

**INCLUSIVE PLACEMENT EFFECTS ON LEARNERS WITH AND WITHOUT
SPECIAL EDUCATIONAL NEEDS IN SELECTED SECONDARY SCHOOLS:
OSHIKOTO REGION**

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

The aim of the study was to explore the effects of inclusive placement on learners with and without special educational needs in secondary schools in the Oshikoto region of Namibia. The research methodology was in the form of a qualitative inquiry. The study employed a phenomenological approach which allowed an in-depth examination of the experiences of learners with and without special educational needs in the inclusive settings. The approach enabled the researcher to gain an understanding of the learners' experiences and the challenges when including learners with and without special educational needs in regular classrooms. Structured interviews and observations were carried out to collect data from a sample of ten learners with special educational needs and ten learners without special educational needs. Learners were sampled purposefully. Data was analysed by employing the thematic content analysis method. The findings revealed high cooperation and much social interaction among the learners with special educational needs and their peers without special educational needs. However, it was observed that there was a large gap in academic performance between learners with special educational needs when compared to their peers without special educational needs. The sources of the difference were found to be rooted in various different factors, such as the lack of or inadequate teaching and learning resources to support learners with special educational needs, the improper use of inclusive teaching methods (differentiation) and the non-inclusive nature of the curriculum. The study concluded that there were some academic and social benefits in inclusive placement, however there also a number of challenges which need to be addressed to enhance the learning of different learners. The study recommends rigorous training of teachers to enable them to

cater for different learners in inclusive classes. The study further recommends curriculum adaptation to respond to diverse needs of all the learners.

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LIST OF ABBREVIATIONS AND/OR ACRONYMS

UNESCO	United Nations Educational, Scientific and Cultural Organisation
SEN	Special Educational Needs
ZPD	Zone of Proximal Development
MKO	More Knowledgeable Other
SI	Social Interaction

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This thesis is dedicated to my mom Wilika ya Kwedhi, my late father Menieer Mudhika as well as my late siblings Inali, Sonia and Hella. They have always encouraged me to go extra mile in my education. I would have loved them to witness this small step I took.

DECLARATIONS

I, Wilka Ndapewa Katti, hereby declare that this study is my own work, and it is a true reflection of my research, and that this work or any part thereof has not been submitted for a degree at any other institution.

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Name of student	Signature	Date

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Philosophies regarding the education of children with special educational needs have dramatically changed world views about education, and several countries have led in the effort to implement policies which foster the inclusion of these learners into mainstream environments (Spence, 2010). The Salamanca Conference which was held in Spain in 1994 propelled the formulation of educational policies which foster inclusive classrooms (United Nations Educational, Scientific, and Cultural Organisation, (UNESCO, 1994).

Similar efforts were made in Namibia to transform education toward inclusion. Soon after its independence in 1990, Namibia embarked on reforms which would eliminate social, economic and educational imbalances among all its citizens. The constitution was amended to ensure the right to education to all citizens, without boundaries. A number of policies were formulated to accommodate and afford equal opportunities to all. In 2013, the Namibian government, through the Ministry of Education, established a Sector Policy on Inclusive Education. This policy recognises the barriers affecting learning and their origins. Among them are impairments, psychological disturbances and differences in abilities, as well as an inflexible curriculum and teachers' lack of skills (Ministry of Education, 2013). The objectives of the policy are to expand access to education, provide quality education especially to marginalised learners and support learners with a wide range of individual abilities. According to the Ministry of Education Sector Policy on Inclusive Education (2013, p6), "Inclusive education means ending segregation or

the deliberate exclusion of individuals or groups on the grounds of academic performance, gender, race, culture, religion, lifestyle health conditions or disability”.

A wide range of research has revealed that there are many benefits for children with special needs in inclusive education (Ainscow & Cesar, 2006; Bhatnagar, 2014; Bourke, 2010; Operti & Brady, 2011). However, not much has been said regarding learners without special educational needs would also benefit from these inclusive classes. Some earlier studies have reported that inclusion disadvantages learners without special educational needs as more attention is given to learners with special educational needs (Bateman, 1994; Kauffman and Hallahan, 2005; Mock and Kauffman, 2005).

In most countries, policy implementers have taken for granted that inclusive classes benefit both learners with and those without special educational needs. Since learners without special educational needs are not accustomed to such environments, there is a possibility that this could have a negative impact on their learning (Bhatnagar, 2014; De Boer, Pijl & Minnaert, 2011; Eunice, Nyangira & Orodho, 2015). This is where the present study comes in to examine and document the strengths and weaknesses of inclusive placement for learners with and without special educational needs in the inclusive settings in selected secondary schools in Namibia.

There have been controversies about the feasibility of achieving the objectives of inclusive education (Kalyanpur, 2006). Some research has indicated that inclusive placement is not frequently associated with improved outcomes (Kauffman & Hallahan, 2005). According to Ford (2013), one question likely to inundate teachers is whether lessons should be pitched at a basic level, in order to enable the ‘slower’ learners to

follow or whether they should be geared to ensure that the academically gifted are not bored. This suggests that it may be challenging to satisfy the needs of learners with different abilities in an inclusive lesson. Ford (2013) agrees with Mafa (2012), and reports that learners' different characteristics are bound to present teachers with organisational and didactic challenges. Kauffman and Hallahan (2005) recommend caution regarding inclusive classes, due to a lack of support among those charged with its implementation, that is, the personnel. These could be some of the reasons why there has been fragmented implementation of inclusion in some countries (Alur, 2002), a notion that serves as an indication of uncertainty regarding the total achievement of the objectives of inclusion (Ford, 2013). By documenting the Namibian experiences in line with these debates, it is hoped that new knowledge will emerge for the Namibian context and thus help to illuminate the experienced successes and shortfalls of inclusive education in Namibia.

The Ministry of Education is mandated to provide to provide education and training to all the learners with different backgrounds and conditions. However, a lot of learners with special educational needs are in mainstream schools by default but are not getting the support that they need, to enable them to fully integrate in the society (Ministry of Education and Culture, 1993).

1.2 Statement of the problem

Years of research on the effects of inclusive placement on learners with special educational needs have been notable for inconsistent and contradictory findings. While there is a preponderance of research on educating learners with special educational needs in an inclusive classroom, there is very little research in existence concerning the

students without special educational needs in the same inclusive classroom (Spence, 2010). Furthermore, research has observed fragmented implementation of inclusive education, a notion which serves as an indication of uncertainty of its feasibility and effectiveness (Alur, 2002; Kalyanpur, 2006). Most research (Orodho & Mwangi, 2014; Soukup, Wehmeyer, Bashinski & Bovaird, 2007; Suleymanov, 2014) concentrated on resources, curricula and methods to facilitate the effective learning of all learners with different abilities. However, there is still a gap regarding whether the learners are comfortable and optimally benefitting in inclusive classes.

Most of the studies which have been done on the effects of inclusive placement were carried out in foreign cultural contexts. This literature may not always be directly applicable to the Namibian situation. It thus seemed to merit investigation in view of the fact that education is a right to all children, regardless of disability, sex, colour, race or social status, as stipulated in the Universal Declaration of Human Rights of 1948. Relating to the foregoing statement, this study sought to investigate the effects of inclusive placement on learners with and those without special educational needs in secondary schools in the Oshikoto education region of Namibia.

1.3 Research questions

The purpose of this study was to examine the effects of inclusive placement on learners with and those without special educational needs. There are three underlying research questions.

1. How does inclusive placement affect the academic performance of learners with and those without special educational needs?

2. What is the impact of inclusive programmes on the social and emotional development of learners with and those without special educational needs?
3. What do learners with and those without special needs perceive to be learning and social challenges when placed in inclusive classrooms?

1.4 Significance of the study

The study is relevant for educators, parents and administrators who seek to close the achievement gap between learners with and those without special educational needs, a long standing goal of school reform efforts. Stakeholders in education in Namibia long for meaningful access to a general education classroom and curriculum (Ministry of Education and Culture, 1993); therefore, there exists a need for research on the effects of the inclusive placement of students with and those without special educational needs.

The findings of this research will furthermore, enlighten policy makers and educators regarding taking decisions concerning the placement of learners with and those without special educational needs in inclusive classes, as it informs the current status of inclusive education and its effectiveness. The Ministry of Education will benefit from the findings of this study as it could enable education planners to review the policy on inclusive education and map out more effective strategies for a system of inclusion to become more effective. The study could also assist curriculum designers and planners to plan in such a way that the curriculum would cater effectively for all learners. The Ministry of Education will furthermore, benefit from the research as findings may shape the curricula to conform to an inclusive education system which benefits all learners. The study can also add value to future research in the field of inclusive education.

1.5 Limitations of study

Johnson and Christensen (2008) define limitations as challenges anticipated or faced by the researcher in a study. This section discusses some of the challenges encountered during this research.

There were some instances when some participants had difficulties in answering some questions, for example when they were asked whether the curriculum being offered in schools was suitable for inclusive education. They showed unfamiliarity with the concept, and their responses showed that they did not know the meaning of the word, curriculum. The researcher explained the terms to the participants. The language which was employed in this study was English.

Although the study was completed in the allocated time, the researcher feels that more information could have been obtained if more time was allocated to it. The schools' programmes and the desire by the teachers and learners to maximise the available time to complete the syllabus were not accommodating. Sometimes interviews had to be postponed and rescheduled due to some crucial school programme which the participants could not miss. It was also difficult for some of the interviewed participants to commit to time scheduled for the interviews, thus failing to keep to the appointments. The researcher was, however, patient and persisted in interviewing all the targeted participants.

1.6 Delimitation of the study

The study was conducted only on a small scale and on one region only. If it were conducted on a large scale, more information could have been obtained. The study was

carried out in two secondary schools which are practising inclusive education in the Oshikoto region of Namibia.

1.7 Definition of terms

Inclusive placement refers to a full time placement of learners with special educational needs and those without to learn together in the same class. Nel, Nel, and Hugo (2013) defines inclusive placement as the selective placement of special education learners in one or more regular education classes (Nel, Nel, & Hugo, 2013).

Inclusive education is a system of education where learners with different abilities and conditions learn in schools together. The main idea of the concept of inclusive education is to allow all learners regardless of their physical and psychological conditions to learn together in the same class. The Ministry of Education of Namibia (2013) describe inclusive education as a process of addressing and responding to the diversity of the needs of all learners through increasing participation and reducing and/or eliminating exclusion within and from the education system (Ministry of Education, 2013).

Inclusive classrooms are settings in which all learners, irrespective of their abilities or skills are taught together. The same view is shared by the Ministry of education (2013) that inclusive classrooms are places where all learners of different learning abilities are placed together to learn (Ministry of Education, 2013).

Special educational needs (SEN) A learner has special educational needs if they have a learning problem or disability that make it more difficult for them to learn than most children their age. Landsberg (2011) defines special educational needs as the extraordinary learning needs of a learner which requires purposeful intervention aimed

at overcoming barriers perceived to be possible obstacles to learning. Landsberg elaborates that special educational needs arise as a result of visual, hearing, motor or physical impairments, as well as intellectual impairments, among others (Landsberg, 2011).

