural Organisation

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DECLARATION

I **MERCY MOKALENG**, declare that this study is a true reflection of my research, and that this work or part thereof, has not been submitted for a degree in any other institution of higher education.

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MERCY MOKALENG

CHAPTER 1

INTRODUCTION

1.1 Background of the study

At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human Rights in 1948. A logical consequence of these rights is that all children have the right to receive the kind of education that does not discriminate on any grounds, such as class, ethnicity, religion, economic status, refugee status, language, gender or disability. Specifically, these rights include access to free and compulsory education, equity, equality, inclusion, non-discrimination, the right to quality education, content and learning process.

Historically, persons with disabilities were oppressed. Their human rights were violated, and they were denied access to education. The majority of them were sacrificed and some of them were used as objects of entertainment. Humanitarians, however, felt that individuals with disabilities should be given custodial care to protect them from abuse. This has led to the concept of institutionalization, where individuals with disabilities were placed, fed and clothed (Mukhopadhyay, 2013). According to Kirk, Gallagher, Anastasiow and Coleman (2003 as cited in Mukhopadhyay, 2013), institutions were meant for protecting individuals with disabilities from the ridicule and abuse of the society.

Education as a human right has later been recognized and acknowledged by various national and international organizations. Most of these organizations state that learners with special needs should have access to the same quality and equivalent

education as their peers (UNESCO, 1994). The United Nations Education, Scientific and Cultural Organization (UNESCO, 1994) and the Education for All Jomtien Declaration (1990), as well as the Salamanca Statement and Framework for Action (UNESCO, 1994), state that all individuals should have access to quality education.

The Salamanca Statement decrees that education systems should be designed and educational programmes implemented to take into account the wide diversity of learner characteristics and needs (UNESCO, 1994). Namibia, as one of the signatories of the Salamanca Statement and Framework for Action, is committed to enhance access to education for all her citizens, and inclusive education is perceived to be the most effective approach in reaching this goal (Sector Policy on IE, 2013).

Before Namibia's independence in 1990, learners with special needs in Namibia were taught in segregated classrooms at special schools. With a move towards integration in 1993, there was a gradual shift when learners with special needs started attending regular schools. Currently, more learners with special needs are found in regular schools than before. The researcher is of the opinion that the reason why more learners with special needs are found in regular schools is because special schools cannot cater for all learners with special needs, and that it is not due to the implementation of inclusive education policies.

After Independence in 1990, Namibia made a commitment to integrate all people, including people with disabilities and special needs, into the society to provide basic education to all (Republic of Namibia, 1990). The Ministry of Education was mandated to provide education and training to learners with special needs (Ministry of Education and Culture, 1993). The reasoning behind this was that, if the needs of

all learners with special educational needs were met, the nation at large and people with special needs would benefit greatly. In line with the above, the National Policy on Disability (1997) recommends that all children and youth with disabilities in Namibia should have the same right to education as children without disabilities. Even though inclusive education has been encouraged by many declarations and implemented in most countries, Namibia is still far from reaching the goals and meeting the standard set by these declarations.

The Education Sector Policy on Inclusive Education has only recently been implemented in schools, and not many teachers have been trained to teach in inclusive classrooms. A fully-fledged, systematic approach needs to be implemented and adopted to meet the goals of inclusive education.

1.2 Statement of the problem

Implementing the practices and cultures associated with inclusive education involves a restructuring of the entire education system. Unless every part of the education system adapts to incorporate the values of inclusion, inclusive education will not become a reality (Kisanji, 1999).

Despite efforts from national and international organizations to ensure that inclusive education practices are implemented in Namibian schools, there are still learners who are taught in segregated, special schools in many parts of the world, including in Namibia. In 2012, in alignment with global trends, the Education Sector Policy on Inclusive Education for Namibia was drafted by the Ministry of Education (MOE, 2013) and is currently being implemented.

From the foregoing, it can be seen that the mentioned policy documents, which are by no means exhaustive, provide the necessary intellectual and philosophical gravitas required to drive the effective implementation of Inclusive Education. There is, however, no evidence to show that the initiatives by the Ministry of Education regarding inclusive education contained in these policy documents had been effectively implemented. Furthermore, there is also no indication of any formal evaluation that had been done on the inclusive education practices in the Omaheke region. Moreover, it is yet to be established whether teachers in this region indeed support the provision of inclusive education or not, or whether they respond to the needs of all learners.

This lack of information can limit the effective implementation of inclusive education in the Omaheke region. Since teachers are the main implementers of inclusive education, the researcher deemed it crucial to understand secondary school teachers' views regarding factors affecting the successful implementation of inclusive education practices in regular schools and to identify strategies to address these challenges.

1.3 Research objectives

The specific objectives set for the research were as follows:

1. To examine key factors that affect the implementation of inclusive education practices in selected secondary schools in the Omaheke education region.
2. To establish whether there was a significant difference in teachers' views in relation to variables, such as the name of the school, school milieu, gender, age,

mother tongue, qualifications, teaching experience, average number of learners and training in special needs education.

3. To identify teacher strategies that address challenges affecting the implementation of inclusive education practices in the Omaheke education region.

1.4 Significance of the study

The study will enable teachers to gain a better understanding of learners with special needs and ensure that they meet the needs of those learners in inclusive settings and, thus, expose some of the loopholes and gaps that hinder the effective implementation of the Sector Policy on Inclusive Education.

Identifying factors that hinder the successful implementation of inclusive education will eventually lead to the improvement of the delivery of appropriate education. It is important that factors that affect inclusive education be identified so that learners with special educational needs can benefit maximally from educational services and be enabled to cope in inclusive settings.

It was, furthermore, imperative for this study to be conducted in order for learners with special educational needs to be included in classes not far away from their homes. The study will therefore inspire teachers to be more supportive towards all learners, including those with special educational needs.

1.5 Limitations of the study

Teachers are judged to be the best informants regarding factors affecting the implementation of inclusive education practices in general. However, the capability

of the teachers to provide information on the factors affecting the implementation of inclusive education practices needs to be seen as a limitation. While the researcher envisaged that teachers would have a good understanding regarding the challenges faced in the implementation of inclusive education, there still was the possibility that some teachers did not have any clue of inclusive education. Though efforts were made to validate the research instrument, there remained a degree to which one could not be absolutely sure that one had measured teachers' understanding of the factors affecting the implementation of inclusive education practices in the Omaheke education region that one had set out to measure. Namibia is a unique developing country and it would be difficult to generalize the findings to other parts of the world where learning conditions are different.

1.6 Definition of terms

There are terms that have been used throughout this study, and they are explained below.

Inclusive education: Inclusive education can be described as educational policies and practices that uphold the right of all learners (including those with special educational needs) to belong and learn in regular education classrooms. Inclusive education means a commitment to building a just society by a more equitable education system, a conviction that extends the responsiveness of regular schools to learner diversity and offers a means of timing these commitments into reality (Dyson, 2001).

Learners with special needs (LSN): For the purpose of this study learners with special needs include learners with disabilities, learners who are brought up outside their own families, learners with learning problems, learners who are taught in a language other than their mother tongue, learners from various socio-economic groups, those affected by war and environmental degradation and change, learners who are victims of abuse and violence, street children, children in abusive forms of child labor, girls in situations where their education is regarded to be less important than that of boys, learners affected by HIV/AIDS or other chronic illness, nomadic learners, learners from oppressed groups and subjected to racism or other forms of discrimination, girls who are pregnant or have young children, learners whose home language is different from the language of instruction (Booth, 2000; Dyson, 2001).

Inclusion: Inclusion implies giving everybody an opportunity to be part of a group. Inclusion can be defined as a set of broad principles of social justice and resultant educational equity and school responsiveness. Inclusion can also be defined as an approach to educate learners with special needs within the mainstream education in the regular classroom (Lewis, 2008).

Special education: Special education is a form of education provided for those who are not achieving or are unlikely to achieve through regular educational provision, the levels of educational, social and other attainments appropriate to their age, and which has the aim of furthering their progress towards these levels (UNESCO,2006).

1.7 Organization of the study

The study is organized in the following order:

Chapter 1: In this chapter the researcher outlined the background to the study and gave the problem statement, objectives, significance, limitations and organization of the study. This was followed by appropriate terms employed in the study.

Chapter 2: This chapter gives a detailed description of the theoretical framework and a review of literature related to the problem being studied. It helps to put the problem into proper perspective and highlights similar studies done elsewhere.

Chapter 3: Chapter 3 provides an explanation of the research methodology relevant to the study.

Chapter 4: Chapter 4 is more exclusively based on the research results of the study.

Chapter 5: The final chapter includes a discussion of the main research results. Additionally, it includes recommendations, as well as a conclusion.

1.8 Summary

Chapter one presented the background to the study, the statement of the problem and the research objectives. Included in this chapter also were the significance and limitations of the study. The chapter concluded with a section that clarified the most important concepts that were employed throughout the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The rationale for this section was to discuss findings of some of the studies done on inclusive education in other parts of the world. An attempt is made to discuss the findings of some of the studies undertaken regarding factors that hamper the implementation of inclusive education and strategies to address those factors. The first part of this chapter provides a theoretical framework; the second part focuses on factors affecting the successful implementation of inclusive education and the third part reviews strategies to address factors affecting the implementation of inclusive education.

2.2 Theoretical framework

2.2.1 Bronfenbrenner's bio-ecological theory

The study will be framed within the bio-ecological model which greatly influenced the way humans develop (Donald, Lazarus & Lolwana, 2002). This model acknowledges the idea that no person lives in a vacuum. Human beings are embedded in a variety of systems that influence and are influenced by them.

For Bronfenbrenner (1979), child development happens within four nested systems, the micro-, meso-, exo- and macro-systems. These are all interacting with the chrono-system. This theory looks at child development in the context of the system of relationships that forms his or her environment. In addition, the theory has

influenced and shaped the understanding of how an individual develops in different systems that form part of his or her environment.

The problem that was once seen as an internal deficit or need of the individual is now seen as a barrier to learning, often located in the individual's surrounding systems, or caused by interaction between the systems (Donald, Lazarus & Lolwana, 2002). Factors that contribute to an individual's learning and development can be either intrinsic, known as the "bio", or extrinsic, referring to environmental factors and social changes. Consequently, the bio-ecological approach explains that the individual and the environment cannot be separated because each "layer" affects the development of the individual as a whole.

Bronfenbrenner's ecological model has relevance for inclusive education regarding the development of systems and the development of individuals within the systems. By identifying the different factors operative within and between these systems, it facilitates a better understanding of inclusive education (Singal, 2014). The framework allows us to consider a child's world on a number of levels, ranging from direct environmental contacts (micro-systems) to the influence of broader societal factors (macro-systems) while recognizing the effects of relationships and interactions between levels (meso- and exo-systems), as well as the impact of time in a personal sense (chrono-system).

At the **meso** level, most of the schools do not have the necessary infrastructure to meet the needs of all their learners. Teachers are not trained and educated regarding how to handle learners with special needs, and they are also not equipped with the necessary skills which would enable them to assist these learners properly. Schools

have limited resources to address the needs of learners with special needs. Most of the schools do not have qualified teachers in inclusive education, and there is a lack of efficient support from other levels, such as the regional directorate, to assist educators (Haitembu, 2014).

At the **exo** level, all clusters are not given the monetary assistance to ensure that they upgrade and meet to discuss the issue of inclusive education. Interactions with other levels are also subjected to finances. Inclusive education is not regularly discussed in order to lead to improvement. Most managers are not aware of the ways in which to deal with the issue that both their staff members and they themselves are not trained in rendering inclusive education (Haitembu, 2014; Marimuthu & Cheong, 2014).

At the **macro**, level there are no clear internal policies to guide the implementation of inclusive education. The regional directorate consists of only one school counsellor, which makes it impossible for him or her to visit all the schools in the region. The infrastructure at this level is also not very favourable to learners with special needs. Furthermore, there are no experts in the field of inclusive education at this level (Möwes, 2002).

The system as a whole is not working in accordance with what the ecological system suggests, probably due to a lack of understanding inclusive education and how to go about in the implementation thereof. The most amicable way to overcome this predicament would be if more qualified counsellors are to be appointed, at least one per circuit, to enable them to be more effective. There should be at least two psychologists in the region. Inclusive education needs to be made a priority at school level and all teachers should be trained in inclusive education. Tertiary institutions

that offer teacher training should ensure that students are trained in inclusive education or at least complete a course in the basics of inclusive education.

This theory is, therefore, most appropriate for this study as the study focuses on the factors hindering the implementation of inclusive education practices in Namibian schools and, more specifically, schools in the Omaheke education region.

2.3 Factors hindering the implementation of inclusive education

There are many factors that hamper the successful implementation of inclusive education worldwide. These factors cause learners with special needs to drop out of school, and include inappropriate policy development issues, teacher attitudes a lack of teacher training, inadequate support and resources, as well as curriculum issues (Bines, 2000; Mutisya, 2010; Odhjambo, 2014; Haitembu, 2014 & Stofile, 2008).

2.3.1 Policy issues

Precey (2011) carried out a study in which he looked at inclusive leadership for inclusive education policies in European countries. In his study, he discovered that, for inclusive education policies and programmes to work effectively, countries required effective inclusive leadership. Furthermore, Mittler (2005) looked at possible frameworks for collaboration between special and mainstream systems and found that for inclusive education to thrive, countries needed to work out clear policies and agree on the reform of the curriculum at the level of central government, local government and, above all, at each ordinary and special school. He, furthermore, states that these policies should result in clear plans for implementation, with target dates for the achievement of goals. In another study, Bines (2000)

reviewed trends in government policy for special educational needs and found that there were significant weaknesses in policy orientation and coordination which continued to undermine a holistic and inclusive approach. She states that, although learners with special needs integrate into mainstream, policy making is welcomed. There are features of policy and practice, such as a weakness in policy orientation and coordination, which undermine intentions to enhance provision and outcomes. In support of the above, Cole (2006) discovered that there was a gap between policy and its implementation; hence the need for efficient policy guidance and monitoring to identify the bottlenecks in implementation and to plan concrete action to develop inclusive education.

In another study, Mambo (2011) investigated teachers' perceptions of the implementation of inclusive education in one regular primary school in the Southern Highlands Province in Papua New Guinea. She found that teachers were not fully aware of inclusive education policy and practice and that poor implementation of the inclusive education policy was due to a lack of appropriate training and professional development. She recommends that inclusive education needs to be funded separately at all levels of government. In addition to the above, Moodley (2002) examined various strategies for inclusive education in a distance learning framework. He argues that inclusion should be central to the development process and permeate all policies so that they provide a framework for enhancing the learning and participation of all stakeholders. He also states that policies need to reflect support for teachers, for the teaching and learning development of all learners and the

institutions responsible, especially policies related to curriculum and assessment procedures.

2.3.2 Teacher attitudes

One of the main barriers in the practice of inclusive education is represented by the teachers' attitudes towards inclusion and its principles. The negative attitudes towards accommodating students with special needs in mainstream classrooms are the consequence of a number of factors. Many teachers feel that they are not prepared to meet the needs of students with special needs (Peakock, 2016). Teachers may see the child as a burden in the classroom, a student who decreases the effectiveness they have when instructing the rest of the typically developing students (Newton, Cambridge & Hunter-Johnson, 2014).

Peakock (2016), in a study on the perceptions of general and special educators regarding their work in inclusive co-teaching environments and how their perceptions influenced teaching methods and student learning in the inclusion classroom, asserts that teacher attitudes are multifaceted and vary from one another. He claims that teachers show biases against learners with special needs due to a lack of trust in their own abilities to be effective when teaching learners who have special needs. They also maintain that teachers, who hold less favorable attitudes towards learners with special needs, have a tendency to feel that inclusion makes too many demands and that learners with special needs should be taught separately where they can receive enough attention. These attitudes are caused by a lack of training in inclusive education and the lack of knowledge. In support of the above, Kurniawati, Minnaert, Mangusong and Ahmed (2012) examined primary school teachers'

attitudes towards inclusive education in Jakarta, Indonesia. Their study reveals that teacher's attitudes seem to be related to their teaching experiences and training in special education.

In addition, Zulu (2007) investigated educators' perceptions of the implementation of inclusive education, and also discovered that teachers' negative attitudes towards inclusive education were influenced by a lack of knowledge and skills, no training in assisting learners with special needs and no adequate support. Paralleling the above, Newton, et al. (2014) focused on teachers' perception of adapting inclusive education policies and procedures in the Bahamas. They also found that teachers' negative attitudes and their unwillingness to work with learners with special needs were due to factors, such as a lack of training, large class sizes, insufficient resources and insufficient administrative support. Furthermore Mastropieri and Scruggs (as cited in Mutisya, 2010) established that teachers were reluctant or unwilling to teach learners with special needs because they felt that they did not have the appropriate training, sufficient time, other materials and resources to enable them to work with learners with special needs. Al-Zyoudi (2006) also investigated teacher attitudes towards inclusive education and factors that influenced such attitudes. Al-Zyoudi discovered that teacher attitudes were strongly influenced by the nature and severity of the disabling condition presented to them, the length of teaching experience and training, teachers' experience with learners with special needs, trust in their own capabilities to implement inclusive activities and the curricula.

2.3.3 Lack of teacher training

Teachers need to be sufficiently prepared to teach learners with special needs. Gwala (2006) determined the challenges faced by educators in implementing inclusive education in primary schools in the eThekweni Region of Kwa-Zulu Natal. She discovered that there was a relationship between the teachers' qualifications, attitudes, gender, large classes and problems and challenges associated with the implementation of inclusive education. She found that there were many factors hindering the successful implementation of inclusive education, such as teachers' perceptions and knowledge of inclusive education. In support of the above, Marimuthu and Cheong (2014) investigated the effects of training on the competence and readiness of regular teachers in the Malaysian, inclusive, secondary school classroom practices. They note that for inclusive education to be successful, it requires well-equipped, knowledgeable and competent teachers who are able to foster the required values, confidence and support in learners with special needs.

Haitembu (2014), in another study, assessed the provision of inclusive education in the Omusati region of Namibia, and discovered that, even if education officials were aware of their responsibilities in providing inclusive education, they had mixed understandings of the importance of those responsibilities. She, furthermore, reveals that a lack of in-service teacher training and a lack of information and knowledge about inclusive education are some of the challenges faced by teachers in the Omusati region of Namibia. Similarly, Odhjambo (2014) indicates the challenges facing the implementation of an inclusive education policy in public primary schools in Rarieda, Sub-County. He found that curriculum-, policy- and resource-related

challenges and a lack of training of key stakeholders, such as teachers, head-teachers, parents and district education officials, derailed the inclusion of children with disabilities in regular schools because stakeholders lacked the necessary knowledge and skills to handle issues facing the implementation of inclusive education.

Furthermore, Zulu (2007) also found that the success of inclusive education depended greatly on teachers. She, moreover discovered that, for the implementation of inclusion to be successful, educators should be prepared in terms of appropriate and professional training, together with adequate ongoing training. Furthermore, Horne and Timmons (2009) posit that, to implement inclusion successfully anywhere in the world, teachers must have adequate training, sufficient support and positive attitudes. They furthermore state that unless teachers understand the need and know how and what to do, they may more readily experience frustration and guilt over not doing their best for all the students in the class.

Norwich and Lewis (2007) also found that professional training and education played a major role in the successful implementation of inclusive education. They suggest that before implementation, teachers need to be trained and educated to enable them to acquire basic skills and practical knowledge, especially in understanding key terms in inclusive education. In addition, Maria (2013) conducted a study to establish whether there were differences between teachers' perceptions, knowledge and behavior in inclusive practices in schools. By means of questionnaires and focus groups she discovered that the main difficulties encountered by teachers in implementing inclusive principles were insufficient, initial or continuous training of

teachers, as well as prejudice towards learners with special needs and a lack of time. She also reports that teachers need specialized training in special needs education.

2.3.4 Lack of adequate support and resources

Petriwskyj (2010) conducted a mixed method study in Australia to explore factors that were associated with children's development, achievement and adjustment. The study revealed that teachers needed access to professional learning relevant to common concerns and contemporary approaches. Limited access to support services, the availability of resources and outcome pressures, as well as limited professional learning about diversity, influenced teachers' understanding of the implementation of inclusive education. Adequate support must be available to assist mainstream teachers to meet the special needs and challenges in inclusive classes. Such support would be in terms of experts such as educational psychologists, remedial and special educators, as well as sufficient teacher training, ample resources, collaboration and accessibility, and building awareness together with and including teachers when decisions are made or when materials are developed.

In another study, Calero and Benasco (2015) explored quality factors of inclusive education in Austria, Spain, Finland, France, Ireland, Iceland, UK and the Czech Republic. They discovered that a lack of support from educational authorities, together with the need for additional resources, was a major factor. They advocated for professionals to attend to learners with special needs. In line with the above, Chaula (2014) assessed challenges teachers faced in the implementation of inclusive education in primary schools in Tanzania. She identifies the following as challenges that hindered the implementation of inclusive education: the large number of

students, lack of collaboration between teachers and parents, lack of support from government and unclear policies on inclusive education.

Also, Mwaura (2004) sought to identify factors that could affect the implementation of the inclusive education policy of children with special needs in public and primary schools in the Kikuyu division, Kiambu district, Kenya. She posits that sufficient learning resources and support services need to be made available and put in place to support inclusive education. The study, furthermore, reveals that the school setting needs to be adapted to accommodate people with disabilities, the curriculum needs to be adapted for the various handicapping conditions, teachers need to be sufficiently prepared as very few are presently ready to teach learners with special needs, sufficient learning resources and support services for learners with special needs need to be made available, as well as legal and policy frameworks need to be put in place to allow for its sustenance.

The study also reveals a profound reluctance by the head-teachers to commit the available, scarce resources to improve the welfare of learners with special needs. This emanates from a lack of clear guidelines on what needs to be done at school level to allow for inclusion. Similarly, Randiki (2002, as cited in Mutisya, 2010) advises that the available resources should be in place where anybody who needs them could have easy access. In addition, Chimhenga (2016) conducted a study to assess whether resource materials affected the implementation of inclusive education for children with learning disabilities in primary schools in Bulawayo, Zimbabwe. She found that there was a lack of material resources available for the

implementation of inclusive education, such as computers, trained teachers, finances, classrooms, among others, for use by learners with special needs.

2.3.5 Curriculum issues

If inclusive education is to be implemented successfully, the curriculum as an important tool needs to be scrutinised. Miles, Miller, Lewis and Kroft (2001) and Stofile (2008) cite the curriculum as a key aspect in factors hampering the implementation of inclusive education; since the curriculum is an important tool in education, it needs to be well planned, modified and enhanced regularly in order to create schools that meet the needs of diverse learners. The curriculum also needs to be adapted for the various handicapping conditions.

Miles et al. (2001) in their document on Save the Children UK which aimed to support a process whereby schools become more accessible to disabled children and responsive to their needs, advocate that the curriculum and examination system need to be relevant to all children. They, furthermore, affirm that where there is a flexible curriculum, all children have a chance to learn and benefit from education and their achievements can be recognized. Similarly, Mitller, (2002) posits that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and values. In addition, the curriculum has to be structured and implemented in such a way that all learners can access it. Furthermore, Mongwaketse (2011) argues that the current curricula employed in mainstream schools are not designed on the basis of flexibility and appear to be content heavy. He asserts that with such a curriculum that teachers feel belong to someone else, students with special needs are excluded from and even marginalized in mainstream education. In support of the above, Budginaité, Siarova,

Sterndel, Mackonyté and Spurga (2016) state that a curriculum that is too rigid, centralized and fails to reflect the diversity of the implicated learners can have a negative impact on the learning process.

Dagneu (2013) conducted a study to identify factors that affected the implementation of inclusive education in Bahir Dar town administration. She found that there were different factors, such as the physical arrangement of the classroom, attitudes of teachers, lack of SNE teachers, adapted curriculum, availability of instructional materials and regular classroom teacher practice impeded the implementation of inclusive education. Furthermore, in his study on the views of educators regarding inclusive education in Namibia, Möwes (2002) stressed that the curriculum should be broad and strive to bring all learners into contact with an agreed range of learning and experience. He, furthermore, states that the curriculum should also be balanced so that it allows the adequate development of each area without undue specialization or the neglect of any area. He continues that the curriculum must be sufficiently differentiated to allow for differences in learners' abilities and circumstances. Similarly, Stofile (2008) explored factors that facilitated or constrained the implementation of inclusive education in one Eastern Cape District, and agrees that the curriculum needs to be accessible and responsive to the needs of all learners in order to enable schools to accommodate diversity in the learner population.

2.4 Strategies to address challenges affecting the implementation of inclusive education

To address the factors that affect the implementation of inclusive education, proper strategies should be in place. Mărgărițoiu (2010) investigated the relationship between teachers from inclusive schools in Ploiesti and parents of children with special educational needs. She argues that, for inclusive education to be successfully implemented, all stakeholders should be involved and work cooperatively. She further posits that for inclusive education programmes to be successful in inclusive schools, it depends on the cooperation and involvement of parents and all actors responsible for the upbringing and education of learners with special needs. This is supported by Ali, Mustapha and Jelas (2006) who state that collaboration between the mainstream and special education teachers was important, and that there should be clear guidelines on the implementation of inclusive education.

Similarly, Peacock (2016) investigated the perceptions of general and special educators regarding their work in inclusive, co-teaching environments and the ways in which their perceptions influenced teaching methods and student learning in the inclusive classroom. She found that collaboration between the regular teachers and special education teachers, as well as shared responsibilities and professional development, were imperative when planning lessons for a successful inclusive class.

Mărgărițoiu (2010) also found that, with the development of inclusive schools, some teachers were more aware of the importance of training and professional improvement, among others, when implementing inclusive education. The teachers also stressed that training for inclusive education programmes should address all

categories of professionals in order to be effective. Valeeva (2015), in another study which focused on inclusive education, confirms that a system of special training and retraining, professional development of teacher-specialists of inclusive education needs to be approved in order to improve the implementation of inclusive education.

Both Mărgărițoiu (2010) and Valeeva (2015) emphasize the educational role of itinerant teachers, who can assist in the implementation of individual learning, in preparing training materials or worksheets in order to release regular teachers from certain daily tasks that are demanding and time consuming.

In another study, Mumbi (2011) investigated challenges faced in the implementation of an inclusive education programme in public primary schools in the Nyeri town, Kenya. She found parental- and school-based factors as being prominent. The study suggests that funds for inclusive education and learners with special needs should be increased, and key educational stakeholders should conduct aggressive campaigns to sensitize the public regarding the importance of inclusive education programmes. To reduce the distance between the theoretical and present realities in schools, active partnerships between teachers in mainstream schools and special schools should be built. In addition, Sanjeev and Kumar (2007) aimed to identify the learning needs of all learners in mainstream schools with a specific focus on those who were vulnerable to marginalization and exclusion. They posit that inclusive schools have to address the needs of all children in every community, and that the central and state governments have to train their teachers to manage inclusive classrooms.

Furthermore, Samson (2011) aimed to establish a set of best practices that reflected the spirit of the 1990 Americans with Disabilities Act. She notes that, following a

robust strategy to address challenges facing the implementation of inclusive education, physical accessibility is a reasonable accommodation. She, furthermore, notes that it should be considered how currently existing services could be adapted more easily for universal access. Furthermore, Samson (2011) recommends seating arrangements that meet the needs of learners, giving learners with special needs more time-on-task and slight alterations in the wording of questions and directions. In line with the above, Haider (2008) also notes that provision of adequate resources to inclusive classes is also recommended and that inclusion requires support by school administrators, principals, parents, teachers and learners. Furthermore, Mwaura (2004) suggests that sufficient learning resources and support services need to be made available and put in place to support inclusive education. The study reveals that the school setting needs to be adopted to accommodate people with disabilities. The study further suggests that sufficient learning resources and support services for learners with special needs need to be made available. Finally, legal and policy frameworks must to be put in place to allow for the sustenance of inclusive education.

Idol (2006) conducted a study to examine and describe how special education services were provided in four elementary schools and four secondary schools in a large metropolitan school district in a southwestern city. In her study, she discovered that more teachers were conservative about how best to include learners with special needs, with many of them preferring to include students who were accompanied by a special education teacher or instructional assistant. Additionally, they preferred continued resource room services. She, furthermore, discovered that nearly all

teachers favored utilizing instructional assistants to assist all students and not just those with disabilities. She also found that most of the educators also reported positive feelings about working collaboratively and indicated that they had administrative support to offer inclusive education programmes. In addition, McCrea (as cited in Zarghami & Schnellert, 2004) observed that the class size recommended for special education was 1:15 to ensure the successful implementation of inclusive education and to give sufficient support to learners with special needs. McCrea, furthermore, notes that the lower the learner-teacher ratio for students with special needs, the more time teachers spent covering the material. In addition, smaller class sizes produced noticeable declines in the number of disciplinary referrals and improvements in teacher morale and attitude towards teaching. Similarly, Tan (2014) explored barriers to the inclusion of students with special educational needs in two regular, primary schools in a Chinese, socio-cultural context. The study revealed that the main barrier to inclusion was the large class sizes which made it difficult to meet the diversity of learners; the schools indicated that, to overcome this problem, they separated learners into several smaller groups to promote group learning and peer-assisted learning.

In addition, Mukhopadhyay, Nenty and Abosi (2012) conducted a study regarding the experiences of key stakeholders about the inclusion of learners with disabilities in regular schools in the South Central region of Botswana. They reveal that most teachers preferred to include learners with mild disabling conditions compared to learners with severe to profound disabling conditions, and most school principals were highly in favor of smaller class sizes. Furthermore, Mōwes (2012), in his study

on the views of educators regarding inclusive education, notes that educators were in need of support services in the form of social workers, psychologists and therapists and that large class sizes was also a major concern. Supporting the above, Mutisya (2010) conducted a study to identify the factors influencing the inclusion of learners with special needs in regular primary schools in the Awach Zone of Kabondo, Kenya. She suggests that learners with special needs need support from a speech therapist and other para-professionals. She, furthermore, notes that the community was well involved in inclusive activities and that more encouragement and continued sensitization were needed to maintain their spirit.

In another study, Sambo and Gambo (2015) analysed issues and challenges of inclusive education and identified some important implementation strategies in inclusive education in Nigeria. They suggest that one of the strategies for the implementation of inclusive education is early identification as it helps to minimise the impact that impairments may have on children's development, as well as optimises chances of inclusion both in school and society. It can also lead to early intervention, which often produces better results for the child. They, furthermore, reveal that engaging parents and families is crucial to the success of inclusive education, because the families know the children and may have a better understanding of both their problems and abilities.

2.5 Summary

This chapter looked at the theoretical framework of this study. In addition, it highlighted factors affecting the implementation of inclusive education by focusing on policy issues, teacher attitudes, teacher training, adequate support and resources,

curriculum issues and strategies to address challenges affecting the implementation of inclusive education.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods that the researcher employed in the study to gather and evaluate the data. These include the research design, population and setting, sample, research instrument, pilot study, results of the pilot study, procedure, data analysis, ethical considerations and matters concerning validity and reliability.

3.2 Research design

Gay, Mills and Airasian (2009) define a research design as a set of instructions and guidelines to be followed in addressing a research problem. The main function of a research design is to enable the researcher to anticipate what the appropriate research decision should be in order to maximise the validity of the eventual results (Möwes, 2002). This study made use of a quantitative research design in order to follow a suitable plan and to gather the necessary data that answer the research objectives of the study.

An important characteristic of quantitative designs is to distinguish between experimental and non-experimental types. Experimental designs have a particular purpose in mind, namely to investigate manipulated conditions and measured conditions (Gay et al., 2009). In an experimental design the researcher manipulates what the participants will experience. In a non-experimental design there is no manipulation of conditions. Non-experimental designs also allow the investigator to

make observations or obtain measures from participants in order to describe something that has occurred.

In this study it will not be possible for the researcher to manipulate the teachers' views directly, because it is assumed that those views regarding the factors affecting the implementation of inclusive education have already been formed. Hence it is believed that a non-experimental design is appropriate for this study.

A survey was selected as the research design because of its ability to scan a wider field of issues and the fact that it relies on self-reports from respondents representing a wider population (Mertens, 2010). Surveys are optimal for measuring attitudes and orientations in large populations. They can, furthermore, be employed for both descriptive and explanatory purposes.

3.3 Population and Setting

The population of the study was made up of secondary school teachers in the Omaheke region, comprising 12 secondary schools with a total number of 179 teachers (Education Management Information Systems, 2014).

3.4 Sample

A systematic, stratified, random sample of 90 teachers was drawn from the defined population. The schools from which the teachers were drawn were selected randomly from a list of schools obtained from the Ministry of Education, Arts and Culture. At each school, 50% of the respondents were randomly identified, by putting the names of all teachers in a hat and picked the names of those teachers who were to

participate in the study. For logistical reasons, some schools contributed more teachers than others because some schools have more staff members than others.

3.5 Research instrument

A structured questionnaire was utilized to collect the data (see Appendix A). The decision to employ a questionnaire was predominantly taken because of the large number of respondents Mertens (2010). The instrument derived its content from the research problem and research objectives that had been stated earlier.

The first section focused on demographic data, such as school, gender, age, mother tongue, qualifications, teaching experience, average number of learners per class and training in special needs education. The second section was based on factors affecting the implementation of inclusive education practices while the third part focused on strategies that could be adopted to address the challenges that affect the implementation of inclusive education.

3.6 Pilot study

Before the actual research commenced, the researcher selected a pilot sample of ten teachers at one secondary school in the Omaheke region. This was to ensure that the instrument was understood and to eliminate any misinterpretations and biases that could occur. Questionnaires were administered to a total number of ten teachers at the selected secondary school. The teachers were asked to read and complete the questionnaire. When the teachers had completed the questionnaire, they were asked to notify the researcher which questions were not well understood. The teachers were also asked to make suggestions in order to improve the quality of the instrument.

This assisted the researcher in deciding whether the questions asked were pertinent and suitable.

3.7 Results of the pilot study

A few changes were made to the instrument to clarify some of the items. The results of the pilot study were significant because they enabled the researcher to revise the instrument to enhance its reliability. The process ensured simplified meanings of words and statements.

3.8 Data collection procedures

Ethical clearance was obtained from the University of Namibia (see Appendix B). In addition to that, permission was also sought from the Ministry of Education, Arts and Culture (see Appendix C). The permanent secretary granted permission which allowed the researcher to obtain permission to collect data at the selected schools in the Omaheke region (see Appendix D). The researcher administered the initial questionnaire to the teachers with the help of the principals during a scheduled time that suited the majority of the teachers. At each school the researcher explained verbally the purpose of the study to the principal, and teachers were also told that the information given would help improve the working conditions in the teaching profession. Thereafter the researcher collected all completed questionnaires from the teachers for analysis.

3.9 Data analysis

The Statistical Package for Social Sciences (SPSS) was utilized to analyze the greater part of the responses. The researcher employed descriptive analyses, such as frequencies and percentages, to compare the proportions of participants who responded in different directions.

Additionally, the chi-square test was employed to determine whether there were significant relationships and/or differences or not in responses based on the variables of school milieu, gender, age, mother tongue, qualifications, teaching experience, average number of learners and training in special needs education. The chi-square test is a measure of how closely the observed distribution approximates the expected distribution, and it is effective when testing goodness-of-fit where nominal variables are categorized in two or more ways (Gay, Mills & Airasian, 2009). The data from the open-ended questions were manually transcribed.

3.10 Ethical considerations

The purpose of ethics is that people should know how to conduct themselves properly and that researchers have a moral responsibility to protect their participants (Cramer & Howitt, 2005). According to Terre Blanche and Durrheim (1999), “consent should be voluntary and informed. This require that participants receive a full, non-ethical and clear explanation of the tasks expected of them” (p. 66). The researcher ensured that the participants knew what the research was about and that they gave permission to be part of the study.

Since it was expected from the participants to answer all questions truthfully and pointing out where the school was lacking which might cause discomfort, the researcher informed the participants that they could withdraw from the process at any time if they wanted to. The participants would acquire understanding of learners with special needs and, by pointing out factors that hindered the successful implementation of inclusive education, they would help to improve the delivery of appropriate education. After completion of the study, the researcher aims to share the findings and recommendations with schools and other stakeholders in the Ministry of Education.

3.11 Matters concerning validity and reliability

3.11.1 Validity

Validity refers to the meaningful interpretations researchers make from their data and analysis by employing systematic procedures. There are two characteristics of validity in research, namely internal and external validity. With internal validity the instrument or procedure measures what they are supposed to and with external validity the results can be generalised beyond the immediate study. The standard of validity in quantitative research requires researchers to demonstrate both internal and external validity. The internal and external validity of a quantitative study can be improved by guarding consciously against all threats when planning and conducting research (Lazaraton & Hatch, 1991).

Internal validity gauges whether the independent variables caused the observed effects on the dependent variables or not (Golafshni, 2003). In this study the

researcher chose this type of validity as she wanted to determine whether the factors (independent variables) affect the implementation of inclusive education (dependent variables) or not, making it appropriate type of validity. Internal validity in research is influenced by defects, such as not managing some of the key variables or problems with the research instrument, in the study itself. Consequently, it is the extent to which the results of a study serve the particular use for which they are intended.