1.8 Summary

This chapter outlined the background of the study, statement of the problem and the research questions. It also explained the significance of the study, the limitations and the delimitation of the study. The important operational terms which are frequently employed in this thesis have been defined to maximise understanding of the content of the research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review is an objective and critical summary of published research relevant to the topic under consideration for a study. It presents the current knowledge and methodological contributions from previous research on a particular topic. Its purpose is to create familiarity with current thinking and justifies the need for more research in grey areas or gaps of knowledge (Gall, et al, 2007).

This chapter consists of a theoretical framework and a review of relevant literature on the effects of inclusive placement on the academic performance of learners with and those without special educational needs. It also discusses the impact of inclusive programmes on the social and emotional development of learners with and those without special educational needs and the perceived learning and social challenges of learners with and those without special educational needs when placed in inclusive classrooms.

2.2 Theoretical framework

Grant and Osanloo (2014) explains that theoretical frameworks are formulated to explain, predict and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. Eisenhart (as cited in Grant and Osanloo, 2014) defines a theoretical framework as, “a structure that guides research by using an established, coherent explanation of certain phenomena and relationships” (p. 205).

This study is based on Vygotsky’s social constructivist theory. This theory was selected since it strongly values and supports social learning environments such as those found in

inclusive classes where there is a wide range of diversity of individuals with different abilities. The social constructivist theory postulates that knowledge is actively constructed through experiences and cooperation. In this theory, Vygotsky (1978) describes learning as a social process and the origination of human intelligence in society or culture in which social interactions play a fundamental role in the development of cognition. The belief is that learning processes are internalisations of social activity. Vygotsky (1978) observes that learning takes place at two levels, firstly, through interaction with others and then integrated into the individual's mental structure. He, furthermore, observes that there are three aspects in the learning process, namely: Social Interaction (SI), The More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD).

Social interaction plays a fundamental role in the development of cognition. Social constructivists believe that reality is constructed by means of activities in which members of society together invent the properties of the world (Kukla, 2000). According to Vygotsky (1978), cognitive development is a result of dynamic interaction between the individual and the society. This dynamic relationship denotes a relationship of mutuality between the two. Just as society has an impact on the individual, the individual also has an impact on society. Children are unable to learn and develop if they are removed from society or are forbidden to interact with it. It stresses the need for collaboration where everyone has a contribution to make, regardless of his or her physical or psychological condition.

In an inclusive institution, this is representative of society with members of different abilities, making a contribution to the construction of knowledge (Ministry of Education,

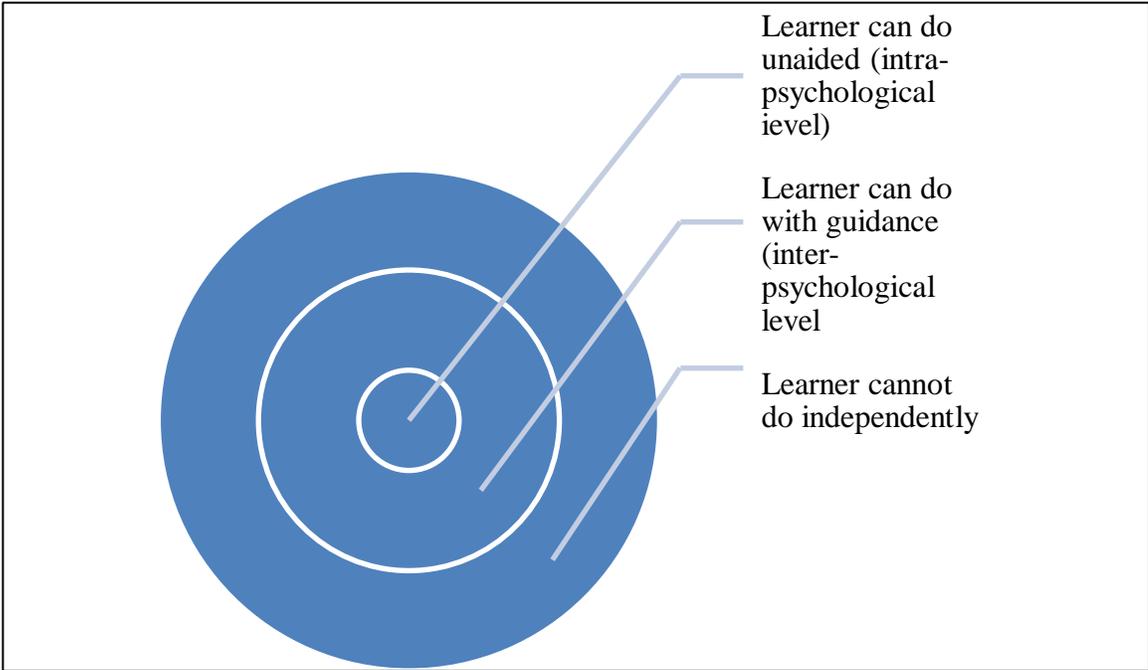
2013). An inclusive environment would be optimal as the learners would be able to interact with a variety of people instead of only interacting with selected people with similar abilities (Evins, 2015). Learners with special needs would learn about real life situations more successfully than when they are isolated (Burstein, et al. (2004). In inclusive classes there are unlimited interactions among learners of different physical and psychological conditions, which make inclusive classrooms more suitable for learning.

The More Knowledgeable Other refers to anyone who has a better understanding or higher ability level than the learner with respect to a particular task, process or concept (this usually signifies the teacher, coach or peers). Consequently, the learning process is facilitated by mediators who may be teachers or peer collaborators, ensuring that learners understand the content at stake. In inclusive settings, learners with different abilities collaborate in one way or another and such collaboration enhances their learning. In an inclusive setup, mediation is conducted by the teacher and also by more knowledgeable peers. Peers with certain skills or more knowledge impart the skills or knowledge to other learners with less ability as they interact. The Zone of Proximal Development is the difference between the actual development level, which is determined by the ability of a learner to solve problems independently, and the potential development, which is determined by problem-solving under the guidance of a teacher or with the assistance of more capable peer(s). In the Zone of Proximal Development, the teacher or more capable peer(s) and the learner work together on a task that the learner could not perform independently. The Zone of Proximal Development is important to inclusive settings where every learner, with or without special educational

needs, requires the assistance of a peer at one point in the learning process. These mutual interactions of assisting one another yield positive results in inclusive classes as learners pull together as a team, sharing knowledge. The emphasis is that, in cognitive development, everyone has some challenges in certain skills or content with which others could assist the individual to develop. Figure 2.1 below illustrates the Zone of Proximal Development.

Figure 2.1

The Zone of Proximal Development



Source: Sarker (2019)

As reflected in the Zone of Proximal Development, learners confront two types of task levels, namely the inter- and intra-psychological levels. On the inter-psychological level, also referred to as the social level, a learner needs somebody who has a better understanding of the task or process than him- or herself to help in carrying out the task

or process (Sarker, 2019). This can best be applied in inclusive classrooms. A learner first needs interaction with more knowledgeable peers to be able to handle a task successfully. On the intra-psychological level, a learner can independently handle a task without assistance. The sequence is that a learner moves from the inter-psychological where he or she is assisted by more capable learners to reach the intra-psychological level where the learner is then able to accomplish tasks independently (Kukla, 2000).

Learners, in the context of the theory of social constructivism, participate in an active dialogue between participants in the classroom as a place of educational inclusion. The principles of inclusive education are based on the definition of classrooms as communities in which every child feels happy and has the opportunity to achieve knowledge, regardless of personal differences (Bhutnagar, 2014). In social constructivism, the role of a teacher is to facilitate learning and provide opportunities for individual learners to acquire knowledge and construct meaning through their own activities (Rea, MacLaughlin and Walter-Thomas, 2002). This makes inclusive classes ideal places for learning, since there is a wide range of diversity among members with different experiences and knowledge to share. As explained by the social constructivist theory, the learners are provided with chances to discuss, reflect and share ideas with others. In social constructivism, knowledge is socially constructed through communicative practice.

According to social constructivism, teachers have to organise activities for learners so that they can construct knowledge together as a group or class. In these activities, there is much interaction among learners with different abilities; therefore, inclusive classes become ideal opportunities for developing different abilities (Vygotsky, 1978). During

the activities, learners of different abilities collaborate according to their strengths and experience mutual benefit (Kukla, 2000). It has been proven that the knowledge obtained through constructivism lasts long and is very useful as learners are able to apply such knowledge to new situations (Vygotsky,1978). Over and above that teaching is made easier since the teachers would not be overly concerned with establishing learners' abilities, but rather the learners would participate in activities according to their abilities. Such a context makes sharing experiences and knowledge among learners more effective than when teachers pass knowledge to the learners.

The relevancy of Vygotsky's (1978) framework for this study cannot be over-emphasised. The choice of this theory developed from the value placed on inclusive placements of learners in Namibian schools. The theory is premised on the Namibian governments' education-for- all policy adopted in 1990 which sought to enrol all learners irrespective of their educational needs (Ministry of Education and Culture, 1993). The theory is very clear on its application in a classroom environment. However, the theory can only work effectively when implementers are adequately trained to handle inclusive classes. This researcher is strongly convinced that the performance can be realised if educators apply Vygotsky's theory with fidelity in a classroom setting.

2.3 Effects of inclusive placement on the academic performance of learners with and those without special needs

There are a number of authors (E.g. Kauffman & Hallahan, 2005; Mock & Kauffman, 2005; Rea, MacLaughlin & Walter-Thomas, 2002; Evins, 2015; Ruijs, Van der Veen, & Peetsma, 2010; Spence, 2010; Murawsky, 2006; Castro, 2007, Soukup, Wehmeyer,

Bashinski & Bovaird, 2007; Fore, Burke, Burke & Smith, 2008; Burstein, Sears, Wilcoxon, Cabello & Spagna 2004; Mastropieri, Scruggs, Graetz, Norland & McDuffie, 2005; Korenich & Salisbury, 2006; Ewa, 2015) who have published work regarding the effects of inclusion, with different views on the benefits and negative impacts. Some of the effects of inclusive placements on the academic performance of learners with and without special needs identified in these studies are: inclusive education did not have negative effects on the academic achievement of both learners with and those without special educational needs, the academic performance was significantly better for learners with special educational needs when in inclusive settings, learners without special educational needs learned to appreciate their peers with special educational needs and learners without special educational needs benefited academically from the variety of teaching methods and support for learners with special education.

Kauffman and Hallahan (2005) argue that inclusion affords learners with special educational needs more challenges than advantages, citing that more focus has been on their placement rather than on closing the gap between them and their peers. Furthermore, Bateman (1994) argues that inclusion disadvantages learners without special educational needs because too much attention is focused on those with special educational needs. Similarly, Mock and Kauffman (2005) observe that schools without learners with special educational needs demonstrated higher performance levels and that learners in special settings also performed better than when in inclusive classes.

Mock and Kauffman (2005) contend that inclusion therefore makes it difficult to create a platform for effective instruction and, thus, instruction is flawed. They argue that it is not possible for specially designed instruction to be delivered to learners with different needs.

There are, however, a number of studies which confirm an increase in academic performance in inclusive classes more than in special classes. Rea, MacLaughlin and Walter-Thomas (2002) compared two groups of learners with special educational needs and found that learners in inclusive classes achieved higher scores than those in primarily educational settings.

In another study conducted by Evins (2015) on the effects of inclusion on both learners with and those without special needs, teachers reported that there was evidence of mutual learning and interaction between them. Teachers observed that each learner achieved some form of success, although the type of success looked differently, based on the learner's ability. Learners depended on one another to learn and complete assignments, and those who assisted others also benefited in terms of their academic output (Evins, 2015).

Ruijs, Van der Veen, and Peetsma (2010) conducted a study on the relationship between inclusive education and the academic achievement and socio-emotional functioning of typical students. They wanted to establish whether inclusive education affected the academic achievement and socio-emotional functioning of more and less intelligent, typical students. They found that inclusive education did not have negative effects on the academic achievement of both intelligent and less intelligent students.

In another study by Spence (2010), similar results were obtained. Spence carried out a study on the effects of inclusion of regular education students in middle school. In the study, the academic performance of learners without special educational needs placed in inclusive settings was compared to the academic performance of regular education students placed in a non-inclusive setting. Data were collected, employing the Criterion Referenced Competency Tests in Mathematics and reading. Demographic identifiers of race and gender were also included. The data were analysed by employing the analysis of covariance in the causal-comparative design of the two groups. The results showed that there was no significant difference in reading achievement of the two groups, even when race and gender were introduced as factors. However, the results showed significant differences between the scores in mathematics of students in and those not in the inclusive setting. There was a significant difference in the achievement of male students in mathematics in those in inclusive than those in non-inclusive settings. In both instances, students in the non-inclusive classrooms scored significantly higher than students in inclusive settings.

Murawsky (2006) conducted research in California, involving general and special educators teaching Grade 9 English. In the study, the general and special educators taught English in mainstream, inclusive and special education settings. The academic outcomes in reading and writing assessments for special education students in inclusive settings were compared to the outcomes of the mainstreaming and special education settings. The author found that there were no significant differences among the three frameworks. The researcher recommended teaching pairs in the inclusive settings, in which the curriculum would be delivered by a regular content teacher and a special

education teacher. In reviewing data relating to the academic ability of special education students in inclusive settings, Kemp and Carter (2006) found a positive and statistically significant relationship between the academic skills of a special education student in an inclusive setting and the regular education teacher's perceptions of those skills.

Furthermore, Castro (2007), provides information regarding the academic effects of inclusion on the performance of students with disabilities. Terra-Nova test scores for First and Second Grade learners attending public schools were compared. The study focused on two groups of students, namely special education students in inclusive settings and special education students in non-inclusive settings. The results showed that the academic performance, as measured by the Terra-Nova test, was significantly better for special education students in inclusive settings when compared to those in non-inclusive settings.

Soukup, Wehmeyer, Bashinski and Bovaird (2007) carried out a study to investigate the degree to which students with intellectual and developmental disabilities had access to the general education curriculum and the degree to which such access was related to the classroom setting and ecological variables. Nineteen students were observed during Science and Social Studies instruction. The data were collected by employing the Access CISSAR, a computer-based observation system that utilises time sampling observation. The results of the study indicated that accommodation and modifications were provided, depending on the amount of time the students were educated with their non-disabled peers. Furthermore, one-on-one or independent instructional groupings were found to be better predictors of access than whole-group instruction.

Fore, Burke, Burke and Smith (2008) examined the academic performance of students with learning disabilities in inclusive settings. Fore, et al., collected data from 57 high school students from two high schools in the United States. They administered the Multilevel Academic Survey Test (MAST) on a sample of 57 students. Reading and Mathematics scores from the tests were examined relative to grade level, number of special education classes attended and placement in inclusive or non-inclusive settings. The results revealed no statistically significant difference in student achievement, based on the MAST scores, for special education students in non-inclusive classes compared to those placed in inclusive settings. The only notable achievement differences were found for special education students in an inclusive literature class compared to those placed in a special education class. In this case, the students in inclusive classes performed significantly better than those in non-inclusive classes.

Burstein, Sears, Wilcoxon, Cabello and Spagna (2004) documented the impact of inclusive practices for general education students in two districts in California. Through interviews with regular education and special education teachers, parents and administrators, the researchers cited several positive outcomes for regular education students in inclusive settings. Firstly, the researchers documented an improvement in the overall school climate, as regular education students learned to appreciate differences and take pride socially in assisting other students. Secondly, the regular education students benefited academically from the variety of teaching methods and support provided by the special education teacher in the inclusive classroom. Finally, the regular education students were found to have more opportunities to be leaders and mentors for other students with disabilities in the class.

Mastropieri, Scruggs, Graetz, Norland and McDuffie (2005) discuss their findings from a long-term, qualitative study of inclusive Science and Social Studies classrooms. The case studies were performed in middle school and high school settings. The results were mixed. When partnering teachers in inclusive settings were given an opportunity to plan together and display positive relationships with each other, there was notable, positive, academic achievement for regular education students in inclusive settings. When partnering teachers were not considered compatible, the researchers did not find positive academic achievement for regular education students and cited classroom management problems as a negative outcome.

In another study, Korenich and Salisbury (2006) collected data from three school districts in Illinois, Missouri and Pennsylvania. The three districts varied in racial composition, economics, size, locale and special education services. The study only focused on students without educational disabilities in Grades 3, 4 and 5 who were placed in inclusive settings with special education students. According to the researchers, the data collected and analysed suggested no negative effects on instruction due to the presence of students with disabilities in the class. In terms of academic achievement, the researchers collected four types of data: report card Grades from reading, Mathematics, Social Studies and Science; the national percentile rank from standardised test scores; student work samples from writing and Mathematics; teacher rating on the academic competence of the students. Korenich and Salisbury found no negative effects on the academic achievements of regular education students as a result of being placed in an inclusive classroom with special students.

Ewa (2015) also conducted a study in Nigeria to explore the experiences of learners in inclusive classes. The study involved 30 primary school learners of ages between 11 to 16 years with diverse abilities. The sample was drawn from three schools. A qualitative design was adopted. The study found that the provisions in the schools enabled access for nearly all children. However, despite the good intentions of the national policy of inclusion, girls, children of minority tribes, children with learning disabilities and those with impairments were vulnerable to marginalisation and exclusion.

2.4 Impact of inclusive programmes on the social and emotional development of learners with and those without special educational needs

Social and emotional development is important for students, and it can be affected by peer relationships (Semrud-Clikeman & Schafer, 2000). School is a crucial part of daily life for learners because its impact on emotional and social skills is huge. Research on inclusive classes for pre-school children revealed that lower functioning children learned social and emotional skills at the same rate in inclusive classes as in special classes, while higher functioning disabled learners made more progress in inclusive classes than in segregated classrooms (Holahan & Costenbader, 2000). This suggests that inclusive classes have the potential to be a significant factor in the social and emotional development of learners of all functioning levels.

Meadan and Monda-Amaya (2008) carried out a study on social competencies for students with mild disabilities in inclusive environments. Their research showed that students with mild disabilities, who participated in inclusive classes, tended to imitate the appropriate behaviours presented in their environments. This, in turn, led to them

acquiring appropriate social skills and social competencies (Meadan & Monda-Amaya, 2008).

Another more recent study by Lemmons (2015) meant to determine the impact of an inclusive educational setting on the behavioural, social and emotional growth and development of learners of various disabilities was conducted at an inner-city middle school serving Grades 7 and 8 in western parts of North Carolina. It involved 35 learners with disabilities who were educated in an inclusive setting but had previously been educated in a separate (special) setting. The study followed a retrospective, exploratory and methodology which included documentary analysis in which comparisons of the rates of disciplinary infractions resulting in out-of-class or suspensions were conducted in each setting. The results of the research indicated a reduction of the number of office referrals of learners with disabilities in inclusive setting when compared to the separate placement setting. The study also revealed that there was more positive growth in social and emotional development.

A study by Wiener and Tardiff (2004) compared the social and emotional functioning of children with learning disabilities in four types of educational settings, in terms of social acceptance and number of friends, as well as the quality of relationships with best friends, loneliness, depression, self-concept, social skills and problem behaviour. The sample comprised 117 children with learning disabilities in Grades 4 to 8 in nine schools in two districts in Canada. The data were collected by administering different instruments which included a socio-metric rating scale, friendship interview and questionnaire, as well as loneliness and social dissatisfaction scale and children's depression inventory. The results showed that children in more inclusive placement had

more positive social and emotional functioning. Additionally, children who received in-class support were more accepted by their peers and showed less problem behaviour than those who received resource room support.

In another study of student attitudes toward peers with disabilities, Bunch and Valeo (2004) observed that social interactions between learners without and those with special educational needs were much better in schools with a full inclusion model than in schools with a special education model. The researchers found that in schools with a special education model, peers with special educational needs were much more likely to be abused by those without special educational needs. Additionally, in schools with an inclusion model, learners without special educational needs were more likely to have friendship with learners with special educational needs than in schools with a special educational model.

Furthermore, Kane, Head and Cogan (2004) carried out a study to evaluate the behaviour support systems in secondary schools in Scotland. In the course of the evaluation, typology of behaviour support was developed and various types of behaviour support were explored. Kane, and colleagues describe an inclusive setup as a catalyst for more students with behavioural problems. These researchers found that, in some schools, more than 10% of the students who were disciplined with either suspension or expulsion were those labelled as learners with special educational needs. According to Kane, et al. (2004), the idea that students with substantial disabilities are being placed in an environment (inclusive classes) that is not conducive to their abilities or disabilities is an injustice. They argue that students with substantial disabilities cannot progress in such environments.

Farmer (2000) examined the social interactional processes and developing intervention mechanisms to address the aggressive and disruptive nature of youth with mild disabilities. He observed that learners with disabilities suffered more from severe deficits and weaknesses in the area of social acceptance and integration when compared to their non-disabled peers in inclusive settings. The study, furthermore, revealed that learners with emotional disabilities experienced more difficulties with social skills and integration than those with any other types of disabilities.

Furthermore, Smoot (2011) carried out a study on the ways in which much general education peers accepted the students with intellectual disabilities socially. In the study, a simple socio-metric technique was employed to measure the acceptance. The study involved 61 students with mild intellectual disabilities and 286 general education peers. The study revealed that students with disabilities were rejected and not selected by their non-disabled peers for group work, friendships or social interactions. The findings also show that only 43% of the students with mild disabilities were chosen by at least one non-disabled peer. Conversely, 85% of the general education students were selected by at least one disabled peer. So, students with special needs were more positively receptive towards those without special needs.

In their study to find the acceptance of learners in an inclusive class, Fredrickson and Furnham (2004) designed four categories of socialisation areas; these were: popular; average; neglected and rejected. Learners with and without special educational needs were asked to classify themselves into one of those according to their feelings of acceptance. The study concluded that more than 50% of the learners with disabilities (with special educational needs) placed themselves in the rejected category and 20%

placed themselves in the neglected category. Based on these findings, Fredrickson and Furnham conclude that many barriers are causing students with special educational needs to feel excluded within the social context of their non-disabled peers (without educational special needs).

Yang, Sin and Lui (2015) explored the social and emotional gains of learners with special educational needs. The study involved 515 students with special educational needs in Grades 1-6 in mainstream primary schools in Hong Kong. The results show that the social and emotional competencies of learners with special educational needs were significant predictors of their academic performance, with emotional competencies having a larger impact. The study also revealed that it was necessary to establish a caring campus, as well as develop educational interventions which could increase the learners' positive, emotional experiences that foster and maintain their adaptive, social and emotional competencies.