External validity, on the other hand, is the extent to which one can generalise the findings to a larger group or other contexts (Golafshani, 2003). In other words, if one's research lacks external validity, the findings cannot be applied to contexts other than the one in which the study was done. It was important for the researcher to generalize her findings to other schools in the region that were busy implementing the policy of inclusive education.

The validity of the instrument was ensured during the pilot study by enquiring from the teachers whether the data obtained were a true reflection of factors affecting inclusive education. I did not wander from the information presented in the research and strove to describe the information as it was presented to me. The theory employed in the study was appropriate and adequate, therefore, allowing one to interpret the findings accurately. The data from the instrument were double checked to capture the thoughts being produced.

3.11.2 Reliability

Reliability refers to the degree of consistency with which phenomena are placed in the same category by different observers or by the same observer at different times

and/or occasions. I went all the way through the data after the first examination to establish any changes in the same category for the same data. On the one side, reliability relates to the repeatability of the findings. In other words, if the same study is done in another, similar field it will provide the same results (Golafshni, 2003).

In this research, I collected data based on the literature review and objectives from secondary school teachers in the Omaheke region. Given the systematic means employed in collecting the data and the method utilised to control and reduce errors during data collection and analysis, the validity and reliability of the findings were strengthened. Therefore, to this end, the findings of this research can be said to be reliable and valid.

3.12 Summary

This chapter illustrated the methods that were employed to collect and analyse data. The population comprised secondary school teachers in the Omaheke region. The random sampling method was employed to collect the sample. The researcher selected 90 teachers from the defined population. The researcher administered questionnaires to collect data. The questionnaires were coded and the data were entered and analysed by means of the Statistical Package for Social Sciences (SPSS).

CHAPTER 4

RESEARCH RESULTS

4.1 Introduction

In this chapter, the results obtained during the course of the study are presented according to the main objectives of the study. The first section of this chapter presents the demographic variables of the teacher respondents, followed by the factors affecting the implementation of inclusive education. Thirdly, the findings are presented with regards to the objective aimed at determining the relationship and differences between teachers' views regarding factors affecting the implementation of inclusive education and variables, such as name of school milieu, gender, age, mother tongue, teaching qualifications, teaching experience, average number of learners, training in special needs education and type of training.

The fourth section presents results emanating from the objective aimed at determining strategies needed to address challenges affecting the implementation of inclusive education. Finally, it reports on the open-ended questions. Tables have been utilised in most instances for clarity and demonstration of the results.

4.2 Demographic variables of the teacher respondents

Table one provide the frequencies and percentage frequencies of the demographic variables regarding the teacher respondents. Demographic variables provided the context in which the information was gathered. Variables are presented in the order of their appearance in the questionnaire (see Appendix A).

Table 1: Frequency distribution of demographic variables of teachers

Characteristics	Category	f	%
Name of school	Wennie Du Plessis T. S.	22	24.4
	Mokganedi Tlhabanelo H. S.	16	17.8
	Epako SSS	22	24.4
	Johannes Dohren SS	5	5.6
	Epukiro Post 3 JSS	10	11.1
	Gustav Kandjii SS	15	16.7
School milieu	Urban	37	41.1
	Suburban	31	34.4
	Remote	22	24.4
Gender	Male	42	46.7
	Female	48	53.3
Age	less than 20	9	10
	21-25	16	17.8
	26-30	18	20
	31-35	13	14.4
	36-40	18	20
	41-45	13	14.4
	more than 45	3	3.3
Mother tongue	English	2	2.2
	Afrikaans	12	13.3
	Setswana	12	13.3
	Silozi	4	4.4
	Khoekhoegowab	11	12.2
	Otjiherero	31	34.4
	Oshindonga	10	11.1
	Oshikwanyama	5	5.6
Shona	1	1.1	
Teaching qualification	Degree, teaching diploma plus additional qualification	4	4.4
	Degree plus teaching diploma	8	8.9
	Teaching degree plus postgraduate qualification	4	4.4
	Teaching degree	19	21.1
	Teaching diploma plus further qualification	19	21.1
	Teaching diploma	25	27.8
	Certificate	3	3.3
	Grade 12	2	2.2
Degree (not teaching) and no teaching qualification	6	6.7	
Teaching experience	less than a year	4	4.4
	1-5 years	23	25.6
	6-10 years	17	18.9
	11-15 years	12	13.3
	16-20 years	13	14.4
	21-25 years	8	8.9
	26-35 years	11	12.2
36-40 years	2	2.2	
Number of learners per class	less than 20 learners	3	3.3
	20-25	10	11.1
	26-30	10	11.1
	31-35	21	23.3
	36-40	32	35.6
	41-45	9	10
	more than 45	5	5.6
Training in special needs	Yes	13	14.4
	No	77	85.6
Type of training	ETP	1	1.1
	Education psychology	1	1.1
	Inclusive education	7	7.8
	Certificate in special education	2	2.2
	In-service training	1	1.1
Remedial teaching	1	1.1	

In terms of school representation, Wennie Du Plessis T. S. and Epako JSS had the largest representation with 22 (24.4 %) each, Mokganedi Tlhabanelo HS had 16 (17.8%), Gustav Kandjii had 15 (16.7%), Epukiro Post 3 JSS had 10 (11.1%) and Johannes Dohren SS had 5 (5.6%) of teachers.

Regarding school milieu, there were more respondents in the urban area 37 (41.1%), followed by the suburban 31 (34.4%), and remote areas with 22 (24.4%). There are fewer secondary schools in remote areas with fewer teachers than in the urban area where most secondary schools are located.

With regards to gender, the table indicates that there were more female 48 (53.3%) than male 42 (46.7%) respondents. It is not surprising that the majority of the respondents were female because there are more female teachers than male teachers in the teaching profession (EMIS, 2012).

The most effective way to measure respondents' opinions according to age was to put it in categories of five year intervals. According to this Table, the majority of teachers who responded were in the age category 26-30 years and 36-40 years, with 18 (20.0%) each. This was followed by 20-25 years 16 (17.8%), 31-35 and 41-45 13 (14.4%) each, <20 years nine (10.0%), and lastly >45 years three (3.3%).

When the mother tongue of the teachers who responded to the questionnaire was considered, it was observed that the highest number came from the Otjiherero speaking teachers 31 (34.4%). This was followed by Afrikaans and Setswana 12 (13.3% each), Khoekhoegowab 11 (12.2%), Oshindonga 10 (11.1%), Oshikwanyama five (5.6%), Silozi four (4.4%) and, lastly, Shona speaking teachers one (1.1%).

When one wants to initiate a new programme in any education setting, it is crucial that the qualifications of the teachers are to be taken into account. It was, consequently, important for this study to investigate the level of training of the teachers. With regards to the teaching qualifications of respondents, the Table indicates that the highest qualified teachers were those with a teaching diploma 25 (27.8%), followed by those with a teaching degree and teaching diploma plus a further qualification 19 (21.1% each). The next category comprised eight (8.9%), teachers who obtained a degree plus teaching diploma, followed by six (6.7%) with a degree (not teaching) and then 4 (4.4%) each with no teaching qualification a degree, teaching diploma plus additional postgraduate qualification and a teaching degree plus a postgraduate qualification each and three (3.3%) who had a certificate, finally two (2.2%) with a Grade 12 qualification.

Teaching experience is also a very important factor. It was important that the research group had to embody different groupings of experience in teaching. The teaching experience of teachers is presented in the table and show that the majority of the respondents 23 (25.6%) had 1-5 years' experience, followed by 17 (18.9%) with 5-10, 13 (14.4%) with 16-20, 12 (13.3%) with 11-15, 11 (12.2%) with 26-35, eight (8.9%) with 21-25, four (4.4%) with <1 year experience and, lastly two (2.2%) with 36-40 years' experience.

The average numbers of learners in class plays a role in teachers' opinions regarding any educational system. The bigger the classes, the more complicated it would be for teachers to engage with all the learners during a period. Regarding the total number of learners in classes taught, the table shows that the majority of classes taught

comprised 36-40 learners 32 (35.6%), followed by 31-35 learners 21(23.3%), 20-25 and 26-30 learners 10 (11.1%) each, 41-45 learners 9, (10.0%) >45 learners five (5.6%), and finally <20 learners three (3.3%).

Regarding training in special needs education, the table indicates that the majority of the teachers 77 (85.6%) responded that they had had no training, whereas 13 (14.4%) indicated that they had had some training in special needs education.

With regard to the type of training teachers had had in special needs education, the table indicates that seven (7.8%) did inclusive education, two (2.2%) had a certificate in special education, whereas education psychology, ETP, In-service training and remedial teaching each recorded one (1.1%) each.

4.3 Factors affecting the implementation of inclusive education

Answers to this question were obtained from an analysis of teachers' responses to statements in Section B of the questionnaire. Teachers were requested to respond in terms of a five point likert scale ranging from strongly disagree (1), disagree (2), not sure (3), agree (4), to strongly agree (5). The 32 statements were grouped into five categories of factors that could affect the implementation of inclusive education, namely policy issues, teacher attitudes, teacher training, professional support and resources as well as curriculum issues. Tables 2-33 present the frequency distribution by the respondents of the factors that could affect the implementation of inclusive education in secondary schools in the Omaheke region of Namibia. Frequencies were condensed into a three-point scale to indicate whether respondents disagreed with, were not sure or agreed with each of the statements.

4. 3.1. Policy issues

The results regarding agreement or disagreement with the five statements about policy issues are summarised in Table two. In view of the trend of all the responses, it seems that the respondents generally agreed with all five statements.

Table 2: Teachers' views regarding policy issues

STATEMENT	Extent of agreement or disagreement with statement							
	Disagreed		Not sure		Agreed		Total	
	f	%	f	%	f	%	f	%
1. For inclusive education policies and programmes to work effectively, countries do require effective inclusive leadership.	6	6.7	9	10.0	75	83.3	90	100
2. A weakness in policy orientation and coordination undermines a holistic and inclusive approach.	1	1.1	15	16.7	74	82.3	90	100
3. Despite inclusive policies that are in place and schools claiming to be inclusive institutions, there is still exclusion to a certain extent.	8	8.8	18	20.0	64	71.1	90	100
4. For inclusion to be successful, teachers need supportive leadership.	1	1.1	2	2.2	86	95.5	89	98.9
5. School policies should make provision for inclusive education and the implementation thereof.	4	4.4	5	5.6	81	90.0	90	100

Statement 1: Of the total number of teachers, 75 (83.3%) agreed that for inclusive education policies and programmes to work effectively, countries required effective, inclusive leadership, thus emphasising the importance of leadership in the implementation of inclusive education policies. Of the sample, nine (10.0%) were not sure while six (6.7%) disagreed.

Statement 2: The results of this statement revealed that 74 (82.3%) was in agreement that a weakness in policy orientation and coordination undermined a holistic and inclusive approach 15 (16.7%) of the respondents were not sure and one 1.1% disagreed.

Statement 3: Of the respondents, 64 (71.1%) agreed that, despite inclusive policies that were in place and schools aiming to be inclusive institutions, there was still exclusion to a certain extent, thus indicating the reality on the ground, while 18 (20.0%) were not sure and eight (8.8%) disagreed.

Statement 4: This statement yielded results indicating that 86 (95.5%) of the sample agreed that for inclusion to be successful, teachers needed leadership, while two (2.2%) were not sure and one (1.1%) disagreed.

Statement 5: Of the total number of teachers, 81 (90.0%) agreed that school policies should make provision for inclusive education and the implementation thereof, while five (5.6%) were not sure and four 4.4% disagreed.

4.3.2 Teacher attitudes

There were seven statements in this section, and the results concerning agreement or disagreement about teacher attitudes are summarised in Table 3. It appears that the teachers agreed more with statements 1 and 3-7 than with statement 2. Each of the statements is discussed following the Table.

Table 3: Teachers' views regarding attitudes

STATEMENT	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agreed		Total	
	f	%	f	%	f	%	f	%
1. Teacher attitudes play a role in the implementation of inclusive education.	9	10.0	9	10.0	71	78.9	89	98.9
2. The success of inclusive education does not depend on teacher attitudes.	50	55.5	15	16.7	25	27.8	90	100.0
3. Teachers are confident enough to implement inclusive education.	22	24.5	32	35.6	34	37.8	88	97.8
4. Teachers' negative attitudes of inclusive education are a barrier to the implementation of inclusive education.	20	22.2	19	21.1	51	56.7	90	100.0
5. Inclusion makes too many demands on teachers.	18	20.0	15	16.7	57	63.3	90	100.0
6. Lack of support for teachers enhance negative attitudes towards inclusive education.	6	6.6	8	8.9	76	84.5	90	100.0
7. Teachers feel that large classes do not allow for inclusive education.	10	11.1	7	7.8	73	81.1	90	100.0

Statement 1: The results of this statement show that the majority 71 (78.9%) of the sample agreed that teacher attitudes played a role in the implementation of inclusive education, while nine (10.0%) disagreed and another nine (10.0%) were not sure.

Statement 2: Of the respondents, 50 (55.5%) disagreed that the success of inclusive education did not depend on teacher attitudes, 25 (27.8%) agreed with the statement and 15 (16.7%) of the teachers were not sure.

Statement 3: Of the total number of teachers, 34 (37.8%) agreed that teachers were confident enough to implement inclusive education, whereas 32 (35.6%) were not sure and 22 (24.5%) disagreed.

Statement 4: The results of this statement revealed that the majority of teachers 51 (56.7%) were in agreement that teachers' negative attitudes regarding inclusive education were a barrier to the implementation of inclusive education, whereas 20 (22.2%) of the teachers disagreed with the statement while 19 (21.1%) were not sure.

Statement 5: With regards to the statement that inclusion made too many demands on teachers, 57 (63.3%) of the teachers agreed while 18 (20.0%) disagreed and 15 (16.7%) were not sure.

Statement 6: Of the sample of teachers, 76 (84.5%) agreed that a lack of support for teachers enhanced negative attitudes towards inclusive education, while eight (8.9%) were not sure and six (6.6%) disagreed.

Statement 7: More than 73 (81.1%) of the teachers agreed that large classes did not allow for inclusive education, whereas 10 (11.1%) disagreed and seven (7.8%) were not sure.

4.3.3. Teacher training

The results concerning agreement or disagreement regarding the six statements about teacher training are summarised in Table four. Each of the statements is discussed following the Table.

Table 4: Teachers' views regarding teacher training

STATEMENT	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
1. In order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional training together with on-going training.	5	5.5	2	2.2	83	92.2	90	100.0
2. Pre-service teacher training adequately equips teachers to deal with diverse educational needs in the classroom.	19	21.2	13	14.4	58	64.4	90	100.0
3. Teachers do lack knowledge in working with learners with special needs.	8	8.9	6	6.7	74	82.2	88	97.9
4. Lack of proper teacher training causes unwillingness to work with learners with special needs.	12	13.3	8	8.9	70	77.8	90	100.0
5. In order for inclusion to succeed, teachers must receive in-service training in educating learners with special educational needs.	2	2.2	3	3.3	85	94.4	90	100.0
6. Teachers need sufficient training to implement inclusive education.	5	5.5	1	1.1	84	93.3	90	100.0

Statement 1: Of the total number of teachers, 83 (92.2%) agreed that, in order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional qualifications combined with on-going, in-service training, while five (5.5%) disagreed with the statement and two (2.2%) were not sure.

Statement 2: With regards to the statement that pre-service teacher training adequately equips teachers to deal with diverse educational needs in the classroom, 58 (64.4%) of the respondents agreed, while 19 (21.2%) disagreed and 13 (14.4%) were not sure.

Statement 3: The majority of teachers 74 (82.2%) agreed that teachers lacked knowledge regarding working with learners with special needs, whereas eight (8.9%) disagreed and six (6.7%) of the teachers were not sure.

Statement 4: Of the total number of teachers, 70 (77.8%) agreed that a lack of proper teacher training caused unwillingness to work with learners with special needs, while 12 (13.3%) of the teacher sample disagreed and eight (6.7%) of them were not sure.

Statement 5: With regards to the statement that in order for inclusion to succeed teachers must receive in-service training in educating learners with special educational needs, 85 (94.4%) of the teachers agreed, while three (3.3%) were not sure and two (2.2%) disagreed.

Statement 6: Of the respondents, the majority 84 (93.3%) agreed that teachers needed sufficient training to implement inclusive education, whereas five (5.5%) disagreed and one (1.1%) was not sure.

4.3.4. Adequate support and resources

There were eight statements in this section, and the results concerning agreement or disagreement about professional support and resources are reflected in Table five. It appears that most of the teachers agreed more readily with statements 1-3 and 5-8 than statement 4. Each of the statements is discussed following the Table.

Table 5: Teachers' views regarding adequate support and resources

STATEMENT	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
1. Limited access to support services and the unavailability of resources can influence teachers' ability to implement inclusive education.	10	11.2	7	7.8	73	81.1	90	100.0
2. Adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes.	5	5.5	1	1.1	84	93.3	90	100.0
3. Teachers do not receive sufficient and fundamental support from advisory personnel.	8	8.9	11	12.2	71	78.9	90	100.0
4. Schools should not have expert personnel (educational psychologists, remedial teachers) available in schools to assist with the implementation of inclusive education.	71	78.9	4	4.4	15	16.7	90	100.0
5. Adequate resources should be allocated to schools to cater for the diverse needs of all learners.	3	3.3	1	1.1	86	96.6	90	100.0
6. Co-teaching with a remedial teacher will enhance the quality of inclusive education.	4	4.4	13	14.4	72	80.0	89	98.9
7. The backup help from specialist teachers is an essential factor for successful inclusion.	4	4.4	4	4.4	82	91.2	90	100.0
8. Computers could be a useful teaching aid in making successful regular classes, which include learners with and without special educational needs.	7	7.8	16	17.8	67	74.4	90	100.0

Statement 1: The results reveal that 73 (81.1%) of the teachers agreed that limited access to support services and the unavailability of resources could influence teachers' ability to implement inclusive education, while 10 (11.2%) disagreed and seven (7.8%) were not sure.

Statement 2: Of the respondents, 84 (93.3%) were in agreement that adequate support should be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes, five (5.5%) disagreed, while one (1.1%) was not sure.

Statement 3: With regards to the statement that teachers did not receive sufficient and fundamental support from advisory personnel, 71 (78.9%) of the teachers agreed, 11 (12.2%) were not sure, while eight (8.9%) were in disagreement.