Zakaria (2017) conducted a study to explore the impact of inclusive education on the self-concept of students with special educational needs. The study involved a sample of 52 students with special educational needs, ranging between 8 and 15 years of age, who were in inclusive classes. The sample was taken from 10 schools in Hulu Langat district, Selangor. The data were collected by means of questionnaires consisting of 80 items on the Piers-Harris Children's self-concept scale. The findings showed that the level of self-concept among the students with special educational needs was moderate. The study also found that the strongest self-concept domains among the students with special educational needs were happiness and satisfaction and the weakest self-concept domain was popularity.

Young (2005) analysed the perceptions of students with emotional and behavioural disorders when they moved from self-contained classes into inclusive placement in general education classes. The study involved six middle school students with emotional and behavioural disorders who moved into general education classes in three different schools in the Southern United States. Data were collected by means of semi-structured, student interviews, teacher surveys, student records, school reports and observations. Data were analysed to develop a grounded theory that explained the differences between students who had experienced success and students who experienced problems with inclusion. The findings show that 50% of the students were successful in their inclusive attempts while the other 50% was not. Furthermore, the findings show that the success of inclusion often depended upon effective systems of support, effective instructional practices and classroom ecology, as well as positive relationships with educators.

In their study, Lindsay and McPherson (2014) investigated the experiences of exclusion and bullying among children and youth with disabilities. The study employed qualitative, in-depth interviews and a focus group of children and youth with disabilities in order to explore their experiences of exclusion and bullying. The results show that the restrictions in the socio-contextual environment influenced the social exclusion that children experienced. The youth encountered social exclusion from both teachers and peers. Children reported that the teachers' attitudes towards children with disabilities often influenced the social exclusion of children with disabilities which often led to verbal and physical bullying.

Arseneau (2012) examined the factors affecting students with emotional and behavioural disorders in inclusive placement. The study observed that students with emotional and

behavioural disorders struggled to cope with emotional and behavioural skills, and required support. The findings of the study revealed that behavioural and academic issues were interconnected. Addressing one of these issues led to the improvement of the outcomes of the other. The study also recommends that inclusive placement should provide the best of both general and special education by offering students access to the general education curriculum while providing support and services in the skill areas most critical to individual students.

Nickerson and Brosos (2003) examined the skills necessary for the successful inclusion of students with emotional and behavioural disorders by employing scales for predicting successful inclusion (SPSI) that measure work habits and coping skills, peer relationships and emotional maturity. The results indicate that those students with emotional and behavioural disorders demonstrated below average performance in work habits, as well as poor performance in coping skills, peer relationships and emotional maturity.

2.5 Perceived learning and social challenges of learners with and those without special educational needs when placed in inclusive classes

Understanding the negatives of inclusive education is crucial in order to address the accompanying learning and social challenges adequately. In mainstream classrooms, there are still difficulties and obstacles teachers face when accommodating learners with special needs (Mock and Kauffman (2005). By bringing in learners with special needs to join those without special needs means an additional burden to already existing challenges in the mainstream education (Mwangi and Orodho, 2014). Mainstream learners may feel superior to learners with special needs, and this may cause problems

for inclusion (Spence, 2010). Constant monitoring and educating the two groups on moral values and ethics are requirements on the part of the teachers. Even the students with special needs may deliberately misbehave hoping that the blame would be laid on the mainstream learners. Inclusion of such learners to form an inclusive class needs to be viewed as a process and not an event (Semrud-Clikeman & Schafer, 2000). This suggests that, while inclusion is often seen in a positive way, there continues to be challenges in converting it into a beneficial environment for learners of all abilities.

Broer, Doyle and Giancreco (2005) interviewed learners with and those without special needs concerning their perceptions of inclusive classrooms. The overall perception was not unanimous, but a good number preferred that learners with special needs be in special classes rather than in inclusive classes. The same idea was communicated by learners with special needs who indicated that they needed assistance through special education classes. Learners with special educational needs felt stigmatised in inclusive classes as they perceived that setting infringed on their opportunities for peer interaction (Broer, et al., 2005). In addition, learners with special educational needs cited bullying as one area of concern where learners without special educational needs gave them labels that had to do with their physical or mental conditions. Some students with special educational needs claimed that individual attention was not regularly offered during lessons, let alone the pacing of instruction which was often reported to be too fast for them (Broer, et al., 2005). While it is understood that there is no one-size-fits-all solution, their grievances seem to be genuine and addressing these may mitigate their negative feelings about inclusive education.

In another study, Siperstein, Parker, Bardon and Widaman (2007) investigated the youths' attitudes towards the inclusion of students with intellectual disabilities. They carried out a survey from a population of 5837 middle school students regarding their attitudes towards the inclusion of peers with intellectual disabilities. Siperstein, et al. found that the youth had limited contact with learners with intellectual disabilities in their classrooms. They also found that the youth believed that students with intellectual disabilities could participate in non-academic classes, such as Art and Physical Education, but not in traditional academic classes, such as Mathematics and English. The major concerns were that the teachers would spend more time with the learners with intellectual disabilities and they would also be a distraction to the general education students.

Also Wong (2008) carried out a study on the effects of mainstreaming on attitudes of non-disabled students towards learners with disabilities in secondary schools in Hong Kong. Responses from 389 Form 1 and 2 students were analysed. In the study, a scale comprising 47 items investigating students' attitudes towards people with a disability was employed to measure students' attitudes at the beginning and end of the school year. The effect on students' attitudes regarding educational intervention and daily classroom contacts was examined. The results of the study indicated that learners without disabilities felt uncomfortable in relation to peers with disabilities when they were not given adequate information about such disabilities. Learners without disabilities did not know how to handle their peers with disabilities which, according to Wong, caused rejection for learners with disabilities both at play and bring scholastic activities. Wong also observed that learners with disabilities were sometimes rejected by non-disabled

peers because their friendship was with a disabled person were seen as something which reduced their social status and self-image. This rejection was found to be detrimental to the social development of the rejected, disabled learners.

Suleymanov (2014) studied the academic achievements of learners with special educational needs in Azerbaijan. The study followed a case study design at one primary school. The findings revealed that learners with special educational needs managed to learn some academic skills in inclusive classrooms. However, Suleymanov observed that there were some learning barriers for learners with special educational needs in the inclusive classrooms. Suleymanov also noted that one of the major barriers was the traditional teaching methods which were not supportive of inclusive classrooms. The study recommended more emphasis on inclusive teaching methods in the training of teachers, which would equip them with strategies to satisfy the needs of all learners.

Agesa (2014) investigated the challenges faced by learners with visual impairments in inclusive setting in Trans-Nzoia County, Kenya. The study employed a descriptive survey design. The population of the study comprised one hundred-and-eighty-four learners with visual impairments. Both qualitative and quantitative methodologies were employed in the study, in which questionnaires, interviews and documentary analyses were utilised as data collection tools. The results of the study revealed that most of the learners with visual impairments performed poorly in academic fields due to a lack of resources to support them. The results of the study also indicated that the varied differences in learners with visual impairments called for more teachers in special needs education to assist during learning.

In another study, Dakwa (2014) carried out a study examine the inclusion of children with visual impairments within regular school setting from a Zimbabwean perspective. A qualitative survey design was employed, in which 30 teachers and 40 pupils were interviewed to solicit their views. The teachers were purposely selected, while learners were randomly selected from inclusive schools in two provinces, Masvingo and Midlands in Zimbabwe. Observations on the learners' progress were made during teaching sessions. The study found out that the regular classroom teachers lacked skills in handling children with visual impairments. Thus, the learning needs of visually impaired learners were not met. It was observed that the learners with visual impairments failed to participate in sports and other activities, due to lack of supportive devices and equipment.

Musengi and Chireshe (2012) carried out a study to identify learning challenges when including learners with hearing impairments in mainstream primary schools in rural Zimbabwe. The sample of the study comprised 15 learners with hearing impairments in Grades 4 to 7 from two purposefully sampled, rural ordinary schools. A qualitative case study design was adopted in which interviews and observations were employed as data collection instruments. The findings of the study revealed that learners with hearing impairments had communication problems in ordinary classes where they were supposed to learn. They could not communicate effectively with peers and teachers because the peers and teachers were not conversant in Sign Language. It was also observed that, even when interpreters were translating, there were some concepts which they could not translate, which greatly hindered learners with hearing impairments from learning optimally.

Mwangi and Orodho (2014) carried out a study to examine the challenges facing the implementation of inclusive education programme in public primary schools in Nyeri County, Kenya. A descriptive survey design was utilised. The study employed a stratified random sampling technique to draw a sample of eighty participants comprising of 12 head teachers, sixty teachers and eight education officials in the study locale. The data was collected using questionnaires and observation checklists. The major findings were that , firstly, the physical and critical teaching and learning resources were either inadequate or were quite dilapidated, secondly, there was inadequate specialised teachers to handle the special needs education curriculum, and finally, there were several socio-economic and cultural variables that constrained effective teaching and learning in most sampled schools.

2.6 Summary

This chapter provided the theoretical framework on which this study was based. It also provided a review of literature relating to the effects of inclusive placement on students with and those without special educational needs. The literature reviewed also covered the effects of inclusive placement on academic, performance, as well as the impact of inclusive programmes on the social and emotional development of learners with and those without special educational needs, as well as the perceived challenges of learners with and those without special educational needs when placed in inclusive classrooms. These studies are concluding that there remain grey areas across space and time, and that inclusive education policy should be viewed with some scepticism. The present study will document the pro and cons of inclusive education experiences for secondary school learners in Namibia, and thus point out aspects that warrant attention in Namibia if she is

to ensure that effective teaching and learning is achieved for all the students in an inclusive educational setting. The next chapter deals with the methodology of this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology of this study. It includes the research design, population, sample, research instruments, pilot study, data collecting procedures, data analysis and trustworthiness (validity and reliability), as well as the ethical considerations.

3.2 Research design

Creswell (2014) defines a research design as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner in order to handle the research problem efficiently. It provides insights regarding the way in which to conduct research by employing a particular methodology (Simon, 2011). A research design can be broadly classified into quantitative and qualitative research paradigms (Fontana & Fray, 2005; Bogdan & Biklen, 2007; Creswell, 2014). For the purpose of this study, it was decided to employ a qualitative research design.

The different types of qualitative research designs include phenomenology, ethnography, grounded theory and historical research, among others. This study employed the phenomenological approach. According to Gay, Mills and Airasian (2009), the phenomenological approach is an approach in which the researcher focuses on capturing the experiences of an activity or concept from the participants' perspectives. This approach attaches importance to individuals' subjective experiences and the way in which they understand events in their lives (Gay, Mills & Airasian, 2009). Through this approach, the participants were able to tell their stories in detail, attaching importance to

their individual subjective experiences and their understanding of events. This approach specifically allowed an in-depth examination of the experiences of learners with and those without special educational needs in the inclusive school settings. The approach enabled the researcher to gain an understanding of the learners' experiences and challenges regarding the inclusion of learners with and those without educational special educational needs in regular classrooms.

3.3 Population

The population for this study comprised secondary school learners at two secondary schools which practice inclusive education in the Oshikoto region of Namibia. The study only involved learners and excluded teachers, since learners are directly affected and have first-hand information of how inclusion affects them.

3.4 Sample and sampling techniques

A purposeful sampling method was applied to select learners with special educational needs with different educational needs in order to obtain their views. According to Fontana and Fray (2005), purposive sampling is a sampling technique in which the researcher relies on his or her judgement when choosing members to participate in a study. This technique was chosen mainly because it is time-effective since only information-rich individuals were selected instead of randomly picking individuals, who may not give valuable information. A variation of this technique, called the maximum variation sampling, was adopted. This type of purposive sampling relies on the researcher's judgement to select participants with diverse characteristics in this case, participants with diverse learning abilities and with different physical and psychological

conditions in order to ensure maximum variability. Ten learners with special educational needs were selected using the technique.

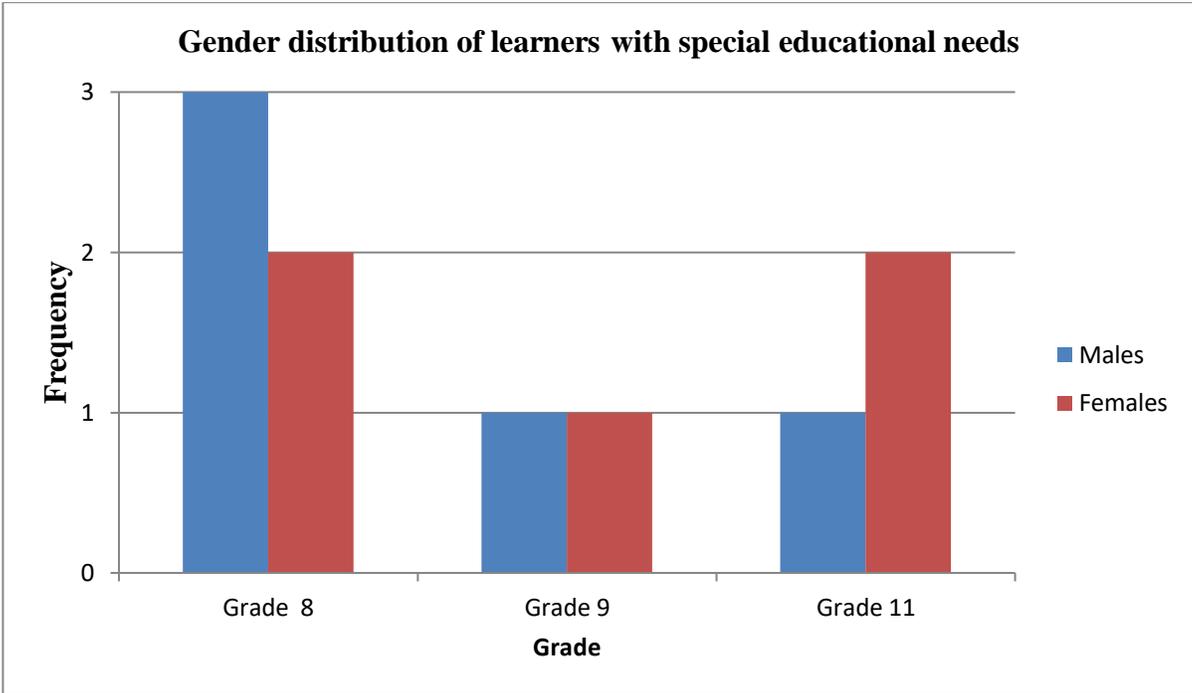
Ten learners without special educational needs were selected using the random sampling technique since they constituted the majority in both schools where the study was carried out. Random sampling or probability sampling is a selecting technique in which every individual in a population has an equal chance and likelihood of being chosen to represent a population (McMillan & Schumacher, 2006). A representative sample of five learners from each school was selected and their views were generalized to be representative of the whole population (Bogdan & Biklen, 2007).

The schools selected for the study were coded NH and LK. The NH school comprised 395 boys and 470 girls and LK had 97 boys and 119 girls. All the learners were in Grades 8, 9 and 11, and with different abilities. Their ages ranged from 15 to 19. The learners in Grades 10 and 12 were not involved as school programmes would not permit their involvement, since during the period of data collection, teachers wanted to maximise all available time to prepare them for their examinations. The selection of learners with special educational needs was conducted with the assistance of the teachers who knew the learners well in order to avoid bias towards specific groups, a factor which could affect the validity and reliability of this study.

Out of the five participants in Grade 8, three were males and two were females. In grade 9, one male and one female were selected. One male participant and two female participants were selected. Figure 3.1 shows the gender frequency distribution of learners with special educational needs by grade.

Figure 3.1

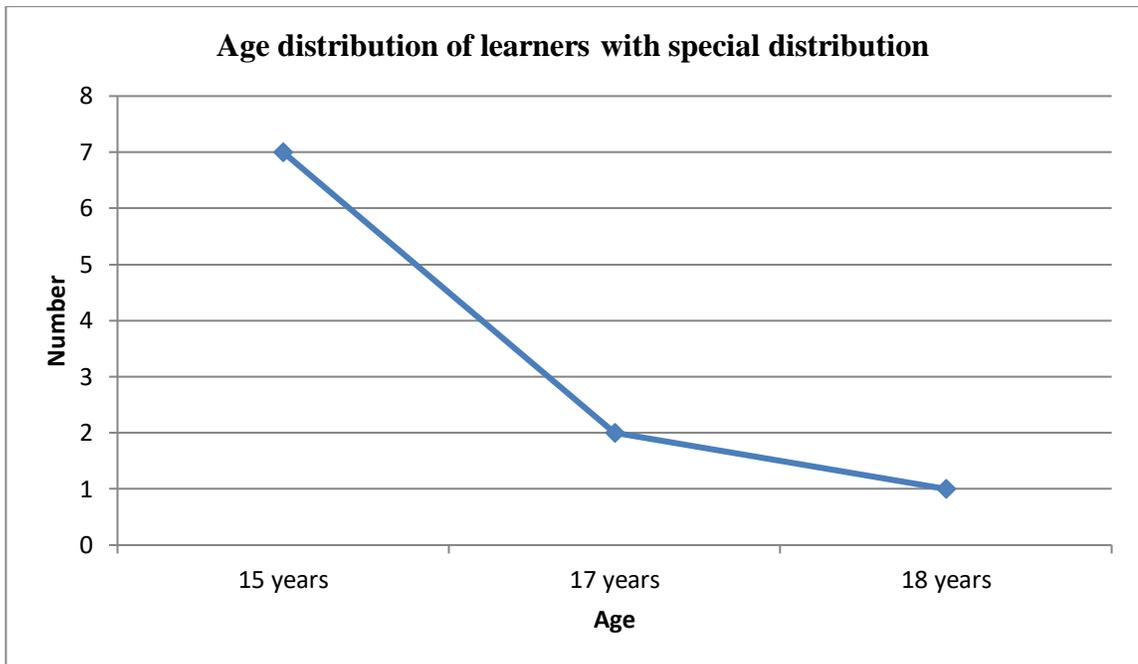
Frequency distribution of learners with special educational needs per grade



Learners with special educational needs of ages ranged from 15 years to 18 years were selected. Figure 3.2 below shows the age distribution.

Figure 3.2

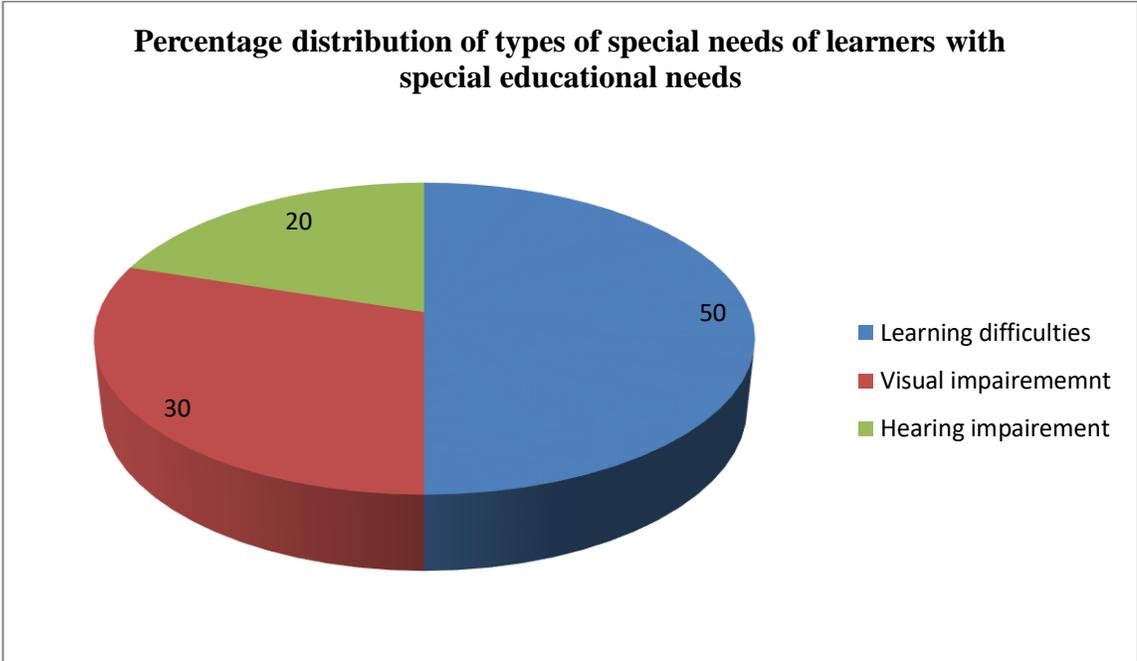
Age distribution of learners with special educational needs



The study involved special educational needs learners with different types of special educational needs which fell into three categories namely: learners with learning difficulties, learners with visual impairments and learners with hearing impairments. Of the ten special educational needs learners, 5 had learning difficulties, 3 had visual impairments and 2 had hearing impairments. Figure 3. 3 shows the distribution of the types of special needs

Figure 3.3

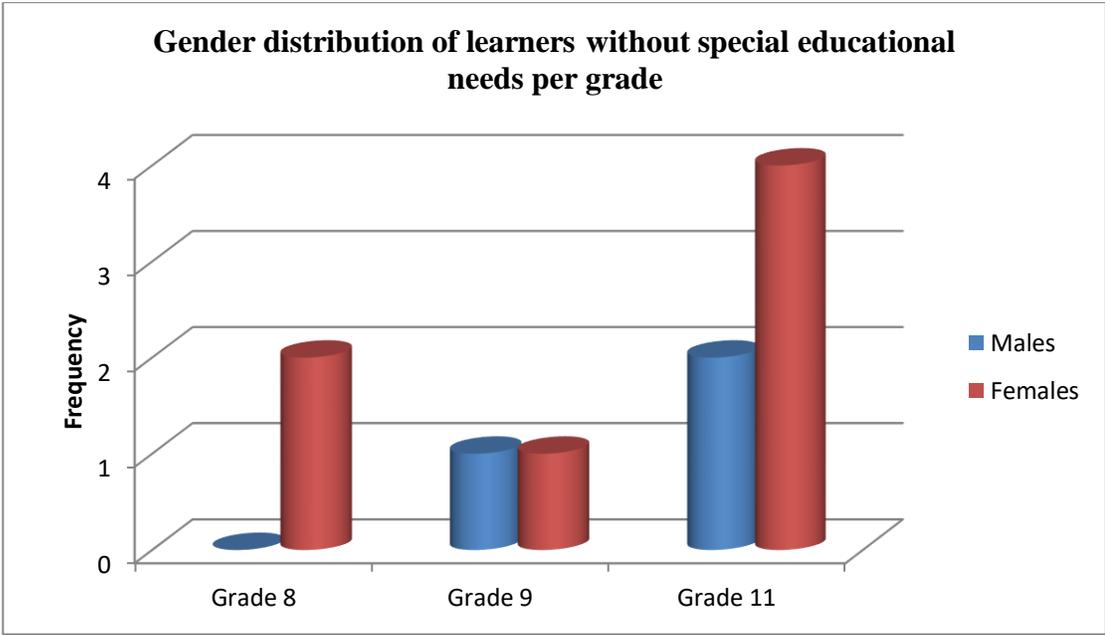
Distribution of types of special needs of learners with special educational needs



Ten learners without special educational needs were randomly selected in grades 8, 9 and 11 and consisted of two female learners in grade 8, one male and one female in grade 9, two male and four females in grade 11. Figure 3.4 shows the distribution of the learners without special educational per gender and grade.