Statement 4: Of the total number of teachers, 71 (78.9%) disagreed that schools should not have expert personnel (educational psychologists, remedial teachers) available in schools to assist with the implementation of inclusive education, whereas 15 (16.7%) agreed with the statement and four (4.4%) were not sure.

Statement 5: With regards to the statement that adequate resources should be allocated to schools to cater for the diverse needs of all learners, 86 (96.6%) agreed, while three (3.3%) disagreed and one (1.1%) was not sure

Statement 6: Of the total number of teachers, 72 (80.0%) agreed that co-teaching with a remedial teacher would enhance the quality of inclusive education, whereas 13 (14.4%) was not sure and four (4.4%) disagreed with the statement.

Statement 7: Based on the selected sample, the majority 82 (91.2%) agreed that the backup help from specialist teachers was an essential factor for successful inclusion, while four (4.4%) disagreed and four (4.4%) were not sure.

Statement 8: Of the total number of teachers, 67 (74.4%) agreed that computers could be a useful teaching aid in making successful regular classes, which include

learners with and without special educational needs, 16 (17.8%) of the teachers were not sure, while seven (7.8%) disagreed.

4.3.5. Curriculum issues

There were six statements in this section, and the results concerning agreement or disagreement about curriculum issues are presented in Table six. Each of the statements is discussed following the Table.

Table 6: Teachers' views regarding curriculum issues

STATEMENT	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
1. Inflexible curriculum does not allow for learners with and without special needs to be included in all lessons.	18	20.0	16	17.8	56	62.3	90	100.0
2. Curriculum should allow for everyday survival skills.	7	7.7	7	7.8	75	83.4	89	98.9
3. Teachers should be allowed to teach at the learners' pace of learning.	7	7.8	8	8.9	73	81.1	88	97.8
4. A flexible curriculum grants all children a chance to learn and benefit from education	8	8.9	4	4.4	77	85.5	89	98.9
5. Teachers cannot implement inclusive education because curriculum is content-loaded	19	21.1	14	15.6	57	63.3	90	100.0
6. Teachers follow the curriculum to detail which makes it impossible to pay attention to learners with special needs.	12	13.3	9	10.0	69	76.7	90	100.0

Statement 1: Almost two thirds of the teachers 56 (62.3%) agreed that an inflexible curriculum did not allow for learners with and without special needs to be included in all lessons, whereas 18 (20.0%) disagreed and 16 (17.8%) were not sure.

Statement 2: Of the total number of teachers, 75 (83.4%) agreed that the curriculum should allow for everyday survival skills, while seven (7.8%) were not sure and seven (7.7%) disagreed.

Statement 3: The results reveal that the majority of teachers 73 (81.1%) of the sample agreed that teachers should be allowed to teach at the learners' pace of learning, whereas eight (8.9%) were not sure and seven (7.8%) disagreed.

Statement 4: More than 77 (85.5%) of the teachers agreed that a flexible curriculum granted all children a chance to learn and benefit from education, while eight (8.9%) disagreed and four (4.4%) were not sure.

Statement 5: This statement yielded results indicating that 57 (63.3%) of the sample agreed that teachers could not implement inclusive education because the curriculum was content-loaded, whereas 19 (21.1%) disagreed and 14 (15.6%) were not sure.

Statement 6: The results of this statement reveal that 69 (76.6%) of the sample agreed that teachers followed the curriculum to detail which made it impossible to pay attention to learners with special needs, while 12 (13.3%) disagreed and nine (10.0%) were not sure.

4.4 Teachers' views regarding the factors affecting the implementation of inclusive education and the demographic variables

The chi-square test, as was discussed in Chapter Three, was applied in order to explore the relationship between teachers' views of the factors affecting the implementation of inclusive education and the various demographical variables, such

as school, milieu, gender, age, mother tongue, qualifications, teaching experience, average number of learners and training in special needs.

The p-values associated with the chi-square value are not necessarily accurate, because the expected frequencies in many cells are small. However, since the contributions to the total chi-square (χ^2) test from these cells are very small, and the total chi-square mostly exceeds the critical values by far, the conclusions are taken to be valid. The data for answering this objective were gained from section A and B of the questionnaire. Not all the demographic variables present a significant relationship; hence, only the statistics that present a significant difference are provided. The demographic variables of school and milieu produced no significant differences.

4.4.1 Teachers' views on policy issues

When the data concerning the views of teachers about policy issues were analysed according to school, milieu, gender, age, mother tongue, qualifications, teaching experience, average number of learners and training in special needs, the following depiction came to light. Table 7 shows that significantly more teachers between ages 26-30 (16.2%) and 36-40 (16.2%) than teachers in the other age groups agreed that school policies should make provision for inclusive education and the implementation thereof. The difference was found to be statistically significant.

Table 7: School policies should make provision for inclusive education and its implementation

AGE CATEGORY	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<20	0	0.4	1	0.5	8	8.1	9	9.0
20-25	2	0.8	2	0.9	12	14.4	16	16.0
26-30	1	0.8	2	1.0	15	16.2	18	18.0
31-35	0	0.6	0	0.7	13	11.7	13	13.7
36-40	0	0.8	0	0.1	18	16.2	18	18.0
41`-45	0	0.6	0	0.7	13	11.7	13	13.0
>45	1	0.2	0	0.2	2	2.7	3	3.0
Total	4	4.0	5	5.0	81	81.0	90	90.0

Note: Chi-square=41.379; df=24; P<0.05

According to Table 8, the variable of mother tongue indicate that significantly more Otjiherero (25.7%) speaking teachers compared to other language groups agreed that a weakness in policy orientation and coordination undermined a holistic and inclusive approach.

Table 8: A weakness in policy orientation and coordination undermines a holistic and inclusive approach by mother tongue

MOTHER TONGUE	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
English	0	0.0	0	0.3	2	1.9	2	2.0
Afrikaans	0	0.1	1	1.9	11	10.0	12	12.0
Setswana	0	0.1	1	1.9	11	10.0	12	12.0
Silozi	0	0.0	1	0.6	3	3.3	4	4.0
Khoekhoegowab	0	0.1	4	1.8	7	9.1	11	11.0
Otjiherero	0	0.4	5	4.9	26	25.7	31	31.0
Oshindonga	0	0.1	0	1.6	10	8.3	10	10.0
Oshikwanyama	1	0.1	2	0.8	2	4.2	5	5.0
Shona	0	0.0	0	0.2	1	0.9	1	1.0
Total	1	1.0	14	14.0	73	73.0	88	88.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=43.042; df=24; P<0.05

The data reveal that significantly more teachers 18 (18.9%) with 1-5 years of teaching experience than the rest of the teachers (see Table 9) agreed that a weakness in policy orientation and coordination undermined a holistic approach. The difference was found to be statistically significant.

Table 9: A weakness in policy orientation and coordination undermines a holistic and inclusive approach by teaching experience

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<1	1	0.0	0	0.7	3	3.3	4	4.0
1-5	0	0.3	5	3.8	18	18.9	23	23.0
6-10	0	0.2	1	2.8	16	13.9	17	17.0
11-15	0	0.1	0	2.0	12	9.9	12	12.0
16-20	0	0.1	2	2.2	11	10.7	13	13.0
21-25	0	0.1	2	1.3	6	6.5	8	8.0
26-35	0	0.1	4	1.8	7	9.0	11	11.0
36-40	0	0.0	1	0.3	1	1.6	2	2.0
Total	1	1.0	15	15.0	74	74.0	90	90.0

Note: Chi-square=41.954; df=21; P<0.05

Table 10 shows that significantly more teachers with an average of 36-40 learners in a class (26.3%) than teachers with 31-35 (17.3%), 20-25, 26-30 (8.3%), 41-45 (7.4%), more than 45 (4.1%) and fewer than 20 learners in class (2.5%) agreed that a weakness in policy orientation and coordination undermined a holistic and inclusive approach. The difference was found to be statistically significant.

Table 10: A weakness in policy orientation and coordination undermines a holistic and inclusive approach by average number of learners in class

AVERAGE NUMBER OF LEARNERS IN CLASS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<20	0	0.0	1	0.5	2	2.5	3	3.0
20-25	0	0.1	1	1.7	9	8.3	10	10.0
26-30	1	0.1	0	1.7	9	8.3	10	10.0
31-35	0	0.2	5	3.5	16	17.3	21	21.0
36-40	0	0.4	8	5.3	24	26.3	32	32.0
41-45	0	0.1	0	1.5	9	7.4	9	9.0
>45	0	0.1	0	0.8	5	4.1	5	5.0
Total	1	1.0	15	15.0	74	74.0	90	90.0

Note: Chi-square=31.485; df=18; P<0.05

Table 11 reveals that significantly more teachers 24 (28.8%) with 36-40 learners than the rest of the teachers agreed that school policies should make provision for inclusive education and its implementation.

Table 11: School policies should make provision for inclusive education and its implementation

AVERAGE NUMBER OF LEARNERS IN CLASS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<20	0	0.2	1	0.2	2	2.7	3	3.0
20-25	4	0.4	1	0.6	5	9.0	10	10.0
26-30	0	0.4	0	0.6	10	9.0	10	10.0
31-35	0	1.0	0	1.2	21	18.9	21	21.0
36-40	0	1.4	2	1.8	30	28.8	32	32.0
41-45	0	0.4	1	0.5	8	8.1	9	9.0
>45	0	0.2	0	0.3	5	4.5	5	5.0
Total	4	4.0	5	5.0	81	81.0	90	90.0

Note: Chi-square=57.299; df=24; P<0.05

4.4.2 Views regarding teacher attitudes

Table 12 shows that significantly more Otjiherero speaking teachers 29 (26.1%) than teachers from other language groups (0.9%) agreed that a lack of support for teachers enhanced negative attitudes towards inclusive education. The difference was found to be statistically significant.

Table 12: Lack of support for teachers enhances negative attitudes to inclusive education

MOTHER TONGUE	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
English	0	0.1	0	0.2	2	1.6	2	2.0
Afrikaans	0	0.8	1	1.1	11	10.1	12	12.0
Setswana	2	0.8	1	1.1	9	10.1	12	12.0
Silozi	2	0.3	0	0.4	2	3.4	4	4.0
Khoekhoegowab	0	0.8	3	1.0	8	9.3	11	11.0
Otjiherero	1	2.1	1	2.8	29	26.1	31	31.0
Oshindonga	1	0.7	2	0.9	7	8.4	10	10.0
Oshikwanyama	0	0.3	0	0.5	5	4.2	5	5.0
Shona	0	0.0	0	0.1	1	0.9	1	1.0
Total	6	6.0	8	8.0	74	74.0	88	88.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=53.579; df=32; P<0.05

According to Table 13, the variable of mother tongue indicates that more Otjiherero speaking teachers (25.3%) than teachers from other language groups agreed that large classes did not allow for inclusive education. The difference was found to be statistically significant.

Table 13: Teachers feel that large classes do not allow for inclusive education

MOTHER TONGUE	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
English	0	0.2	0	0.2	2	1.7	2	2.0
Afrikaans	0	1.2	1	1.0	11	9.9	12	12.0
Setswana	5	1.2	0	1.0	7	9.9	12	12.0
Silozi	1	0.4	0	0.3	3	3.3	4	4.0
Khoekhoegowab	2	1.1	3	0.9	6	9.0	11	11.0
Otjiherero	0	3.2	3	2.5	28	25.3	31	31.0
Oshindonga	1	1.0	0	0.8	9	8.2	10	10.0
Oshikwanyama	0	0.5	0	0.4	5	4.0	5	5.0
Shona	0	0.1	0	0.1	1	0.8	1	1.0
Total	9	9.0	7	7.0	72	72.0	88	88.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=41.759; df=24; P<0.05

Table 14 below shows that more teachers with 1-5 years' experience 15 (13.1%) compared to the rest of the teachers agreed that teachers' negative attitudes about inclusive education were a barrier to its implementation. The difference was found to be statistically significant.

Table 14: Teachers’ negative attitudes about inclusive education are a barrier to its implementation

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
	<1	0	0.9	3	0.8	1	2.2	4
1-5	7	5.1	1	4.9	15	13.1	23	23.0
6-10	5	3.8	1	3.6	11	9.6	17	17.0
11-15	4	2.7	1	2.5	7	6.8	12	12.0
16-20	1	2.9	7	2.7	5	7.3	13	13.0
21-25	0	1.8	3	1.7	5	4.5	8	8.0
26-35	2	2.4	3	2.3	6	6.2	11	11.0
36-40	1	0.4	0	0.4	1	1.1	2	2.0
Total	20	20.0	19	19.0	51	51.0	90	90.0

Note: Chi-square=45.642; df=28;P<0.05

4.4.3 Views regarding teacher training

Table 15 reveals that more teachers in the age category 26-30 years and 36-40 years 18 (17.0% each) compared to the other age categories agreed that, in order for inclusion to succeed, teachers should receive in-service training in teaching learners with special educational needs. The difference was found to be statistically significant.

Table 15: For inclusion to succeed, teachers must receive in-service training in teaching learners with special educational needs

AGE CATEGORY	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<20	0	0.2	1	0.3	8	8.5	9	9.0
21-25	1	0.4	1	0.5	14	15.1	16	16.0
26-30	0	0.4	1	0.6	17	17.0	18	18.0
31-35	0	0.2	0	0.4	13	12.3	13	13.0
36-40	0	0.4	0	0.6	18	17.0	18	18.0
41-45	0	0.2	0	0.4	13	12.3	13	13.0
>45	1	0.0	0	0.1	2	2.8	3	3.0
Total	2	2.0	3	3.0	85	85.0	90	90.0

Note: Chi-square=41.447; df=24;P<0.05

According to Table 16 more teachers with a teaching diploma 25 (23.1%) than teachers with a teaching diploma plus a further qualification compared to teachers with other qualifications agreed that, in order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional training, together with in-service training. The difference was found to be statistically significant.

Table 16: For inclusion to be successful, teachers should be prepared in terms of appropriate and professional training, together with in-service training

HIGHEST TEACHING QUALIFICATION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Degree, teaching diploma, plus additional postgraduate qualification	0	0.2	0	0.1	4	3.6	4	4.0
Degree plus teaching diploma	1	0.5	1	0.2	6	7.4	8	8.0
Teaching degree plus postgraduate qualification	0	0.2	0	0.1	4	3.6	4	4.0
Teaching degree	4	1.0	0	0.4	15	17.4	19	19.0
Teaching diploma plus further qualification	0	1.0	0	0.4	19	17.5	19	19.0
Teaching Diploma	0	1.4	0	0.6	25	23.1	25	25.0
Certificate	0	0.2	0	0.1	3	2.7	3	3.0
Grade 12	0	0.1	1	0.0	1	1.8	2	2.0
Degree(not teaching) no teaching qualification	0	0.3	0	0.1	6	5.6	6	6.0
Total	5	5.0	2	2.0	83	83.0	90	90.0

Note: Chi-square=54.542; df=32; P<0.05

Table 17 reveals that more teachers with 1-5 years 20 (18.6%) experience than other teachers agreed that they lacked knowledge in working with learners with special needs. The difference was found to be statistically significant.

Table 17: Teachers lack knowledge in working with learners with special needs

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<1	1	0.3	1	0.2	1	2.5	3	3.0
1-5	1	2.1	1	1.5	20	18.6	22	22.0
6-10	1	1.6	4	1.2	12	14.3	17	17.0
11-15	3	1.1	0	0.8	9	10.0	12	12.0
16-20	1	1.1	0	0.9	12	10.9	13	13.0
21-25	0	0.8	0	0.5	8	6.7	8	8.0
26-35	0	1.0	0	0.8	11	9.2	11	11.0
36-40	1	0.2	0	0.1	1	1.7	2	2.0
Total	8	8.0	6	6.0	74	74.0	88	88.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=45.316; df=28; P<0.05

Table 18 shows that more teachers 22 (21.7%) with teaching experience of 1-5 years compared to the other teachers agreed with the statement that, for inclusion to succeed, teachers should receive in-service training in teaching learners with special needs. The difference was found to be statistically significant.

Table 18: For inclusion to succeed, teachers must receive in-service training in teaching the learners with special needs

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<1	0	0.0	0	0.1	4	3.8	4	4.0
1-5	0	0.6	1	0.8	22	21.7	23	23.0
6-10	0	0.4	2	0.6	15	16.1	17	17.0
11-15	1	0.2	0	0.4	11	11.3	13	13.0
16-20	0	0.2	0	0.4	13	12.3	13	13.0
21-25	0	0.2	0	0.3	8	7.6	8	8.0
26-35	0	0.2	0	0.4	11	10.4	11	11.0
36-40	1	0.2	0	0.1	1	1.9	2	2.0
Total	2	2.0	3	3.0	85	85.0	90	90.0

Note: Chi-square=63.436; df=28; P<0.05

Table 19 shows that more teachers without training in teaching learners with special needs 60 (59.8%) than teachers with training in teaching learners with special needs 10 (10.2%) agreed that a lack of proper teacher training caused an unwillingness to work with learners with special needs.

Table 19: Lack of proper teacher training causes an unwillingness to work with learners with special needs

TRAINING IN TEACHING LEARNERS WITH SPECIAL NEEDS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
	Yes	3	1.7	0	1.2	10	10.2	13
No	9	10.3	8	6.8	60	59.8	77	77.0
Total	12	12.0	8	8.0	70	70.0	90	90.0

Note: Chi-square=25.986; df=4; P<0.05

Table 20 reveals that more teachers without training in teaching learners with special needs 75 (71.9%) than teachers with training in teaching learners with special needs nine (12.1%) agreed that teachers needed sufficient training to implement inclusive education.

Table 20: Teachers need sufficient training to implement inclusive education

TRAINING IN TEACHING LEARNERS WITH SPECIAL NEEDS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
	Yes	4	0.7	0	0.1	9	12.1	13
No	1	4.3	1	0.9	75	71.9	77	77.0
Total	5	5.0	1	1.0	84	84.0	90	90.0

Note: Chi-square=18.909; df=4; P<0.05

4.4.4 Teachers' views regarding adequate support and resources

According to Table 21, more teachers in the age category 26-30 and 36-40 years 18 (17.2% each) compared to teachers in other age categories agreed that adequate resources should be allocated to schools to cater for the diverse needs of all learners. The difference was found to be statistically significant.