Figure 3.4

Gender distribution of learners without special educational needs

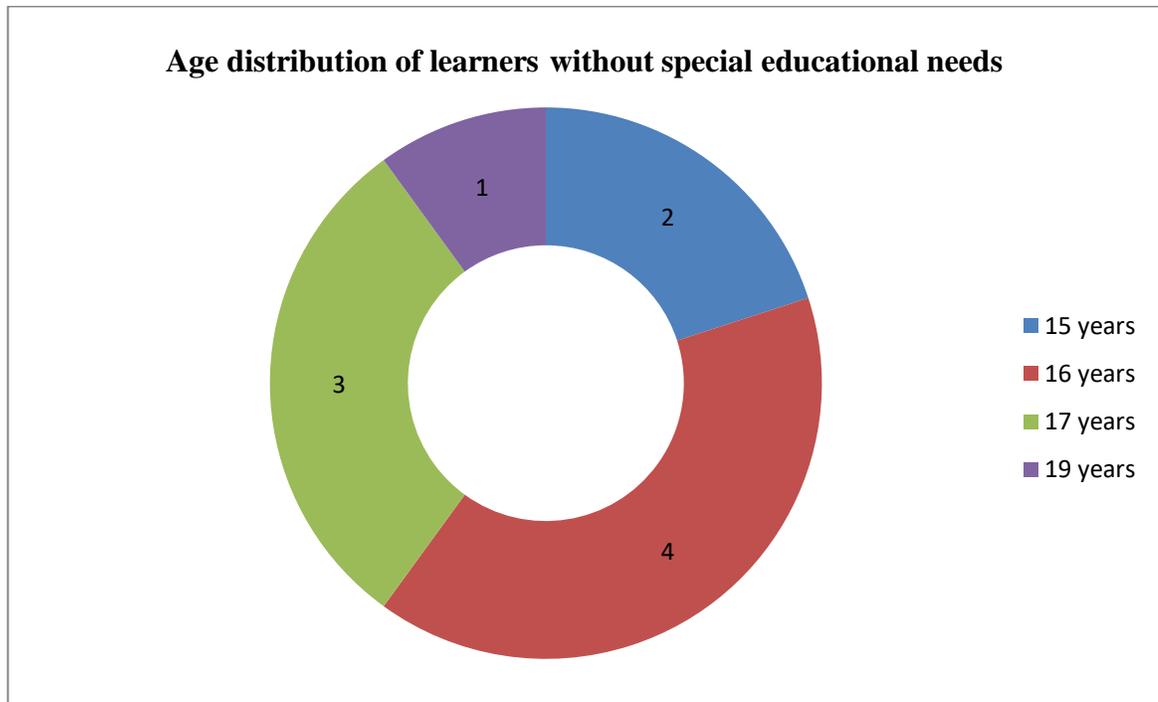


The ages of learners without special educational needs ranged from 15 years to 19 years.

Figure 3.5 below shows their age frequency distribution.

Figure 3.5

Age distribution of learners without special educational needs



3.5 Research instruments

The data collection instruments which were employed were interviews and observations. These instruments are qualitative in nature which allows unlimited collection of data whereby participants rich in information were able to give descriptions, narrations and explanations (Creswell, 2003).

3.5.1 Interviews

Nieuwenhuis (2012) describes an interview as a two-way conversation in which the interviewer asks the participants questions in order to collect data and learn about the ideas, beliefs, views, opinions and behaviour of the participants.

Interviews can be conducted in three main formats, namely structured, semi-structured and unstructured interviews. This study employed semi-structured interviews (see

Appendix A). An interview guide was prepared to assure that the same ideas were pursued with all interviewees allowing only a few diversions. This, in turn, ensured comprehensive data and made data collection somewhat more systematic for each participant (Creswell, 2014).

The interviews were conducted in English since most the participants were conversant in the language. Due to the different language backgrounds of the participants, it was evident during interviews that some participants were not very conversant in the language, as they frequently asked the researcher to repeat the questions. In such cases the researcher resorted to translating the questions into the participants' vernacular language and asked them to express themselves in their own language. A voice recorder was utilised to record the interviews in order to capture all the information given by the participants. The recorded interviews were kept securely in a locked cupboard when it was not in use to prevent leakage of the information to unintended audiences. The recordings were later transcribed and then analyzed.

3.5.2 Observations

The structured, observation technique was employed in this study. By employing this technique, the researcher planned ahead what was to be observed, where, at what time, in what circumstances and which participants were to be observed. In this case, an observation checklist was utilised to ensure that the aspects under observation were the same for all participants (see Appendix M).

The observation checklist consisted of a list of areas to be observed. Learners' marked tasks, records, and report cards were included as part of the observations. Participation of the learners during lessons, their interaction with others and opportunities of

participation in co-curricular activities, as well as academic and social challenges were also observed. The data from observations were also compiled and analyzed to establish general ideas, trends and differences (Creswell, 2014). Through observations, the researcher was able to gather live data about the individuals and events being studied.

3.6 Pilot study

A pilot study is a small scale version of the research or a trial-run in preparation of a major study (Simon, 2011). The pilot study addresses a number of logistical issues which include determining the comprehensibility of instructions, effectiveness of the procedures, reliability and validity of the results and wording of the interview questions (Simon, 2011). The pilot study served as an excellent way to determine the feasibility of obtaining the relevant information when employing the designed research instruments (Simon, 2011).

The pilot study for this research study was conducted at a secondary school in the Oshana region of Namibia. The school practices inclusive education and therefore has similar characteristics as the schools where the research was conducted. A sample of four learners, which is 20% of the actual sample, was used in order to get varied responses and observations and thus evaluate the effectiveness of the data collection instruments. Two learners were in grade 11, one with special educational needs and another without special educational needs. One other learner, with special educational needs was in grade 9 and the fourth without special educational needs was in grade 8. Two of the participants were male, both with special educational needs and the other two were female, both without special educational needs.

The participants were able to answer most of the interview questions without assistance, except for a few questions which needed interpretation and explanation. The language and vocabulary utilised in some of the prepared questions proved to be challenging as it was necessary to explain the questions to the participants. After the pilot study had been completed, the researcher worked on those questions which were not understood by the participants in the pilot study, by simplifying the words which caused misunderstanding. Four questions were modified to simplify the language: Question 2 was originally phrased as: “Do teachers effectively use and vary teaching strategies and methods to the needs of all learners?” It was re-phrased to “What are your views on the ways used by your teachers in presenting their lessons?” Question 4 originally read: “Do teachers use differentiation in their teaching?” and learners did not understand the word “differentiation”. The question was re-phrased to “How do your teachers teach during lessons: do they teach different groups in different ways and give different tasks according to abilities or do they teach the whole class using the same way and give the same tasks?” Question 6 read as follows: “Do you think the curriculum in use is designed to cater for learners with and those without special education?” It was simplified to “How do you think the subjects offered at your school meet your needs as well as the needs of those different from your condition?” Question 8 of the interview guide which read: “Are you affected socially and emotionally by being in an inclusive class?” was removed since it was the same as question 11 which read: “How do you feel to be in the same class with learners whose conditions and abilities are different from yours?” The observation checklist proved very effective in collecting the required data and it was not modified.

3.7 Procedures

Firstly, the researcher obtained an ethical clearance certificate from the University of Namibia Research Ethics Committee (see Appendix A) and then sought permission from the Ministry of Education, Arts and Culture (see Appendix B). Upon approval in the region, the researcher requested permission from the regional education office to carry out the study (see Appendix D). Further authorization was sought from the schools where the study was carried out. The researcher then went into the field, equipped with the authorization letters, and each time informing the relevant offices.

The participation of the learners was entirely on a voluntary basis and they were all informed of the processes at the beginning of the study. Upon agreement with the researcher, each participant was selected and engaged to take part in the study. The same interview guides and observation schedules for different groups were prepared to assure uniformity of data collection parameters for each group. This ensured that there were no deviations from the research questions. It ensured comprehensive data and made data collection somewhat easier and more systematic for each respondent (Creswell, 2014). The interviews were carried out after lessons and sometimes on weekends when the learners were free to allow more discussion time. The participants opened up and gave as much information as possible.

3.8 Data analysis

Data analysis constitutes the process of making meaning and sense of the data collected regarding the phenomenon being studied (Creswell, 2014). The constant comparative method was employed to analyse the collected data. The first stage of this analytical process was the gathering of the data, namely the interview transcripts and observations.

Next came the chronological organisation of the collected data. In a process, known as open coding, the data were then re-read and examined several times to obtain an overview of the complete data set (Gay, et al., 2009). This was crucial because open coding is an inductive process where the codes were chosen on the basis of what the data meant to the researcher. This technique involves developing concepts by coding and analysing the data at the same time; consequently, the researcher gained an in-depth understanding of the matter under investigation (Bogdan & Biklen, 2007). The data were then transcribed, coded and organised into themes, sub-themes and categories in order to establish meaning, patterns and trends. Participants' verbatim quotes were utilised as low-inference descriptions to support the sub-themes and categories identified. An example of the way in which these themes, sub-themes and categories were assigned in open coding is shown in Table 3.1 below.

Table 3. 1

An example of open coding

Interview extract	category	Sub-theme	Theme
NH07W: ...it affects in a good way because learners of different abilities help each other.	Acceptance of inclusive placements	support	Effects on academic performance
NH04WO: ...learners with special educational needs benefit because they tend to get more attention from teachers... learners without special educational needs are affected negatively, because they spend a lot of time trying to assist other learners instead of concentrating with their own studies.	Assistance and peer cooperation	Positive social effects	
NH05WO:....learners with special educational needs cannot cope in inclusive classes...for example learner who cannot hear properly will not be able to learn because the teachers do not know Sign Language... and teachers spend most of their time assisting learners with special educational needs and thus disadvantaging learner without special educational needs.	assistance to learners with SEN	Learning processes	Effects on social and emotional development
NH03W Learners who perform well do not want to be grouped with those who have special educational needs, because they think that we do not have anything to contribute.	Conditions of learners	Learning challenges	
NH02WO: ... if the learners are put in the same class, they assist each other... and it makes them feel the same...	Lack of support	Emotional effects	Perceived learning and social challenges
LK02W: Sometimes we do not understand when teachers teach and we remain behind, because we are afraid of comments from other learners or sometimes teachers...	Rate of learning	Negative social affects	
NH06WO: Learners with special educational needs cannot learn at the same rate as those without special educational needs and the coverage of syllabus is slow.	Segregation	Use of suitable teaching methods	
	Equal treatment		
	Effectiveness of teaching methods		
	Attitudes of teachers		
	Coverage of syllabuses/rate of learning		

Tables 3.2 and 3.3 below show the themes and sub-themes, as well as the categories aimed at responding to the three main research questions.

Table 3.2

Presentation of main themes, sub-themes and categories of coded responses for learners with special educational needs

Main themes	Sub-theme	Categories
1.Effects on academic performance	Teaching methods	Variation of teaching methods, differentiation, effectiveness of teaching methods, motivation.
	Learning processes	Performance, learners' conditions, discouragement, rate of learning.
	Curriculum	Relevance of curriculum, inclusivity of curriculum, flexibility of curriculum, limitations of the curriculum.
	Support	Peer cooperation and assistance, lack of support.
2.Impact on social and emotional development	Treatment of learners with special education needs	Same treatment by teachers, different treatment by teachers, different treatment by peers, same treatment by peers
	Emotional effects	Uncomfortable, comfortable, low self-esteem
	Socialisation	Association with good performers, association with learners with good behaviour, association with learners who are supportive.
	Participation in co-curricular activities	Freedom to participate, participation done according to ability
3.Perceived learning and social challenges	Social challenges	Low self-esteem, bullying, short-lived friendships, discrimination
	Learning challenges	Rate of learning, interruptions, teaching methods

Table 3.3

Presentation of main themes, sub-themes and categories of coded responses for learners without special educational needs

Main themes	Sub-theme	Categories
1. Effects on academic performance	Teaching methods	Variation of teaching strategies, differentiation, teachers' attention.
	Learning processes	Rate of learning, demotivation of learners with special educational needs due to lower performance/ability, limited participation.
	Curriculum	Curriculum and learners' needs, inclusivity of curriculum, flexibility of curriculum, limitations of curriculum.
	Support	Support from teachers, assistance to learners with special educational needs, cooperation of learners, resources.
2. Impact on social and emotional development	Treatment of learners	Discrimination, despised and discouraged, treatment by teachers, intimidation and bullying
	Feelings related to being in inclusive classes	Uncomfortable, feeling pity for the peers' conditions, sense of equality and togetherness.
	Socialisation	Behaviour, performance, character, commitment to school work
	Participation in co-curricular activities	Accessibility to activities, reluctance of learners to participate, limited participation
3. Perceived learning and social challenges	Learning challenges	Rate of learning and conditions, teaching methods, interruptions
	Social challenges	Bullying, discouragement and jealousy, restrictions in social activities

3.9 Trustworthiness (validity and reliability)

Trustworthiness refers to the extent to which the reader can trust the findings, interpretations and claims made by the researcher as being worth taking account of (McMillan & Schumacher, 2006). Trustworthiness is about how valid and reliable are the findings of a study.

In this study, trustworthiness was ensured by conducting a pilot study beforehand from which the findings were utilised to test the instrument for validity and reliability. Trustworthiness was also established by evaluating the meaningfulness of the gathered and analysed data. Furthermore, by means of the pilot study, the research instruments were systematically cross-checked and adjusted to ensure that relevant findings were obtained (Gay et al, 2009).

The sample of participants consisted of a cross-sectional representation of learners in inclusive classes. It included learners without special educational needs and learners with special educational needs with different conditions as shown in Figures 3.1 to 3.5. This ensured that the data obtained represented responses from a variety of different types of learners in inclusive classes rather than only from learners with the same conditions.

Gay, et al. (2009) define validity as the degree to which the qualitatively collected data accurately reflect the social phenomenon to which the data refer. Reliability refers to the degree of consistency with which the data are categorised by researchers (Gay, et al., 2009). The validity of the instruments employed in this study was ensured during the pilot study by rigorous analysis of the responses given by the learners with and those

without special educational needs to establish whether relevant information was obtained.

According to Gay, et al. (2009), reliability can be defined as the degree of consistency with which the data are ordered into the same category by an observer at different times. It relates to the repeatability of findings. In this study, reliability was ensured by thoroughly examining the data obtained from the pilot study in order to determine whether data could be collected consistently by employing the same techniques at different times. According to Johnson and Christensen (2008), a way to determine the reliability of qualitative study is to test quality. The results of the pilot were cross-checked for any deficiencies or flaws, and the research instruments were adjusted until reliability was achieved, and the research instruments were adjusted until reliability was achieved.

3.10 Ethical considerations

According to Bryman and Bell (2007), research ethics refer to the application of moral principles and codes of conduct which should be obeyed in research activities. These principles include participants' right to privacy, confidentiality and informed consent for all the processes of the research. Creswell (2003) points out that, whenever human beings or other creatures with the potential to think, feel and experience physical or psychological distress are the forces of investigation, the researcher must look closely at the ethical implications of what they are proposing to do. The researcher followed and abode by all the research ethics and guidelines throughout the study.

The researcher explained the aims and objectives of the study to the participants in order to inform them of the goals of the study. In order to participate in the study, the parents had to give their consent since the participants were minors (see Appendix K). Upon agreement with the parents, the participants needed to give their consent before participating in the study (see Appendix L). Participation in the study was voluntary and the participants were not coerced to take part at any point. The participants were informed of their right to decline or withdraw from the study at any time they felt pressured by the questions asked. All the participants were assured of confidentiality and, thus, all the responses were only employed for research purposes and were not disclosed to any other person. The names of the participants, who took part in the study, were not revealed in the findings of the study. Participants were given codes in order to respect anonymity.

3.11 Summary

In this chapter, the research design employed in the study was discussed. The population, the sample and sampling technique utilised for selecting the participants were outlined. The research instruments which were employed, as well as the way in which they were tested by means of a pilot study, were also discussed.

The chapter also described the procedures, data analysis processes, validity and reliability issues, as well as ethical considerations adhered to in this study. The following chapter presents the results of the study.

CHAPTER 4

RESEARCH RESULTS

4.1 Introduction

In this chapter the researcher presents the research results according to the main research questions. The data were collected by means of interviews and observations.

The results collected by means of the interviews are presented first, followed by the results collected by means of observations. The reported results of data collected from learners with special educational needs are presented first, followed by the reported results of data collected from learners without special educational needs.

4.2. Results regarding the effects of inclusive placement on academic performance reported by learners with special educational needs

Learners with special educational needs were asked about the ways in which inclusive placement affected their academic performance. Their responses were grouped into four sub-themes, namely teaching methods, learning processes, curriculum and support. The effect of the curriculum on the academic performance of learners seemed to be the highest as it was rated at 40%, followed by teaching methods (30%), support (20%) and learning processes (10%) (see Table 4.1).

Table 4. 1

Sub-themes regarding the effects of inclusive placement on the academic performance of learners with special educational needs

Responses	Number	Percentage
Curriculum	4	40
Teaching methods	3	30
Support	2	20
Learning processes	1	10
Total	10	100

The responses of each sub-theme were further divided into categories. The following sections give details of the findings in each category.

4.2.1 Sub-theme One: Curriculum

The categories identified under this sub-theme were the relevance of the curriculum to the learners, inclusivity of the curriculum, as well as the flexibility and limitations of the curriculum. The relevance of the curriculum rated the highest (40%), while the inclusivity of the curriculum rated second highest (30%). The flexibility and limitations of the curriculum rated 20% and 10% respectively (see Table 4.2).

Table 4. 2

Sub-theme One: Categories

Responses	Number	Percentage
Relevance of the curriculum	4	40
Inclusivity of the curriculum	3	30
Flexibility of the curriculum	2	20
Limitations of the curriculum	1	10
Total	10	100

Relevance of the curriculum

The majority of the learners with special educational needs stated that the curriculum was not relevant to their needs as it did not match their desired careers and they were not interested in most of the subjects offered to them. Others stated that they were not interested in the subjects which were difficult, and these were factors which caused them to fail. Some learners with special educational needs gave the following comments:

LK01W: *“Some subjects do not help some learners (with special educational needs), because the learners struggle to understand the subjects which they will never use in life. I think it is better for those learners (with special educational needs) to go to schools where they can do subjects they understand will help them in future.”*

NH07W: *“We are forced to do some subjects which are difficult for us which we are not interested in... as a result we end up failing.”*

Inclusivity of the curriculum

A large number of the learners with special educational needs were of the view that the curriculum did not cater for them. The following extracts represent their opinions:

LK07W: *“I think the curriculum needs to be designed to accommodate learners with special educational needs. The current curriculum does not consider the conditions and abilities of all learners.”*

NH09W: *“There are learners (with special educational needs) who cannot do some activities which are done by other learners (without special educational needs) and it disadvantages learners with difficulties.”*

NH08W: *“The time for writing examinations is the same for all learners; however learners with special education are not able to finish in the stipulated time, sometimes even when time is added for them ... Different learners have different learning rates”*

NH10W: *“When we are given work to write in the class, the learners with special educational needs write slowly and cannot finish the tasks while those without difficulties finish on time. The books are collected after the lessons for marking, but some learners (with special educational needs) will not have finished writing.”*

Flexibility of the curriculum

Less than a quarter of the learners with special educational needs pointed out that the curriculum was not flexible and schools had rigid subject sets which all learners were compelled to take. The participants stated that there was not much freedom to select subject sets or levels, and most of them said that they were forced to take the subjects.

The views expressed by learners with special educational needs are summarised as follows:

LK10W: *“The school decides and sets the subjects to be done by the learners. The learners do not have choice but to take what is offered by the school.”*

NH07W: *“We are forced to do some subjects although they are very difficult for us and we always fail those subjects.”*

NH09W: *“Learners can only choose some combinations, for example one can choose a combination with Agriculture or Accounting.”*

Limitations of the curriculum

One learner with special educational needs reported that the curriculum was too narrow for the wide variety of learners with different conditions. The learner indicated that:

NH10W: *“Some subjects, which I prefer like computer studies, building, technology, etcetera, are not offered at our school.”*

4.2.2: Sub-theme Two: Teaching methods

The categories identified under this theme were the variation of teaching methods, differentiation, effectiveness of teaching methods and motivation. The variation of teaching methods seems to be rated the highest (50%). Differentiation was rated 30%, while the effectiveness of teaching methods and motivation received a value of 10% each (see Table 4.3).