Table 21: Adequate resources should be allocated to schools to cater for the diverse needs of all learners

AGE CATEGORY	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<20	0	0.3	1	0.1	8	8.6	9	9.0
21-25	0	0.6	0	0.2	16	15.2	16	16.0
26-30	2	0.6	0	0.2	16	17.2	18	18.0
31-35	0	0.4	0	0.1	13	12.4	13	13.0
36-40	0	0.6	0	0.2	18	17.2	18	18.0
41-45	0	0.4	0	0.1	13	12.4	13	13.0
>45	1	0.1	0	0.0	2	2.8	3	3.0
Total	3	3.0	1	1.0	86	86.0	90	90.0

Note: Chi-square=46.905; df=24; P<0.05

Significantly more Otjiherero speaking teachers 31 (28.9%) than teacher speaking other languages agreed that adequate support should be available to assist

mainstream teachers in meeting the needs of learners in inclusive classes. The difference was found to be statistically significant (see Table 22).

Table 22: Adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes

MOTHER TONGUE	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
English	0	0.1	0	0.0	2	1.9	2	2.0
Afrikaans	1	0.7	0	0.1	11	11.3	12	12.0
Setswana	2	0.7	0	0.1	10	11.2	12	12.0
Silozi	0	0.2	1	0.0	3	3.7	4	4.0
Khoekhoegowab	2	0.7	0	0.1	9	10.3	11	11.0
Otjiherero	0	1.8	0	0.4	31	28.9	31	31.0
Oshindonga	0	0.5	0	0.1	10	9.3	10	10.3
Oshikwanyama	0	0.3	0	0.1	5	4.7	5	5.0
Shona	0	0.0	0	0.0	1	0.9	1	1.0
Total	5	5.0	1	1.0	82	82.0	88	88.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=49.832; df=32; P<0.05

The variable, teaching qualification, reveals that more teachers with a teaching diploma 24 (23.3%) classes compared to other qualifications agreed that adequate support should be available to assist mainstream teachers in meeting the special needs of learners in inclusive. The difference was found to be statistically significant (see Table 23).

Table 23: Adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes

HIGHEST TEACHING QUALIFICATION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Degree, teaching diploma, plus additional postgraduate qualification	0	0.2	0	0.0	4	3.7	4	4.0
Degree plus teaching diploma	2	0.5	0	0.1	6	7.5	8	8.0
Teaching degree plus postgraduate qualification	0	0.2	0	0.0	4	4.7	4	4.0
Teaching degree	1	1.0	1	0.2	17	17.7	19	19.0
Teaching diploma plus further qualification	0	1.0	0	0.2	19	17.7	19	19.0
Teaching Diploma	1	1.4	0	0.3	24	23.3	25	25.0
Certificate	1	0.2	0	0.0	2	2.8	3	3.0
Grade 12	0	0.1	0	0.0	2	1.9	2	2.0
Degree(not teaching) no teaching qualification	0	0.3	0	0.1	6	5.6	6	6.0
Total	5	5.0	1	1.0	84	84.0	90	90.0

Note: Chi-square=47.323; df=32; P<0.05

Table 24 shows that more teachers with a teaching diploma 24 (23.8%) compared to the rest of the teachers agreed that adequate resources should be allocated to schools to cater for the diverse needs of all learners. The difference was found to be statistically significant.

Table 24: Adequate resources should be allocated to schools to cater for the diverse needs of all learners

HIGHEST TEACHING QUALIFICATION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Degree, teaching diploma, plus additional postgraduate qualification	0	0.1	0	0.0	4	3.8	4	4.0
Degree plus teaching diploma	1	0.3	0	0.1	7	7.6	8	8.0
Teaching degree plus postgraduate qualification	0	0.1	0	0.0	4	3.8	4	4.0
Teaching degree	1	0.6	0	0.2	18	18.2	19	19.0
Teaching diploma plus further qualification	0	0.6	0	0.2	19	18.2	19	19.0
Teaching Diploma	1	0.9	0	0.3	24	23.8	25	25.0
Certificate	0	0.1	0	0.0	3	2.8	3	3.0
Grade 12	0	0.0	1	0.0	1	2.0	2	2.0
Degree(not teaching) no teaching qualification	0	0.2	0	0.1	6	5.8	6	6.0
Total	3	3.0	1	1.0	86	86.0	90	90.0

Note: Chi-square=58.900; df=32; P<0.05

According to Table 25 more teachers with a teaching diploma 24 (22.8%) than the rest of the teachers agreed that backup help from specialist teachers was an essential factor for successful inclusion. The difference was found to be statistically significant.

Table 25: Backup help from specialist teachers is an essential factor for successful inclusion

HIGHEST TEACHING QUALIFICATION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Degree, teaching diploma, plus additional postgraduate qualification	0	0.2	0	0.2	4	3.6	4	4.0
Degree plus teaching diploma	0	0.4	2	0.4	6	7.2	8	8.0
Teaching degree plus postgraduate qualification	0	0.2	0	0.2	4	3.6	4	4.0
Teaching degree	3	0.8	0	0.8	16	17.4	19	19.0
Teaching diploma plus further qualification	0	0.8	1	0.8	18	17.4	19	19.0
Teaching Diploma	0	1.1	1	1.1	24	22.8	25	25.0
Certificate	0	0.1	0	0.1	3	2.8	3	3.0
Grade 12	1	0.1	0	0.1	1	1.8	2	2.0
Degree(not teaching) no teaching qualification	0	0.3	0	0.3	6	5.4	6	6.0
Total	4	4.0	4	4.0	82	82.0	90	90.0

Note: Chi-square= 36.701; df= 24; P<0.05

The variable, teaching experience, reveals that more teachers with experience of 1-5 years 22 (21.5%) compared to the other teachers agreed that adequate support should be available to assist mainstream teachers in meeting the special needs of all learners in inclusive classes. The difference was found to be statistically significant (see Table 26).

Table 26: Adequate support must be available to assist mainstream teachers in meeting the special need of learners in inclusive classes

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<1	0	0.2	0	0.0	4	3.7	4	4.0
1-5	0	1.3	1	0.3	22	21.5	23	23.0
6-10	2	1.0	0	0.2	15	15.9	17	17.0
11-15	1	0.7	0	0.1	11	11.2	12	12.0
16-20	0	0.7	0	0.1	13	12.1	13	13.0
21-25	0	0.5	0	0.1	8	7.5	8	8.0
26-35	0	0.6	0	0.1	11	10.3	11	11.0
36-40	2	0.1	0	0.0	0	1.9	2	2.0
Total	5	5.0	1	1.0	84	84.0	90	90.0

Note: Chi-square=56.238; df=28; P<0.05

Table 27 shows that more teachers with 1-5 years' experience 21 (22.0%) than the rest of the teachers agreed that adequate resources should be allocated to schools to cater for the diverse needs of all learners. The difference was found to be statistically significant.

Table 27: Adequate resources should be allocated to schools to cater for the diverse needs of all learners

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<1	0	0.1	0	0.0	4	3.8	4	4.0
1-5	1	0.8	1	0.3	21	22.0	23	23.0
6-10	1	0.6	0	0.2	16	16.2	17	17.0
11-15	0	0.4	0	0.1	12	11.4	12	12.0
16-20	0	0.4	0	0.1	13	12.4	13	13.0
21-25	0	0.3	0	0.1	8	7.6	8	8.0
26-35	0	0.3	0	0.1	11	10.6	11	11.0
36-40	1	0.0	0	0.0	1	2.1	2	2.0
Total	3	3.0	1	1.0	86	86.0	90	90.0

Note: Chi-square=53.371; df=28; P<0.05

Table 28 below reveals that more teachers with 36-40 learners per class 32 (30.6%) compared to the rest of the teachers agreed that adequate resources should be allocated to schools to cater for the diverse needs of all learners. The difference was found to be statistically significant.

Table 28: Adequate resources should be allocated to schools to cater for the diverse needs of all learners

AVERAGE NUMBER OF LEARNERS IN CLASS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
	<20	0	0.1	0	0.0	3	2.8	3
20-25	2	0.3	0	0.1	8	9.6	10	10.0
26-30	0	0.3	0	0.1	10	9.6	10	10.0
31-35	0	0.7	1	0.2	20	20.0	21	21.0
36-40	0	1.1	0	0.4	32	30.6	32	32.0
41-45	0	0.3	0	0.1	9	8.6	9	9.0
>45	1	0.2	0	0.1	4	4.8	5	5.0
Total	3	3.0	1	1.0	86	86.0	90	90.0

Note: Chi-square=41.314; df=24; P<0.05

4.4.5 Teachers' views on curriculum issues

The variable, mother tongue, illustrated in Table 29, reveals that more Otjiherero speaking teachers 28 (25.6%) than teachers from other language groups agreed that they should be allowed to teach at the learners' pace of learning. The difference was found to be statistically significant.

Table 29: Teachers should be allowed to teach at learners' pace of learning

MOTHER TONGUE	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
English	1	0.1	0	0.2	1	1.7	2	2.0
Afrikaans	1	1.0	1	1.1	10	9.9	12	12.0
Setswana	0	1.0	0	1.1	12	9.9	12	12.0
Silozi	1	0.3	0	0.4	3	3.3	4	4.0
Khoekhoegowab	1	0.8	3	0.9	6	8.2	10	10.0
Otjiherero	3	2.5	0	2.9	28	25.6	31	31.0
Oshindonga	0	0.8	2	0.9	8	8.2	10	10.0
Oshikwanyama	0	0.3	1	0.4	3	3.3	4	4.0
Shona	0	0.1	1	0.1	0	0.8	1	1.0
Total	7	7.0	8	8.0	71	71.0	86	86.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=46.900; df=32; P<0.05

According to Table 30 more teachers with a teaching diploma 18 (19.2%) than the rest of the teachers agreed that teachers followed the curriculum in much detail which made it impossible to pay attention to learners with special needs. The difference was found to be statistically significant.

Table 30: Teachers follow the curriculum in much detail which makes it impossible to pay attention to learners with special needs

HIGHEST TEACHING QUALIFICATION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Degree, teaching diploma, plus additional postgraduate qualification	0	0.5	0	0.4	4	3.0	4	4.0
Degree plus teaching diploma	2	1.1	0	0.8	6	6.1	8	8.0
Teaching degree plus postgraduate qualification	3	0.5	0	0.4	1	3.0	4	4.0
Teaching degree	2	2.5	1	1.9	16	14.6	19	19.0
Teaching diploma plus further qualification	0	2.5	1	1.9	18	14.6	19	19.0
Teaching Diploma	3	3.3	4	2.5	18	19.2	25	25.0
Certificate	1	0.4	0	0.3	2	2.3	3	3.0
Grade 12	0	0.3	1	0.2	1	1.5	2	2.0
Degree(not teaching) no teaching qualification	1	0.8	2	0.6	3	4.6	6	6.0
Total	12	12.0	9	9.0	69	69.0	90	90.0

Note: Chi-square=50.724; df=32; P<0.05

The variable, teaching experience in years, revealed that more teachers with 1-5 years' experience 17 (14.3%) compared to the rest of the teachers agreed that an inflexible curriculum did not allow for learners with and/or without special needs to be included in all lessons. The difference was found to be statistically significant (see Table 31).

Table 31: An inflexible curriculum does not allow for learners with and/or without special needs to be included in all lessons

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
<1	0	0.8	3	0.7	1	2.5	4	4.0
1-5	4	4.6	2	4.1	17	14.3	23	23.0
6-10	6	3.4	0	3.0	11	10.5	17	17.0
11-15	2	2.4	4	2.1	6	7.5	12	12.0
16-20	0	2.6	3	2.3	10	8.1	13	13.0
21-25	2	1.6	1	1.4	5	4.9	8	8.0
26-35	2	2.2	3	2.0	6	6.8	11	11.0
36-40	2	0.4	0	0.4	0	1.2	2	2.0
Total	18	18.0	16	16.0	56	56.0	90	90.0

Note: Chi-square=58.185; df=28; P<0.05

Table 32 shows that more teachers with 1-5 years' experience 20 (19.4%) than the rest of the teachers agreed that the curriculum should allow for everyday survival skills. The difference was found to be statistically significant.

Table 32: The curriculum should allow for everyday survival skills

TEACHING EXPERIENCE IN YEARS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	F	%	f	%	f	%	f	%
<1	0	0.3	0	0.3	4	3.3	4	4.0
1-5	2	1.8	1	1.8	20	19.4	23	23.0
6-10	4	1.4	1	1.3	12	14.4	17	17.0
11-15	0	0.9	1	0.9	11	10.1	12	12.0
16-20	0	1.0	1	1.0	12	11.0	13	13.0
21-25	0	0.7	0	0.6	8	6.7	8	8.0
26-35	0	0.7	2	0.8	8	8.4	10	10.0
36-40	1	0.2	1	0.2	0	1.7	2	2.0
Total	7	7.0	7	7.0	75	75.0	89	89.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=48.246; df=28; P<0.05

According to Table 33 more teachers without training in teaching learners with special needs 65 (63.0%) than teachers with training in teaching learners with special needs eight (10.0%) agreed that teachers should be allowed to teach at the learners' pace of learning. The difference was found to be statistically significant.

Table 33: Teachers should be allowed to teach at the learners’ pace of learning

TRAINING IN TEACHING LEARNERS WITH SPECIAL NEEDS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Yes	2	1.0	2	1.1	8	10.0	12	12.0
No	5	6.0	6	6.9	65	63.0	76	76.0
Total	7	7.0	8	8.0	73	73.0	88	88.0

Note: Total f is less than 90 because of missing values

Note: Chi-square=16.173; df=4; P<0.05

4.5 Results related to teachers’ views regarding strategies to address challenges affecting the implementation of inclusive education

There were 11 statements in this section, and the results concerning agreement or disagreement about strategies to address challenges affecting the implementation of inclusive education are presented in Table 34. It appears that the majority of the teachers agreed with statements 1-2 and 4-11 rather than with statement 3 (see Table 34).

Table 34: Teachers' views regarding strategies to address challenges affecting the implementation of inclusive education

STATEMENT	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
1. The learner teacher ratio should be reduced to 1:15 to ensure enough time for the learners.	13	14.4	4	4.4	73	81.1	90	100.0
2. Each school should have a special class for learners with special needs to avoid loss of time.	4	4.4	2	2.2	84	93.3	90	100.0
3. Schools do not need to have extra special needs facilities for learners with special needs.	66	73.3	8	8.9	15	16.7	89	98.9
4. Inclusive education is a complex and challenging exercise; thus the need for proper planning.	5	5.6	9	10.0	76	84.5	90	100.0
5. For inclusive education to be successful all stakeholders should be encouraged to become involved.	2	2.2	3	3.3	85	94.4	90	100.0
6. Developing support groups among teachers, parents and learners will enhance inclusive education.	9	10.1	6	6.7	74	82.3	89	98.9
7. Early identification will ensure appropriate support for learners with special needs.	1	1.1	4	4.4	83	92.2	88	97.8
8. Secondary school teachers should liaise with primary school teachers to share good practice in working with learners with special needs.	1	1.1	6	6.7	81	90.0	88	97.8
9. Government should implement progressive programmes towards achieving a barrier-free school environment.	8	8.9	12	13.3	69	76.7	89	98.9
10. Awareness of learners with special needs and their education should be built and promoted.	3	3.3	3	3.3	83	92.2	89	98.9
11. Continuous evaluation of inclusive education programmes will help to determine improvement.	5	5.5	8	8.9	76	84.5	89	98.9

Note: Total f is less than 90 because of missing values

Statement 1: Of the respondents, 73 (81.1%) agreed that the learner-teacher ratio should be reduced to 1:15 to ensure enough time for the learners, while 13 (14.4%) disagreed and four (4.4%) were not sure.

Statement 2: Most of the teachers 83 (93.3%) agreed that each school should have a special class for learners with special needs to avoid loss of time, while four (4.4%) disagreed and two (2.2%) were not sure.

Statement 3: A large number of teachers 66 (73.3%) disagreed that schools did not need to have extra special needs facilities for learners with special needs, whereas 15 (16.7%) agreed and eight (8.9%) were not sure.

Statement 4: The results further show that 76 (84.5%) of the total number of teachers agreed that inclusive education was a complex and challenging exercise, thus the need for proper planning, while nine (10.0%) were not sure and five (5.6%) disagreed.

Statement 5: Almost all teachers 85 (94.4%) agreed that for inclusive education to be successful all stakeholders should be encouraged to become involved, while three (3.3%) were not sure and two (2.2%) disagreed.

Statement 6: Of the total number of teachers 74 (82.3%) agreed that developing support groups among teachers, parents and learners would enhance inclusive education, while nine (10.1%) disagreed and six (6.7%) were not sure.

Statement 7: Of the sample, 83 (92.2%) agreed that early identification would ensure appropriate support for learners with special needs, while four (4.4%) were not sure and one (1.1%) disagreed.

Statement 8: The majority of the teachers 80 (90.0%) agreed that secondary school teachers should liaise with primary school teachers to share good practice in working with learners with special needs, whereas six (6.7%) were not sure and one (1.1%) disagreed.

Statement 9: The majority of the teachers 69 (76.7%) agreed that government should implement progressive programmes towards achieving a barrier-free school environment, while 12 (13.3%) were not sure and eight (8.9%) disagreed.

Statement 10: This statement yielded results indicating that most of the teachers 83 (92.2%) agreed that awareness of learners with special needs and their education should be built and promoted, whereas three (3.3%) disagreed and three (3.3%) were not sure.

Statement 11: Of the participants, 76 (84.5%) agreed that continuous evaluation of inclusive education programmes would help to determine improvement, while eight (8.9%) were not sure and five (5.5%) disagreed.

4.6 Findings of the open-ended questions

The data solicited through the questionnaire were supplemented and enriched with data obtained through open-ended questions. The responses to the open-ended questions are reflected in Sections 4.6.1 and 4.6.2.

4.6.1 Comments about the factors that affect the successful implementation of inclusive education practices in regular schools

The majority, 54 of the respondents stated the following with regards to the factors that affected the implementation of inclusive education practices in regular schools.

One teacher suggested that pre-service and professional teacher training in inclusive education should be improved. Of the respondents, 15 teachers stated that they lacked knowledge in inclusive education and its terminologies, and that there was a lack of parental involvement and support. Another respondent stated that teachers were not enthusiastic about inclusive education and that teaching time was not sufficient, especially for ordinary and high level teaching. One respondent noted that inclusive education was unrealistic for regular teachers and that they faced too many challenges, such as completing the syllabi on time, marking, administrative work, and the like, to cater for learners with special needs. Of the respondents, 20 teachers noted that overcrowded classes caused teachers to spend an inadequate amount of time with learners, and that there were not sufficient resources and/or proper facilities to support inclusive education. Five of the respondents stated that the medium of instruction (learners taught in another native language other than their mother tongue) also hampered inclusive education, and that learners with special needs were not identified early enough to receive the necessary support. Another four teachers suggested that inclusive education specialists should be appointed per school to assist teachers in dealing with learners with special needs. One teacher indicated that schools should receive ample funding from the government to cater for the special needs of learners. Nine teachers noted that schools were not constructed

for learners with special needs, and that discrimination against learners with special needs by teachers, learners and the communities was too high. Fourteen respondents noted that the curriculum was too content-laden to allow for inclusive education, together with the large numbers of learners per teacher. They also stated that there was not enough time.

Some of the typical responses from the teacher respondents were:

Respondent A: “for inclusion to be successful, we need supportive policy and sufficient training We need to be trained and educated about inclusive education.”

Respondent B: “lack of support for teachers increase negative attitudes towards inclusive education.”

Respondent C: “inclusive education will always suffer because not all teachers understands inclusion and we do not get training.”

Respondent D: “we do not have the resources and support to implement inclusive education. classes are overcrowded which make it difficult to implement inclusive education”

Respondent E: “we cannot implement inclusive education because we have to complete syllabi on time, especially for learners writing external exams.”

4.6.2 Comments regarding the strategies to address the challenges that affect the implementation of inclusive education

Of the 90 respondents, 15 teachers suggested that the learner-teacher ratio should be reduced to 1:25 to allow sufficient time for inclusive education. They, furthermore, commented that the transfer of learners should be done away with and learners who could not cope in regular classes ought to be placed in vocational schools. Of all the teachers, 12 indicated that there should be special classes/schools for learners with severe needs who could not be accommodated in regular schools, in order for them to receive the support they needed. Almost half of the respondents (35 teachers) suggested that classes with learners with special needs should have assistants to help the teachers with those learners, and specialist teachers should be appointed per school. Another five of the respondents pointed out that at least each cluster should have a psychologist to assist with the assessment of learners' needs. Another respondent suggested that supporting materials in line with the syllabi should be provided to schools to ensure positive outcomes and those teachers should receive continuous training in inclusive education. All teacher training institutions should deliver instruction in inclusive education.

One teacher proposed that communities needed to be educated and sensitised regarding learners with special needs, and that there should be proper planning for inclusive education from the government. Another respondent suggested that all schools should be equipped with ample resources and that learners with special needs should have a different curriculum from regular learners, with properly trained teachers to save time. One teacher noted that the current syllabi needed to be revised

to cater for inclusive education and learners with diverse needs. Learners with special needs should receive adequate grants to cater for their needs. Nine of the teachers noted that teachers needed extensive training, motivation and support in inclusive education and more inclusive-education-friendly schools should be built to accommodate learners with special needs, because most current schools were not accommodating to learners with special needs.

Some of the typical responses from the teacher respondents were:

Respondent A: "if class sizes could be reduced to at least 1:20 learners per class including those with special needs, it would enable us to help learners better in our classes."

Respondent B: "The curriculum is too content loaded, classes too large teaching time too few, to successfully implement inclusive learning, especially with regard to Grade 8-12 Higher and Ordinary level."

Respondent C: "I would like to suggest that learners with special needs should have their own curriculum, classes and trained teachers. I'm sure it will be the best for learners as well as teachers, and it will also save a lot of time. The number of learners in classes should be reduced to 15 learners per one teacher."

Respondent D: "Special classes need to be opened at each school to cater for learners with special needs. If inclusive education is to be effective teachers need to be trained. Qualified remedial teachers need to be appointed at schools."

Respondent E: "Not all learners can be included in mainstream classes thus the need for special schools, to cater for specific and severe cases. Psychologists should be

appointed per circuit to assist the teachers in dealing with learners with special needs.”

Respondent F: “Schools should build facilities which also cater for learners with special needs, these facilities are not in place at many schools, e.g. special classes, ramps, books for learners with visual impairments, etc.”

Respondent G: “I strongly feel that vocational training should be provided at schools since not all learners can perform in academic subjects such as Mathematics. .”

Respondent H:”Inclusive education is hampered by a lot of issues e.g. lack of resources, lack of trained teachers, lack of knowledge etc. If we want to ensure that learners with special needs are learning then they should be placed in a special school, were the government will ensure that their needs are met and properly trained teachers are appointed to teach those learners.”

4.7 Summary

This chapter provided a summary of the results regarding the factors that affected the successful implementation of inclusive education, as well as the strategies to address challenges that affected the implementation of inclusive education.

In the next chapter, these findings are discussed in order to highlight the obstacles to the implementation of inclusive education in selected secondary schools in the Omaheke region of Namibia. Finally, the results regarding teaching strategies to address challenges affecting the implementation of inclusive education were presented. At the end the open-ended questions were presented.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

In the previous chapter the findings of the study were presented. The main aim of this chapter is to discuss and interpret the findings and to make recommendations for further research. The chapter ends with a conclusion. The discussion and interpretation of the results are presented in the following order: firstly, a discussion of the results is presented, objective by objective as outlined in Chapter One. This is followed by recommendations and a conclusion.

5.2 Discussion of results related to factors that affected the implementation of inclusive education

Answers relating to the factors affecting the implementation of inclusive education were obtained from teachers' responses to 32 statements. These statements covered several issues that could affect the implementation of inclusive education. These include: inappropriate policy development issues, teacher attitudes, lack of teacher training, inadequate support and resources, as well as curriculum issues. The findings of the study have provided evidence that there are a number of factors affecting the implementation of inclusive education in Namibian schools. The present data lend support to the findings reported by other researchers , regarding the factors that affect the implementation of inclusive education (Moodley, 2002; Mittler, 2005; Mambo, 2011; Precey, 2011; Bines, 2000; Cole, 2006; Zulu, 2007; Newton et.al, 2014; Kurniawati, et.al, 2012; Al-Zyodi, 2006; Peakock, 2016; Mutisya, 2010; Marimuthu & Cheong, 2014; Haitembu, 2014; Norwich & Lewis, 2007; Möwes,

2012; Horne & Timmons, 2009; Mwaura, 2004; Petriwskyj, 2010, Calero & Benasco, 2015, Chimhenga, 2016; Miles et.al, 2001; Möwes, 2002; Stofile, 2008; Budginaité, et.al, 2016; Mongwaketse, 2011). In most of these publications, one or more of the factors that affect the implementation of inclusive education were put forward.

5.2.1 Inappropriate policy development issues

In Table 2, the findings provide evidence that the majority of the teacher respondents agreed with the five policy statements that could affect the implementation of inclusive education.

The ranks according to the statement with the highest to the lower selection by participants, the first rank concerns the statement that for inclusion to be successful, teachers need supportive leadership. The data regarding this response reveal that a vast majority of the teachers agreed that teachers indeed needed supportive policy and leadership. This finding is consistent with the findings of Moodley (2002) that policies need to reflect support for teachers. This could imply that teachers need support from their supervisors regarding inclusive education in order to support efforts in teaching learners with special needs and to set up simultaneous, practical structures and routines for dealing with learners with special needs. In addition, it could mean that if the inclusive policy is not supported by the leadership, it could affect its implementation.

The second rank concerns the statement that school policies should make provision for inclusive education. The study reveals that an overwhelming majority of the

teachers felt that school policies should make provision for inclusive education and its implementation. Paralleling this finding are findings from research conducted by Moodley (2002) who found that inclusion should be central to the development process and permeate all policies so that they could provide a framework for enhancing the learning and participation of all stakeholders. The explanation could be that, if inclusive education is not central to the education, it cannot be implemented, even if policies are in place. Existing school policies do not make adequate provision for the implementation of inclusive education; therefore, inclusive education faces challenges in terms of the implementation thereof.

With respect to age, the data reveal that more teachers in the age category 26-30 and 36-40 years than other age categories agreed that school policies should make provision for inclusive education and its implementation. This finding resonates the findings of Mittler (2005) who found that countries needed to work out clear policies and agree on the reform of the curriculum at the level of central government, local government, and above all, at each ordinary and special school. The explanation could be attributed to the fact that these teachers were more experienced and at the peak of their careers and, therefore, felt that the current school policies did not make provision for inclusive education.

With regards to the average number of learners in class, the data show that significantly more teachers with 36-40 learners in a class than those with fewer than or more than 40 learners per class agreed that school policies should make provision for inclusive education and its implementation. This finding echo that of Mambo (2011) who learned that teachers were not fully aware of inclusive education policy

and practice. This could mean that the majority of those teachers had not seen any guidelines in the existing school policies regarding the number of learners that should be catered for in an inclusive class. If the class sizes for inclusive classrooms are not clearly outlined in the school policies, it will have implications for the implementation of inclusive education. School policies should thus be aligned with the country's inclusive policy document.

The third rank, relating to policy issues, states that for inclusive education policies and programmes to work effectively, countries require effective, inclusive leadership. The majority of the teachers agreed with the statement. This finding is consistent with those of Precey (2011) that, for inclusive education policies and programmes to work effectively, countries require inclusive leadership. This could imply that current leadership regarding inclusive education in the Omaheke region is not efficient enough to ensure that programmes and policies are implemented efficiently.

The fourth rank, relating to policy issues, indicates that a weakness in policy orientation and coordination undermines a holistic and inclusive approach. An overwhelming majority of the teachers agreed with the statement. This finding is consistent with Bines (2000) who found that although the integration into mainstream policy making of learners with special needs are welcomed, there are features of policy and practice, such as a weakness in policy orientation and coordination, which undermine intentions to enhance provision and outcomes. The message that could be communicated here is that teachers felt that there was a

weakness in the orientation and coordination of the current policy on inclusive education.

The data reveal that significantly more Otjiherero speaking teachers than teachers speaking other languages agreed that a weakness in policy orientation and coordination undermined a holistic and inclusive approach. This finding resonates the finding of Cole (2006) who found that there was a gap between policy and orientation therefore the need for efficient policy guidance and monitoring. The message that could be communicated here is that the majority of these teachers had not been oriented in terms of the new inclusive policy. This could also mean that the majority of these teachers were in remote areas and experienced difficulties because they had to cater for learners with special needs in schools even when they themselves lacked the necessary skills and education with regards to inclusive education.

When analysed according to teaching experience, the data show that more teachers with teaching experience of 1-5 years than those with less than a year or more years teaching experience agreed that a weakness in policy orientation and coordination undermined a holistic and inclusive approach. This finding resonates the finding of Bines (2000) who found that there was a weakness in policy orientation and coordination that continued to undermine a holistic and inclusive approach. This could mean that teachers with less experience experienced difficulty in understanding and interpreting the inclusive policy when they were not thoroughly oriented in terms of how to implement the inclusive policy. It could also imply that these teachers were new in the education system and found it challenging to deal

with learners with special needs in regular classes since they might not have received proper training during their pre-service training.

The data also reveal that significantly more teachers with an average of 36-40 learners in their classes than those with fewer than 20 or more than 40 learners in their classes agreed that a weakness in policy orientation and coordination undermined a holistic and inclusive approach. This finding resonates that of Bines (2000) who concluded that there are features of policy and practice, such as weakness in policy orientation and coordination that undermine intentions to enhance provision and outcomes. This could be that too many learners in a class do not allow enough time to pay attention to all the learners, especially those with special needs.

The fifth rank, relating to policy issues, states that despite inclusive policies that were in place and schools claiming to be inclusive institutions, there was still exclusion to a certain extent. This study reveals that most of the teachers agreed that there was still exclusion to a certain extent, even where policies were in place and schools claiming to be inclusive institutions. The findings of this study are consistent with those of Mambo (2011) who concluded that teachers were not fully aware of the inclusive education policy and practice, and that poor implementation of inclusive education policy was due to a lack of appropriate training and professional development. The message here could be that schools are still reluctant to include learners with special needs even though inclusive education policies are in place. Additionally, this could create exclusion to a certain extent in schools.

5.2.2 Teacher attitudes

The data in Table 3 show that most of the teacher respondents agreed with the seven statements concerning teacher attitudes that could affect the implementation of inclusive education.

If the responses to teacher attitudes were ranked, the first rank would concern a lack of support for teachers, which enhances negative attitudes towards inclusive education. The data reveal that significantly more teachers agreed with the statement. This finding is consistent with that of other researchers, such as Zulu (2007) and Newton, Cambridge and Hunter-Johnson (2014) who are of the opinion that teachers' negative attitudes are due to a lack of knowledge and skills, as well as a lack of training and insufficient support. The message here could be that teachers' negative attitudes are created by a lack of support from advisory personnel and, as a result, inclusive education becomes a burden to them.

The data analysed in this study reveal that significantly more Otjiherero speaking teachers than teachers speaking other languages agreed that a lack of support for teachers enhanced negative attitudes towards inclusive education. This finding confirms the finding of Kurniawati et al. (2012) who concluded that negative attitudes were related to their teaching experiences and training in special education. The deduction could be that most Otjiherero speaking teachers were based in remote schools and did not receive sufficient support in terms of teaching learners with special needs in those schools.

The second rank concerns teachers feeling that large classes did not allow for inclusive education. These findings are consistent with those of Newton, Cambridge and Hunter-Johnson (2014) that negative attitudes are caused by large class sizes. The message that could be communicated here is that teachers are overwhelmed by large classes; therefore, they cannot include all learners and give enough attention to the special needs of all learners.

When analysed according to mother tongue, the data reveal that more Otjiherero speaking teachers than other language speaking teachers agreed that large classes did not allow for inclusive education. This finding resonates the finding of Newton et al. (2014) who concluded that teachers' negative were due to large classes and insufficient administrative support among. The message that could be communicated here is that these teachers are burdened by overcrowded classes; therefore, they cannot implement inclusive education or give enough attention to learners with special educational needs.

The third rank concerns the statement that teacher attitudes play a role in the implementation of inclusive education. The data show that more than half of the teachers agreed that teacher attitudes played a role in the implementation of inclusive education. This finding is supported by Al-Zyodi (2006) and Newton, Cambridge and Hunter-Johnson (2014) who found that the severity and nature of the disabling condition, together with a lack of skills, influenced teachers' attitudes to work with learners with special needs. This could mean that teachers are not sufficiently trained in dealing with learners with special needs, and feel saddled to work with such

learners. In addition, this could then create negative attitudes, especially if teachers do not know how to deal with specific issues regarding learners with special needs.

The fourth rank concerns the statement that inclusion makes too many demands on teachers. The study reveals that the majority of the teachers agreed that inclusion made too many demands on teachers. This finding is in line with Peacock (2016) who found that inclusive education made too many demands on teachers. This could imply that teachers lack knowledge and support regarding inclusive education and thus feel being saddled. Additionally, if teachers do not know how to include learners with special needs in their classes, it could create a feeling of too many demands made on them.

The fifth rank concerns the statement that teachers' negative attitudes about inclusive education were a barrier to the implementation of inclusive education. The data show that more than half of the teachers agreed that teachers' negative attitudes about inclusive education were a barrier to the implementation of inclusive education. These findings are consistent with those of Peacock (2016) and Al-Zyoudi (2006) who found that teachers' attitudes were the greatest barrier to inclusive education. The majority of the respondents, furthermore, stated that the attitudes of teachers were influenced by the lack of support. This could imply that teachers do not get enough support regarding inclusive education which, in turn, creates negative attitudes. These negative attitudes become a barrier because teachers are not willing or able to work with learners with special needs.

When analysed according to teaching experience, the study reveals that teachers with teaching experience of 1-5 years agreed more than those with teaching experience of

less than one year and those above five years that teachers' negative attitudes regarding inclusive education were a barrier to the implementation of inclusive education. This finding resonates that of Kurniawati et.al (2012) who concluded that teacher attitude were related to their teaching experiences and training in special education. The message here could be that teachers with less experience discovered that teachers with more experience have negative attitudes towards inclusive education; therefore, it is seen as a barrier to its implementation.

The sixth rank concerns the statement that the success of inclusive education does not dependent on teachers' attitudes. This study reveals that half of the teachers disagreed that the success of inclusive education did not depend on teachers' attitudes. This finding is in contrast with the findings of Zulu (2007) who found that the success of inclusive education depended greatly on teachers. Additionally, she states that, for inclusive education to be successful, educators need to be prepared and properly trained. The message here could be that teachers do accept that their attitudes are a barrier to inclusive education. In addition, it could be that teachers feel they do not get the necessary support from supervisors, hence, the feeling that the success of inclusive education does not depend on them.

The seventh rank concerns the statement that teachers are confident enough to implement inclusive education. The study reveals that the majority of the teachers agreed that teachers were confident enough to implement inclusive education. These findings are contrary to those of Mastropieri and Scruggs (2000), as cited in Mutisya (2010) who found that teachers were reluctant or unwilling to teach learners with special needs because they felt that they did not have appropriate training, sufficient

time, other materials and resources to enable them to work with learners with special needs. This could mean that teachers would be more confident to implement inclusive education if they receive adequate training and support from specialist and advisory personnel.

5.2.3 Teacher training

The data provide evidence that the majority of the teacher respondents agreed with the six statements that teacher training could affect the implementation of inclusive education .

The first rank concerns the statement that, in order for inclusion to succeed, teachers must receive in-service training in educating learners with special educational needs. This study reveals that an overwhelming majority of the teachers agreed with this statement. This finding is in line with that of Marimuthu and Cheong (2014) who found that, for inclusive education to be successful, it requires well-equipped, knowledgeable and competent teachers who are able to foster the required values, confidence and support in learners with special needs. The message could be that most teachers are not trained in teaching learners with special needs, hence, the need for in-service training.

Significantly more teachers in the age category 26-30 years than those in the age categories less than 25 and more than 30 years, agreed that, in order for inclusion to succeed, teachers must receive in-service training in teaching learners with special educational needs. This finding echo that of Zulu (2007) who concluded that for the implementation of inclusion to be successful, educators should be prepared in terms

of appropriate and professional training, together with adequate ongoing training. This could mean that these teachers either had not received training in special needs education or the training received did not equip them sufficiently to teach learners with special educational needs.

When analysed according to teaching experience, the study shows that significantly more teachers with teaching experience of 1-5 years than those with teaching experience of less than a year and those with more than 5 years of teaching experience, agreed that, in order for inclusion to succeed, teachers must receive in-service training in teaching learners with special educational needs. This finding boom that of Horne and Timmons (2009) who concluded that in order to implement inclusion successfully teachers must have adequate training and sufficient support. They further concluded that unless teachers understand the need and know how and what to do, they may readily experience frustrations and guilt, over not doing their best for all the students in the class. The message here could be that teachers with less experience recognised the need for, and importance of, in-service training regarding inclusive education. It could also be that they realised that teachers with more experience did not execute inclusion properly because of a lack of training, thus the need for in-service training.

The second rank concerns the statement that teachers need sufficient training to implement inclusive education. The vast majority of the teachers agreed that teachers needed sufficient training to implement inclusive education. This finding is consistent with that reported by Zulu (2007) who found that, for the implementation of inclusion to be successful, educators should be prepared in terms of appropriate

and professional training, together with adequate ongoing training. This could mean that if teachers are well-trained, they will not have any difficulty with the implementation of inclusive education.

Significantly more teachers without training in teaching learners with special needs than those with training in special needs agreed that teachers needed sufficient training to implement inclusive education. These findings resonate with Zulu (2007) who found that for inclusion to be successful educators should receive ongoing training. The message here could be that teachers without training in special needs recognised the need for sufficient training to implement inclusive education successfully.

The third rank concerns the statement that, in order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional training, together with on-going training. More than half of the teachers agreed with the statement. This finding is consistent with that reached by Horne and Timmons (2009) who found that, to implement inclusion successfully anywhere in the world, teachers must have adequate training, sufficient support and positive attitudes. This could mean that teachers realised that if they were to be successful, they needed to be appropriately prepared for the task. Additionally, it could be that teachers realised that they were not properly trained; therefore, they saw the need for in-service training according to the challenges they faced.

When analysed according to highest qualification, the study shows that more teachers with a teaching diploma than those with other qualifications agreed that, in order for inclusion to be successful, teachers should be prepared in terms of

appropriate and professional training, together with on-going training. This finding echo that of Maria (2013) who concluded that teachers needed continuous training and specialised training in special needs education. This could mean that teachers with the lowest qualifications were not feeling competent or well-trained to work with learners with special needs and, therefore, they saw the need for on-going training in inclusive education.

The fourth rank concerns the statement that teachers lack knowledge in working with learners with special needs. The data reveal that an overwhelming majority of teachers agreed that teachers did lack knowledge in working with learners with special needs. This finding is consistent with that reported by Haitembu (2014) who found that a lack of in-service teacher training and a lack of information and knowledge about inclusive education were some of the challenges faced by teachers. The message that is communicated here could be that teachers had not received sufficient information and training on special needs; therefore, they did not feel capable enough to work with learners with special needs.

Significantly more teachers with teaching experience of 1-5 years than teachers with teaching experience of less than a year and more than five years of teaching experience agreed that teachers did lack knowledge in working with learners with special needs. This finding resonate with that of Haitembu (2014) who concluded that a lack of in-service teacher training and a lack of information and knowledge about inclusive education are challenges faced by teachers. The deduction that could be made is that teachers with less experience had difficulty to deal with learners with special needs in their classes due to a lack of experience.

The fifth rank concerns the statement that a lack of proper teacher training caused unwillingness to work with learners with special needs. The study reveals that the majority of the teachers agreed with the statement. This finding is supported by Norwich and Lewis (2007) who found that, before implementation, teachers needed to be trained and educated to enable them to acquire basic skills and practical knowledge. This could mean that, if teachers are not properly trained, they might be unwilling to work with learners with special educational needs. Learners with special educational needs may suffer badly due to this unwillingness of teachers to assist or support them.

Significantly more teachers without training in teaching learners with special needs than teachers with training in special needs agreed that the lack of proper teacher training caused unwillingness to work with learners with special needs. This finding is supported by Haitembu (2014) even if education officials were aware of their duties in providing inclusive education they had mixed understandings of the importance of those responsibilities. The explanation could be that teachers who were not sufficiently trained at teacher training institutions saw it as a challenge to work with learners with special needs.

The sixth rank concerns the statement that pre-service teacher training equips teachers adequately to deal with diverse educational needs in the classroom. The data show that more than 50 percent of the teachers agreed with the statement. This finding is consistent with that of Haitembu (2014) who found that, even if education officials were aware of their responsibilities in providing inclusive education, they had mixed understandings of the importance of those responsibilities. This could

mean that, even if teachers were trained at teacher training institutions regarding how to work with learners with special needs, they lacked the understanding of how to put theory into practice in the classroom.

5.2.4 Adequate support and resources

Regarding adequate support and resources the findings of the study provide evidence that the majority of the teacher respondents agreed with the eight statements concerning adequate support and resources that could affect the implementation of inclusive education.

The first rank concerns the statement that adequate resources should be allocated to schools to cater for the needs of all learners. This study reveals that significantly more teachers agreed that adequate resources should be allocated to schools to cater for the needs of all learners. This finding is consistent with that of Randiki (2002, as cited in Mutisya, 2010) who found that the available resources should be in place where everybody who needed them could easily access them. The message here could be that teachers find it challenging to deal with learners with special needs due to a lack of enough resources in schools. Additionally, it could be that resources are not available; therefore, the needs of learners are not catered for.

When analysed according to age, significantly more teachers in the age category 26-30 years than those in the age categories less than 26 and more than 30 years agreed that adequate resources should be allocated to schools to cater for the diverse needs of all learners. This finding boom that of Mwaura (2004) who concluded that sufficient learning resources and support services need to be made available and put

in place to support inclusive education. The message here could be that teachers in these age groups have a better understanding of the needs of diverse learners. In addition, it could be that they have experienced that the resources received from the Ministry are not sufficient for learners with diverse needs.

Significantly more teachers with a teaching diploma than teachers with other qualifications agreed that adequate resources should be allocated to schools to cater for the diverse needs of all learners. This finding resonates that of Randiki (2002, as cited in Mutisya, 2010) who concluded that available resources should be in place were anybody who needs them could have easy access. The explanation could be that those teachers who were less qualified were of the view that resources were not adequate to cater for the needs of all learners and that it hampered their teaching. Teachers who are higher qualified may be better equipped in terms of human resources to cater for the diverse needs of learners.

When analysed according to teaching experience, the data reveal that significantly more teachers with teaching experience of 1-5 years than teachers with teaching experience of less than a year and those above five years agreed that adequate resources should be allocated to schools to cater for the needs of all learners. This finding is supported by Mwaura (2004) who concluded that sufficient learning resources and support services for learners with special needs needed to be made available. This could imply that these newly appointed teachers felt that the resources distributed to schools were not enough to cater for the diverse needs of all learners.

Significantly more teachers with an average number of 36-40 learners in class than teachers with fewer than 36 and more than 40 learners agreed that adequate resources should be allocated to schools to cater for the needs of all learners. This finding echoes that of Petriwskyj (2010) who concluded that adequate support must be available to assist mainstream teachers to meet the special needs and challenges in inclusive classes. The message here could be that teachers with 36-40 learners found it difficult to cater for the needs of all learners with the resources allocated to them. Additional resources are thus needed to cater for the diverse needs of all learners.

The second rank concerns the statement that adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes. This study shows that significantly more teachers agreed with the statement. The finding is consistent with findings by Mwaura (2004) who found that sufficient learning resources and support services needed to be made available and put in place to support inclusive education, and that it would be excellent if adequate support could be provided to mainstream teachers to meet the needs of learners in inclusive classes. This support can be in terms of assistant teachers in each class. The deduction that could be made here is that teachers are of the opinion that support is not sufficient to assist them in their classes in order for them to address the special needs of learners. It could be that these teachers find it challenging to address learners' needs due to having more learners in class; therefore, they feel the need for sufficient support in terms of assistant teachers and ample learning resources.

When analysed according to mother tongue, the data reveal that significantly more Otjiherero speaking teachers than other language speaking teachers agreed that

adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes. This finding echo that of Calero and Benasco (2015) who concluded that lack of support from educational authorities together with the need for additional resources hampered inclusive education. This could mean that more Otjiherero speaking teachers were in need of ample support to meet the diverse needs of learners with special needs.

Significantly more teachers with a teaching diploma compared to teachers with other qualifications agreed that adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes. This finding is in line with Petriwskyj (2010) who concluded that adequate support must be available to assist mainstream teachers to meet the special needs and challenges in inclusive classes. The message here could be that teachers who were less qualified found it challenging to address the diverse needs due to a lack of support. It could be that these teachers realised the needs of learners and the resources needed to address those needs; therefore, there was a need for adequate support.

With respect to teaching experience, this study shows that more teachers with teaching experience of 1-5 years than teachers with teaching experience of less than a year and more than five years agreed that adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes. This finding is consistent with that of Mwaura (2004) who concluded that sufficient learning resources and support services for learners with special needs need to be made available, as well as legal and policy frameworks need to be put in place to allow for sustenance. It could be that teachers with less experience were

aware and well-informed about the diverse needs of learners; therefore, those teachers were conscious of the support needed to address the diverse needs of learners.

The third rank concerns the statement that backup help from specialist teachers is an essential factor for successful inclusion. The study reveals that an overwhelming majority of the teachers agreed with the statement. This is in line with Petriwskyj (2010) who suggests that adequate support in terms of remedial and special educators must be available to assist mainstream teachers in meeting the special needs of learners and challenges in inclusive education classes. The message here could be that, with the current status quo, teachers realise that inclusive education will experience challenges if they do not receive backup help from specialists. Additionally, it could be that teachers recognise the need for specialist teachers to assist with learners' diverse needs.

Significantly more teachers with a teaching diploma than teachers with other qualifications agreed that backup help from specialist teachers is an essential factor for successful inclusion. This finding echo that of Petriwskyj (2010) who concluded that adequate support must be available to assist mainstream teachers to meet the special needs and challenges in inclusive classes. Such support would be in terms of experts such as educational psychologists and remedial and special educators. The message here could be that teachers who are less qualified experience challenges regarding teaching learners with special needs; therefore, they require backup help from specialist teachers to ensure that all learners are included.

The fourth rank comprises the statement that limited access to support services and the availability of resources can influence teachers' ability to implement inclusive education effectively. The data show that significantly more teachers agreed with the statement. This finding is in line with that of Petriwskyj (2010), namely that limited access to support services, the availability of resources and outcome pressures, as well as limited professional learning about diversity influenced teachers' understanding of the implementation of inclusive education. The deduction that could be made is that teachers realise that they have limited access to support services and resources; therefore, they find it challenging to implement inclusive education effectively.

The fifth rank concerns the statement that co-teaching with a remedial teacher will enhance the quality of inclusive education. A great majority of the teachers agreed. This finding is supported by Calero and Benasco (2015) who found that a lack of support, together with the need for additional resources from educational authorities, was a major factor for professionals to attend to learners with special needs. The message here could be that teachers find it challenging to attend to the diverse needs of learners; therefore, they require remedial teachers to co-teach with them in order for inclusive education to be enhanced.

The sixth rank concerns the statement that teachers do not receive sufficient and fundamental support from advisory personnel. This study shows that a vast majority of the teachers agreed with the statement. This finding is in line with that of Petriwskyj (2010), namely that adequate support in terms of experts, educational psychologists, remedial and special educators, sufficient teacher training, ample

resources, collaboration and accessibility, building awareness and including teachers must be available to assist mainstream teachers to meet the special needs and challenges in inclusive classes when decisions are made or when materials are developed. It could be that teachers are aware of the diverse needs of learners; however, they do not receive sufficient and fundamental support. Therefore, they require adequate support and specialists to assist in addressing the needs of all learners.

The seventh rank is whether schools should not have expert personnel (educational psychologists, remedial teachers) available in schools to assist with the implementation of inclusive education. The data of this study show that an overwhelming majority of the teachers agreed with the statement. This finding is contrary to the finding by Calero and Benasco (2015), namely that a lack of support, together with the need for additional resources and for professionals to attend to learners with special needs from educational authorities, was a major factor. The deduction that could be made here is that schools do require expert personnel to assist with the diverse needs of all learners and to assist with the successful implementation of inclusive education.

The eight rank concerns the statement that computers could be useful teaching aids in making successful regular classes, which include learners with and/or without special educational needs. This study reveals that the majority of the teachers agreed with the statement. This finding is consistent with that of Chimhenga (2016), who concluded that a lack of resources, such as computers, trained teachers, finances, classrooms, among others for use by learners with special needs, affect the

implementation of inclusive education. The message here could be that teachers are aware of the diverse needs of learners; therefore, they require assistive devices to meet the needs of those learners.

5.2.5 Curriculum issues

The findings of this study reveal (see Table 6) that the majority of the teacher respondents agreed with the six statements relating to the curriculum that could have an influence on the implementation of inclusive education.

When teachers' responses to the statements concerning curriculum issues are ranked, the first rank concerns the statement that a flexible curriculum grants all children a chance to learn and benefit from education. This study reveals that the vast majority of teachers agreed that a flexible curriculum granted all children a chance to learn and benefit from education. This finding is supported by Miles, et.al. (2001), namely that where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognised. The message here could be that teachers understand that inclusion will not be achieved in schools unless modifications are made to the existing curriculum in regular schools.

The second rank concerns the statement that the curriculum should allow for everyday survival skills. This finding is supported by Möwes (2002) who argues that the curriculum must be sufficiently differentiated to allow for differences in learners' abilities and circumstances. The data show that a higher proportion of teachers agreed that the curriculum should allow for everyday, survival skills. A possible explanation for this could be that when learners are equipped with these skills, they

would be able to support themselves in future. These survival skills would enable them to face the world and also start their own businesses without waiting on anyone to provide them with jobs.

Significantly more teachers with teaching experience of 1-5 years than teachers with teaching experience of less than a year and more than five years agreed that the curriculum should allow for everyday survival skills. This finding is consistent with that of Miles et. al. (2001) who concluded that with a flexible curriculum all children have a chance to learn and benefit from education, and their achievement can be recognised. The explanation could be that the teachers with less experience realised that all learners needed to be given a fair opportunity to show their talents. Additionally, it could be that these teachers saw that the system was more academic driven; therefore, the curriculum should allow for survival skills to enable learners to be self-sustainable.

The third rank concerns the statement that teachers should be allowed to teach at the learners' pace of learning. This study reveals that a higher fraction of teachers agreed with the statement. The findings of this study are in line with that of Stofile (2008), namely that the curriculum needs to be accessible and responsive to the needs of all learners in order to enable schools to accommodate diversity in the learner population. The explanation could be that if teachers teach according to the learners' pace, they can ensure the child learns in a way that he or she is able to. One would be able to bridge a gap that others may not be able to. Additionally, by tailoring your lesson plan to the learners' pace, you might help other children, who do not display difficulties, to learn in new and innovative ways.

With respect to mother tongue, the study reveals that more Otjiherero speaking teachers compared to other language speaking teachers agreed that teachers should be allowed to teach at the learners' pace of learning. This finding resonates that of Möwes (2002) who concluded that curriculum should be balanced so that it allows adequate development of each area without undue specialisation or neglect of any area. The reason could be that more Otjiherero speaking teachers might have some experience in teaching learners with special educational needs and thus understand the importance of teaching learners according to their own pace.

Significantly more teachers without training in teaching learners with special needs agreed more than teachers with training in teaching learners with special needs that teachers should be allowed to teach at the learners' pace of learning. The message here could be that teachers without training in teaching learners with special needs might have experienced that, when teaching to meet the deadline according to the syllabi, many learners end up not learning at all, thus, the need to teach at the pace at which learners learn.

The fourth rank concerns the statement that teachers follow the curriculum to detail which makes it impossible to pay attention to learners with special needs. The study shows that a higher percentage of teachers agreed with the statement. This finding is consistent with those of Budginaité, et.al. (2016), namely that a curriculum that is too rigid, centralised and fails to reflect the diversity of the implicated learners can have a negative impact on the learning process. This could mean that, since teachers need to complete the curriculum within a certain time frame, it could be a challenge to

accommodate learners with special educational needs while struggling to complete the curriculum on time.

When analysed according to teaching qualifications, the data show that teachers with a teaching diploma agreed significantly more than teachers with other qualification that teachers follow the curriculum in much detail, which makes it impossible to pay attention to learners with special needs. This finding is consistent with that of Mittler (2002) who concluded that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and values. Additionally the curriculum has to be structured and implemented in such a way that all learners can access it. The message here could be that teachers who are less qualified experienced that they could not complete the syllabi on time if they paid attention to learners with special needs; therefore, learners with special needs would be left without being given the necessary attention. Additionally, it could be that these teachers experienced that learners are excluded because teachers were following the curriculum in detail.

The fifth rank concerns the statement that teachers cannot implement inclusive education because the curriculum is content-laden. This study reveals that more teachers agreed with the statement. The finding of this study is consistent with that of Mongwaketse (2011) who suggests that the current curricula employed in mainstream schools are not designed on the basis of flexibility and appear to be content heavy. This could imply that teachers find the current curriculum content heavy and that with many learners in classes, there may not be enough time to cater for the wide range of different needs of all learners in the classroom.

The sixth rank concerns the statement that the inflexible curriculum does not allow for learners with and without special needs to be included in all lessons. The data of this study show that more than half of the teachers agreed with the statement. This finding is supported by Möwes (2002) posits that the curriculum should be broad and strive to bring all learners into contact with an agreed range of learning and experience. The finding is, furthermore, also consistent with findings by Mitller (2002), namely that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and values and that it has to be structured and implemented in such a way that all learners can access it. The deduction that could be made here is that the curriculum is inadequate to cater for the diverse needs of all learners. It could also be that the curriculum does not allow for all learners to be included all the time.

Significantly more teachers with teaching experience of 1-5 years than teachers with teaching experience of less than 1 year and more than five years agreed that an inflexible curriculum does not allow for learners with and/or without special needs to be included in all lessons. This finding is consistent with that of Mongwaketse (2011) who concluded that curriculum should be flexible. Additionally Budginaité et. al. (2016) concluded that curriculum is too rigid, centralised and fails to reflect the diversity of the implicated learners can have a negative impact on the learning process. The message that is communicated here could be that younger teachers find the current curriculum not flexible enough to cater for the needs of all learners.

5. 3 Discussion of the results regarding strategies to address challenges affecting the implementation of inclusive education

The findings of this study provide evidence that a vast majority of the teacher respondents advocated that proper strategies needed to be in place if inclusive education were to thrive.

The first rank concerns the statement that stakeholders should be encouraged to be involved. This study reveals that the vast majority of the teachers agreed that, for inclusive education to be successful, all stakeholders should be encouraged to be involved. This finding is in line with Mărgărițoiu (2010) who found that for inclusive education programmes to be successful, it required the cooperation and involvement of parents and all actors responsible for the upbringing and education of learners with special needs. Similarly, Sambo and Gambo (2015) posit that engaging parents and families of learners with special needs is crucial to the success of inclusive education, because the families know their children and may have a better understanding of both their problems and abilities. The message that is communicated here could be that stakeholders are not actively involved in the education of children, hence, the need to be encouraged to be involved. It could also be that only teachers care about learners' needs; therefore, they require all other stakeholders to be encouraged regarding learners and their needs.

The second rank concerns the statement that each school should have a special class. A huge fraction of the teachers agreed that each school should have a special class for learners with special needs to avoid loss of time. This finding is consistent with

that of Idol (2006) who argues that teachers prefer to include learners who are accompanied by a special education teacher or an instructional assistant, or to continue to have resource rooms for learners with special needs. She, furthermore, found that teachers favoured using instructional assistants to help all students, not just the students with special needs. The deduction that could be made is that teachers are of the opinion that, when there are special classes, it would make their work undemanding. It could also be that teachers consider that learners with special needs can benefit when they are pulled out of the mainstream classes into special classes.

The third rank concerns the statement that early identification will ensure appropriate support for learners with special needs. This study shows that a huge majority of the teachers agreed with the statement. This finding is consistent with that of Sambo and Gambo (2015), namely that early identification helps to minimise the impact that impairments may have on children's development, and optimises chances of inclusion, both in school and society. It also leads to early intervention, which often produces better results for the child. The explanation could be that teachers feel that if learners' needs are identified early enough, transfers would be eliminated and education for learners with special needs will be compensated.

Also on the third rank is the statement that awareness of learners with special needs and their education should be built and promoted. This study reveals that the majority of the teachers agreed with the statement. This finding is in line with Mutisya (2010), namely that, if the community was well involved in inclusive activities, more encouragement and continued sensitisation were needed to maintain

their spirit. The message here could be that, when awareness of learners with special needs is promoted and built, sufficient support will be provided to learners with special needs.

The fourth rank concerns the statement that secondary school teachers should liaise with primary school teachers to share good practice in working with learners with special needs. This study reveals that a high percentage of teachers agreed with the statement. This finding is in line with that of Ali, et.al (2006), namely that collaboration between the mainstream and special education teachers was important. This could imply that, if there is cooperation between secondary and primary school teachers about the needs of learners, they could share ideas and strategies regarding how to support those learners with special educational needs.

The fifth rank concerns the statement that inclusive education is a complex and challenging exercise, thus, the need for proper planning. The data of this study show that a vast majority of the teachers agreed with the statement. This finding is in line with Valeeva (2015), who argues that a system of special training and retraining, professional development of teachers-specialists of inclusive education needs to be approved in order to improve the implementation of inclusive education. The message here could be that teachers are of the opinion that there are continuously new learners with different special needs; therefore, they require proper training and planning to enable them to deal with inclusive education. It could also be that teachers realise that inclusive education is multifaceted; thus, it is necessary to plan properly to ensure that teachers are ready.

Also on the fifth rank is the statement that continuous evaluation of inclusive education programmes will help to determine improvement. The data reveal that more than half of the teachers agreed with the statement. This finding is in line with Cangemi, et.al (2011) who found that inclusive education required sustained contact between the special education and content departments. They also found that professional collaboration was crucial and that teachers needed to coordinate their plans with the parents of these learners. The message here could be that teachers realise that inclusive education should be evaluated on a continuous basis to ensure that it improves. It could also be that teachers want to make sure that they are on the right track regarding inclusive education; therefore, they identified the need for continuous evaluation of the programme.

The sixth rank concerns the statement that developing support groups among teachers, parents and learners will enhance inclusive education. The data show that a higher percentage of the teachers agreed that developing support groups would enhance inclusive education. The findings of this study are consistent with those by Haider (2008) who found that collaboration between the mainstream and the special education teachers was important, and that there should be clear guidelines on the implementation of inclusive education. Furthermore, Mutepfa, et. al (2007) established that in school settings, successful inclusion was contributed by students and their families taking part in regular activities in the school community and a need for enhancement of teacher training in inclusive education practices.

The seventh rank concerns the statement that the learner-teacher ratio should be reduced to 1:15 to ensure enough time for learners. This study reveals that a high

proportion of teachers agreed with the statement. This finding is consistent with McCrea (1996, as cited in Zarghami & Schnellert, 2004) who found that the class size recommended for special education was 1:15 to ensure the successful implementation of inclusive education and to give sufficient support to learners with special needs. Furthermore, Tan (2014) found that the main barrier to inclusion was the large class sizes which made it difficult to meet the diversity of all learners. The message that could be communicated here is that teachers are of the opinion that, if the learner-teacher ratio is reduced, they could give sufficient time to learners and their diverse needs. It could also be that teachers trust that, with a smaller number of learners in the class, they will pay better attention to the diverse needs of all learners.

The eighth rank concerns the statement that government should implement progressive programmes towards achieving a barrier-free school environment. This study shows that the majority of the teachers agreed that government should implement progressive programmes towards achieving a barrier-free school environment. The findings of this study are in line with that of Mumbi (2011) who found that funds for inclusive education and learners with special needs should be increased, and key educational stakeholders should conduct aggressive campaigns to sensitise the public about the importance of inclusive education programmes. This could imply that teachers feel that not enough is done to ensure a barrier-free environment for inclusive education and that not enough programmes are in place to enhance awareness on inclusive education.

The ninth rank concerns the statement that schools do not need to have extra, special needs facilities for learners with special needs. This study shows that the majority of

the teachers disagreed with the statement that schools did not need to have extra special needs facilities for learners with special needs. This finding is consistent with that of Mwaura (2004) who advocates that sufficient learning resources and support services need to be made available and put in place to support inclusive education. Mwaura, furthermore, states that the school setting needs to be adjusted to accommodate people with disabilities, the curriculum needs to be adapted for the various handicapping conditions, teachers need to be sufficiently prepared as very few are presently ready to teach learners with special needs, sufficient learning resources and support services for learners with special needs need to be made available, as well as legal and policy frameworks are to be put in place to allow for its sustenance. In the same vein, Möwes (2012) found that educators were in need of support services in the form of social workers, psychologists and therapists. This could imply that teachers feel they do not receive enough support from the regional, education office or from the advisory personnel to enable them to deal with learners with special needs. It could also be that teachers are of the opinion that, with appropriate, sufficient learning resources, it would enable them to accommodate learners with diverse needs and proper support services, in terms of specialists, will enable teachers to assist learners with special needs.

5.4 Recommendations

The recommendations that follow emanate from the results reported earlier and their discussion.

- It is recommended that the Ministry of Education should provide teachers with supportive leadership to ensure that the implementation of inclusive education is successful.
- It is also recommended that the Ministry of Education should provide teachers with sufficient support to curb negative attitudes to inclusive education.
- It is further recommended that in order for inclusion to succeed, the Ministry of Education should offer in-service training in teaching learners with special educational needs to teachers.
- It is also recommended that the Ministry of Education should provide schools with adequate resources to cater for the diverse needs of all learners.
- It is also recommended that the current curriculum should be adapted to ensure that the diverse needs of learners are catered for and that all learners are granted a chance to learn.
- It is further recommended that parents should be included and involved more in schools and in the decision-making processes regarding inclusive education. Communities should be sensitised regarding the education of learners with special needs, and parents of learners with special needs should be encouraged and motivated not to keep their children with special needs at home.
- Specialist teachers should be appointed per school to assist regular teachers with the diverse needs of all learners. At least each cluster should have a

psychologist to assist with the assessment of learners' needs. There should be special classes/schools for some LSN who cannot attend regular schools due to the complexity of their needs.

5.5 Conclusion

The present study looked at factors affecting the implementation of inclusive education practices in selected secondary schools in the Omaheke region. The study concludes that challenges that hamper inclusive education manifest themselves in the lack of supportive leadership, support for teachers, training, resources, as well as in the inflexible curriculum.

The study, furthermore, identified various strategies that could address challenges faced in the implementation of inclusive education. Some of those that came out strongly are: for inclusive education to be successful, all stakeholders should be encouraged to be involved; schools need to have special classes for learners with special needs; early identification would ensure appropriate support for learners with special needs; awareness of learners with special needs and their education should be built and promoted, and that secondary school teachers need to liaise with primary school teachers.

Finally, despite efforts from national and international organisations to ensure that inclusive education practices are implemented in Namibian schools, there is still exclusion to a certain extent. Therefore, the Ministry of Education, teachers, parents and all other stakeholders are encouraged to study these observed results and strive to devise solutions that ensure that inclusive education is achieved.

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APPENDICES

APPENDIX A: Teacher Questionnaire

Dear Respondent

Thank you for taking part in this important research project. The aim of this project is to examine the views of teachers regarding factors that might affect the implementation of inclusive education practices in selected secondary schools in the Omaha region.

The research is purely academic and the information obtained from you will be treated strictly confidential. Participation in this survey is voluntary and any individual may withdraw at anytime.

INSTRUCTIONS

1. Do not write your name
2. Please ensure that you answer all the questions frankly and objectively, using your own judgment and experiences.
3. Do not discuss the questionnaire with fellow teachers while completing the questionnaire. Your individual opinions will be valued.
4. Complete each question by indicating your response with an x in the appropriate box. Should you need any clarification on any matter, don't hesitate to ask me.
5. Your responses will only be used for research purposes. It will be impossible to identify the respondents involved after the completed questionnaires have been processed.

Thank you very much for your participation

SECTION A: DEMOGRAPHIC INFORMATION

In this section I like to know a little about you so I see how different people feel about the factors affecting the implementation of inclusive education practices.

Please mark your answer with an x in the following questions, or write your answer in the space provided.

1. What is the name of your school?

2. Which of the following best describe the area in which your school is located?

Urban	1
Suburban	2
Rural	3

3. Indicate whether you are ;

Male	1
Female	2

4. Which of the following age categories applies to you?

25 or under	1
26-29	2
30-34	3
35-39	4
40-49	5
50-59	6
60 or older	7

5. What is your mother tongue? (Please mark only one)

English	1
Afrikaans	2
Setswana	3
Silozi	4
Khoekhoegowab	5
Otjiherero	6
Oshindqnga	7
Other(Please specify) _____	8

6. Indicate your highest level of teaching qualification achieved;(Please mark only one)

Degree, teaching diploma, +additional postgraduate qualification	1
Degree plus teaching diploma	2
Teaching degree plus postgraduate qualification	3
Teaching degree	4
Teaching diploma plus further qualification	5
Teaching diploma	6
Certificate	7
Other(Specify) _____	8

7. How many years of teaching experience do you have (completed years)?

Less than 1 year	1
1-5 years	2
6-10 years	3
11-15 years	4
16-20 years	5
21-25 years	6
26-35 years	7
36-40 years	8
More than 40 years	9

8. What is the average number of learners in the classes you teach?

Less than 20	1
20-25	2
26-30	3
31-35	4
36-40	5
41-45	6
More than 45	7

9. Do you have any training in teaching learners with special educational needs?

Yes	1
No	2

10. If your answer to question 9 is “Yes” what type of training have you received?

SECTION B: FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box that best matches your view.

STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
POLICY ISSUES					
1. For inclusive education policies and programmes to work effectively, countries do require effective inclusive leadership.	1	2	3	4	5
2. A weakness in policy orientation and coordination undermines a holistic and inclusive approach.	1	2	3	4	5
3. Despite inclusive policies that are in place and schools claiming to be inclusive institutions, there is still exclusion to a certain extent.	1	2	3	4	5
4. For inclusion to be successful, teachers need supportive policy and leadership.	1	2	3	4	5
5. School policies should make provision for inclusive education and the implementation thereof.	1	2	3	4	5

STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
TEACHER ATTITUDES					
1. Teacher attitudes play a role in the implementation of inclusive education.	1	2	3	4	5
2. The success of inclusive education does not depend on teacher attitudes of inclusive education.	1	2	3	4	5
3. Teachers are confident enough to implement inclusive education.	1	2	3	4	5
4. Teacher's negative attitudes of inclusive education are a barrier to the implementation inclusive education.	1	2	3	4	5
5. Inclusion makes too many demands on teachers	1	2	3	4	5
6. Lack of support for teachers enhance negative attitudes toward inclusive education.	1	2	3	4	5
7. Teachers feel that large classes do not allow for inclusive education.	1	2	3	4	5

STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
TEACHER TRAINING					
1. In order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional training together with on-going training	1	2	3	4	5
2. Pre-service teacher training adequately equips teachers to deal with diverse educational needs in the classroom.	1	2	3	4	5
3. Teachers do lack knowledge in working with learners with special needs	1	2	3	4	5
4. Lack of proper teacher training cause unwillingness to work with learners with special needs	1	2	3	4	5
5. In order for inclusion to succeed teachers must receive in-service training in educating the learners with special educational needs.	1	2	3	4	5
6. Teachers need sufficient training to implement inclusive education.	1	2	3	4	5

STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
PROFFESIONAL SUPPORT AND RESOURCES					
1. Limited access to support services and the unavailability of resources can influence teacher's ability to implement inclusive education.	1	2	3	4	5
2. Adequate support must be available to assist mainstream teachers in meeting the special needs of learners in inclusive classes.	1	2	3	4	5
3. Teachers do not receive sufficient and fundamental support from advisory personnel.	1	2	3	4	5
4. Schools should not have expert personnel (educational psychologists, remedial teachers) available in schools to assist with the implementation of inclusive education.	1	2	3	4	5
5. Adequate resources should be allocated to schools to cater for the diverse needs of all learners.	1	2	3	4	5
6. Co-teaching with a remedial teacher will enhance the quality of inclusive education	1	2	3	4	5

STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
7. The backup help from specialist teachers is an essential factor for successful inclusion.	1	2	3	4	5
8. Computers could be a useful teaching aid in making successful regular classes, which include learners with and without special educational needs.	1	2	3	4	5
CURRICULUM ISSUES					
1. Inflexible curriculum does not allow for learners with and without special needs to be included in all lessons.	1	2	3	4	5
2. Curriculum should allow for everyday survival skills.	1	2	3	4	5
3. Teachers should be allowed to teach at the learners pace of learning.	1	2	3	4	5
4. A flexible curriculum grants all children a chance to learn and benefit from education.	1	2	3	4	5
5. Teachers cannot implement inclusive education because curriculum is content loaded.	1	2	3	4	5
6. Teachers follow the curriculum to detail which makes it impossible to pay attention to learners with special needs.	1	2	3	4	5

**SECTION C: STRATEGIES TO ADDRESS CHALLENGES AFFECTING
THE IMPLEMENTATION OF INCLUSIVE EDUCATION**

Please indicate your choice for each of the statements below by marking the box that best represents your opinion.

STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The learner teacher ratio should be reduced to 1:15 to ensure enough time for the learners	1	2	3	4	5
2. Each school should have a special class for learners with special needs to avoid loss of time	1	2	3	4	5
3. Schools do not need to have extra special needs facilities for learners with special needs.	1	2	3	4	5
4. Inclusive education is a complex and challenging exercise thus the need for proper planning.	1	2	3	4	5
5. For inclusive education to be successful all stakeholders should be encouraged to be involved.	1	2	3	4	5

6. Developing support groups among teachers, parents and learners will enhance inclusive education.	1	2	3	4	5
7. Early identification will ensure appropriate support for learners with special needs.	1	2	3	4	5
8. Secondary school teachers should liaise with Primary school teachers to share good practice in working with learners with special needs	1	2	3	4	5
9. Government should implement progressive programmes towards achieving a barrier free school environment.	1	2	3	4	5
10. Awareness of learners with special needs and their education should be build and promoted.	1	2	3	4	5
11. Continuous evaluation of inclusive education programmes will help to determine improvement	1	2	3	4	5

SECTION D:

Give additional comments on factors affecting the successful implementation of inclusive education practices in regular schools as well as strategies to address these challenges.

THANK YOU SO MUCH

APPENDIX B: Ethical Clearance Certificate



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/163/2017

Date: 28 March, 2017

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Factors Affecting the Implementation of Inclusive Education Practices in Selected Secondary schools in the Omaheke Region -

Nature/Level of Project: Masters

Researcher: M. Mokaleng

Student Number: 200944720

Faculty: Faculty of Education

Supervisors: Prof. A. Möwes

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson

A handwritten signature in black ink, appearing to be "P. Odonkor", written over a horizontal line.

Ms. P. Claassen: UREC Secretary

A handwritten signature in black ink, appearing to be "P. Claassen", written over a horizontal line.

APPENDIX C: Permission Letter to the Permanent Secretary

P O Box 716

Gobabis

Namibia

14 November 2016

Enquiries: M. Mokaleng

Tel: 0812995256/ 062-567475

Email: mercymokaleng@gmail.com

To: The Permanent Secretary: Ms. S. Steenkamp

Ministry of Education

Private Bag 13186

Government Office Park

Windhoek

Subject: Request for Permission to conduct a study in the Omaheke Region.

I am Mercy Mokaleng, a teacher in the Omaheke Region. I am currently enrolled for a Master in Education with the University of Namibia. As a pre-requisite by the University, students should carry out a study in fulfilment of the enrolled program.

One of our national education sector's goals is to provide quality education to all Namibians and to practice Inclusive Education. Inclusive Education aims at providing education to all, regardless of their abilities, disabilities and differences by removing all barriers to learning.

This study will shed light on factors that hinder the successful implementation of Inclusive Education. It is of outmost importance because it will help teachers particularly in the Omaheke Region with information on Inclusive education.

Therefore, I am hereby kindly requesting permission from the office of the Permanent Secretary to conduct a study on Factors affecting the implementation of Inclusive education in selected secondary schools in the Omaheke Region. The study will be conducted in the afternoons so that the teaching and learning is not affected.

Thank you very much

Mercy Mokaleng

APPENDIX D: Response from the Permanent Secretary



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
Fax: +264 61- 2933922
Enquiries: C. Muchila/ G. Munene
Email: Cavin.Muchila@moe.gov.na/gm12munene@yahoo.co.uk

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Ms. Mercy Mokaleng
P. O. Box 716
Gobabis
Cell: 0812995256/062-567475
Email: mercymokaleng@gmail.com

Dear Ms. M. Mokaleng

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN OMAHEKE REGION

Kindly be informed that permission to conduct research for your Postgraduate Degree in "*Factors Affecting the Implementation of Inclusive Education Practices in Selected Secondary Schools in the Omaheke Region*" in Omaheke region is herewith granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila/ Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours


SANET L. STEYN
PERMANENT SECRETARY


20. 4. 17
Date

All official correspondences must be addressed to the Permanent Secretary

APPENDIX E: Permission Letter to the Omaheke Directorate

P O Box 716

Gobabis

Namibia

14 November 2016

The Regional Director

Omaheke Region: Directorate of Education

Private Bag 2004

Gobabis

**Subject: Request for permission to conduct a study in secondary schools in the
Omaheke Region.**

I am Mercy Mokaleng, a teacher at Epukiro Primary School Roman Catholic. I am currently registered with the University of Namibia as a postgraduate student. As part of the course requirements, a student needs to submit a research thesis. I am hereby requesting for permission to conduct a study in secondary schools of Omaheke region. My research focuses on factors that hinder the implementation of Inclusive education in the region. The study will not interfere with the normal teaching and learning hours as I plan to conduct the study after the normal teaching hours.

Thank you very much.

Yours Faithfully

Mercy Mokaleng