Table 4. 3

Categories in Sub-theme Two

Responses	Number	Percentage
Variation of teaching methods	5	50
Differentiation	3	30
Effectiveness of teaching methods	1	10
Motivation	1	10
Total	10	100

Variation of teaching methods

The majority of the learners with special educational needs indicated that most teachers did not vary their teaching strategies. They, furthermore, revealed that teachers frequently employed traditional methods of teaching which contributed to a low level of understanding of the taught concepts. Some of the learners indicated that:

LK10W: *“Most teachers do not use many teaching strategies to meet the needs of all learners ... they just come and write summaries on the chalkboard every day.”*

NH08W: *“Some teachers only use the same way of teaching which do not make most of us to understand what they will be teaching.”*

NH07W: *“Like in mathematics, the teacher only teaches according to the text book, working out the examples in the textbooks. Sometimes the teacher comes in class and asks one learner to go to the chalk board to help others.”*

Differentiation

Learners with special educational needs pointed out that teachers employed the same methods for all the learners in their lessons. Their views are reflected in the following remarks:

LK07W: “... *Teachers do not use teaching ways that help learners with special educational needs.*”

NH09W: “... *Teachers keep on teaching in the same way without paying attention to learners with special educational needs.*”

Effectiveness of the teaching methods

One tenth of the learners with special educational needs reported that the teaching methods employed by the teachers were not effective as they did not understand the content which was being taught. The following excerpts represent the opinions of those learners with special educational needs:

LK07W: “*The way some teachers teach sometimes makes it difficult for us (learners with special educational needs) to understand what they teach.*”

Motivation

One learner with special educational needs pointed out that there was no motivation in the way the teachers were teaching and that the lessons were not interesting. The learner, furthermore, added that she did not know why they were learning the content they were being taught. The learners had the following to say:

NH03W: *“Teachers need to make the lessons interesting by teaching methods which makes us to understand.”*

4.2.3 Sub-theme Three: Support

Two categories were identified under this sub-theme, namely peer cooperation and assistance, as well as a lack of support. Peer cooperation and assistance were highly rated (80%) while a lack of support was rated at 20% (see Table 4.4).

Table 4. 4

Sub-theme Three: Categories

Responses	Number	Percentage
Peer cooperation and assistance	8	80
Lack of support	2	20
Total	10	100

Peer cooperation and assistance

The majority of the learners with special educational needs revealed that they benefited a great deal in inclusive classes. They, furthermore, reported that there was cooperation which helped them to learn. Learners with special educational needs made the following observations:

NH03W: *“We (learners with special educational needs) learn more effectively when we are placed in the same class with learners without special educational needs, because we work together as a team.”*

NH09W: *“I am very well supported by my classmates. They assist with explanations every time when I have difficulties.”*

NH08: *“When I do not understand, I ask the other fellow classmates to assist me.”*

Lack of support

Only a few learners with special educational needs indicated that there was a lack of special equipment and materials to assist them in their learning. The following extracts represent their opinions:

LK01W: *“There are times when we cannot be assisted, for example, if someone cannot see properly, the teachers cannot help.”*

NH09W: *“There are things which we cannot do because of our conditions. For example, some cannot see and so they cannot read...and teachers do not know sign language to assist learners with hearing problems.”*

4.2.4 Sub-theme Four: Learning processes

This sub-theme yielded three categories, namely learners' conditions, discouragement and rate of learning. More than half of the learners with special educational needs revealed that their conditions affected their academic performance, while 30% indicated that they were discouraged by their academic performance; only 10% stated that the rate of learning affected their academic performance (see Table 4.5).

Table 4. 5

Sub-theme Four: Categories

Responses	Number	Percentage
Learners conditions	6	60
Discouragement	3	30
Rate of learning	1	10
Total	10	100

Learners' conditions

More than half of the learners with special educational needs revealed that their conditions made it difficult for them to learn effectively. They also said that their conditions limited them from active participation in class or in groups. Responses in relation to this category include the following:

LK07W: *“I have hearing problems and the voices of some teachers are too low for me to hear. I cannot hear when they are teaching and therefore I cannot get the concepts when they are teaching.”*

NH07W: *“Learners who cannot see properly like me cannot see what is written on the board, charts or even in books ... sometimes when we are in groups, I hardly contribute due to my conditions.”*

Discouragement

Less than one third of the learners with special educational needs said that they were discouraged to learn with learners without special educational needs, because they had many difficulties while their peers could solve problems presented to them easily. Learners had the following to say:

LK09W: *“Some learners with special educational needs repeat the Grades, while their peers proceed to the next Grade and this is demotivating.”*

NH03W: *“Learners with special educational needs are just wasting their time studying because they will never improve.”*

LK07W: *“I feel discouraged from asking questions, because other learners know what I want to ask.”*

Rate of learning

Less than twenty percent of learners with special educational needs stated that teachers were teaching at a rate with which learners with special educational needs could not cope. One learner remarked:

NH09W: *“Teachers teach at a very fast pace without considering learners with special educational needs and as a result we are left behind”*

4.3 Results of the academic performance of learners with special educational needs collected by means of observations

In order to assess in more detail the way that inclusive placement affected the academic performance of learners with special educational needs, observations were conducted in

the classrooms. The observations focused on the ways that learners executed their tasks, whether the tasks were completed or not and whether they were completed correctly. Records of marks were also scrutinised to establish the learners' progress in different tasks and tests. Term performances from end-of-term mark schedules were also inspected. The results from observations showed that most of the learners were struggling with different aspects of learning. The results are summarised in Table 4.6.

Table 4. 6

Observations of the academic performance of learners with special educational needs

Criteria	No	%	Sometime s	%	Yes	%
Tasks completed	1	10	6	60	3	30
Tasks completed correctly	5	50	4	40	1	10
Examinations passed	8	80	1	10	1	10
Active participation during lessons	6	60	3	30	1	10
Responsiveness	5	50	5	50	0	0
Understanding	6	60	2	20	2	20

As shown in Table 4.6, the majority of the learners with special educational needs (60%) sometimes completed their tasks. Only a few learners (30%) completed their tasks at all times, and one participant did not complete all the tasks. Fifty percent of the learners did

not complete the tasks correctly, while 40% sometimes completed their tasks correctly. Only ten percent of the learners completed their tasks correctly.

The majority of learners with special educational needs (80%) did not pass (obtain half marks and above) in all the tests which were administered during the term when observations were conducted. Only one learner passed all the tests while another learner passed some of the tests.

It was, furthermore, observed that the participation of most of the learners with special educational needs (60%) during lessons was very low. Three learners participated sometimes during lessons and only one learner participated fully in lessons. Low responsiveness was observed among learners with special educational needs. Five learners were sometimes responsive, only at a very low frequency.

Sixty percent of the learners with special educational needs showed a very low understanding of the concepts which were taught during the observation period, while 20% of them sometimes demonstrated understanding of concepts. Twenty percent showed understanding of concepts.

4.4 Results relating to the effects of inclusive placement on academic performance as reported by learners without special educational needs

As in the case of learners with special educational needs, learners without special educational needs were also asked in which ways inclusive placement affected their academic performance. There were a number of similar responses from learners with and those without special educational needs. Four sub-themes emerged, namely teaching methods, curriculum, and support and learning processes. The effects of teaching

methods on the academic performance of learners without special educational needs and the effects of the curriculum on the academic performance of learners without special educational needs were rated the highest with 30% each, while the effects of support on the academic performance of learners without special educational needs and the effects of learning processes on the academic performance of learners without special educational needs were rated second with 20% each (see Table 4.7).

Table 4. 7

Sub-themes of Theme 1: Effects of inclusive placement on the academic performance of learners without special educational needs

Responses	Number	Percentage
Teaching methods	3	30
Curriculum	3	30
Support	2	20
Learning processes	2	20
Total	10	100

4.4.1 Sub-theme One: Teaching methods

Three categories were identified under this sub-theme, namely variation of teaching strategies, differentiation and teachers' attention. Teaching variation strategies were rated the highest (60%), while differentiation and teacher's attention were each rated 20% respectively (see Table 4.8).

Table 4. 8

Sub-theme One: Categories

Responses	Number	Percentage
Variation of teaching strategies	6	60
Differentiation	2	20
Teachers' attention	2	20
Total	10	100

Variation of teaching strategies

Almost two thirds of the learners without special educational needs indicated that some teachers varied their teaching methods, which enhanced their understanding of the concepts being taught. Their opinions were reflected in the following remarks:

NH02WO: *“Some teachers use different teaching strategies. For example, in geography sometimes we are divided into groups and work in those groups. Some other times we go for tours and we dramatise ... and those lessons are never boring.”*

Differentiation

Around twenty percent of the learners without special educational needs revealed that teachers did not use differentiation in their teaching. One learner said,

LK04WO: *“Most teachers teach the whole class in the same way. We do the same activities in the same way... even if sometimes work in groups, each group will be doing the same activity.”*

Teachers' attention

Twenty percent of the learners without special educational needs reported that teachers frequently paid more attention to learners with special educational needs and thus disadvantaged them. Some individual responses of learners were:

NH04WO: *“The learners without special educational needs are somehow ignored because they do not have problems. They concentrate on those with difficulties.”*

NH06WO: *“Teachers do not have much time for learners without special educational needs when they teach. They think that learners without special educational needs do not need teachers. They spend most of their time with learners with special educational needs during the lessons.”*

4.4.2 Sub-theme Two: Curriculum

Four categories were identified under this sub-theme, namely the curriculum and learners' needs, the inclusivity, flexibility and limitations of curriculum. The category of curriculum and learners' needs rated the highest (40%) while the category of inclusivity of curriculum was rated second (30%). The flexibility and limitations of curriculum were rated 20% and 10% respectively (see Table 4.9).

Table 4. 9

Sub-theme Two: Categories

Responses	Number	Percentage
Curriculum and learners' needs	4	40
Inclusivity of curriculum	3	30
Flexibility of curriculum	2	20
Limitations of curriculum	1	10
Total	10	100

Curriculum and learners' needs

Most learners without special educational needs pointed out that the curriculum did not cater for the needs of diverse learners in inclusive classrooms. Furthermore, the majority of learners without special educational needs expressed their desire to study practical and vocational subjects instead of only studying academic subjects. Some of the learners without special educational needs stated the following:

NH06WO: *“Not all learners are capable of studying academic subjects like biology, physics, mathematics, etc. I prefer to subjects like computer studies and technology and design which are practical.”*

LK03WO: *“We do not have subjects such as woodwork, welding, building, etc. These subjects are necessary because some learners like us have talents in using our hands and construction.”*

Inclusivity of the curriculum

Learners without special educational needs concurred with learners with special educational needs that the current curriculum lacked inclusivity. They reported that the subjects offered were too difficult for most of the learners with special educational needs.

NH01WO: *“I can say that this curriculum was designed for learners without special educational needs ... the subject are too much demanding for learners with special educational needs.”*

Flexibility of the curriculum

The learners without special educational needs indicated that the curriculum was not flexible enough to cater for learners with different abilities. They said that they had no option but to take the subjects which were predetermined by the school although some of the subjects did not respond to their future careers and interests. Some learners without special educational needs highlighted the following:

LK06WO: *“The school and teachers decide what subjects we (learners) have to do. We (learners) take what is available.”*

LK03WO: *“I think learners need to be consulted about the subjects they have to do, because some learners are made to study subjects they are not interested in or which they are not good at.”*

Limitations of the curriculum

The learners without special educational needs stated that the curriculum was too narrow for a wide diversity of learners in inclusive schools. The school decided which subjects would be available to learners of different abilities despite their conditions and abilities.

One learner expressed his view as follows:

LK08WO: *“There are only few subjects to choose. We have different abilities; some subjects are too difficult for some learners. Subjects like building, woodwork, fashion and fabrics are not offered at our school.”*

4.4.3 Sub-theme Four: Support

Four categories were realised under this sub-theme, namely support from teachers, assistance to learners with special educational needs, cooperation of learners and resources. Support from teachers rated the highest (60%) while assistance to learners with special educational needs rated second (20%). Cooperation of learners and resources both rated equally (10%) (see Table 4.10).

Table 4. 10

Sub-theme 3: Categories

Responses	Number	Percentage
Support from teachers	6	60
Assistance to learners with special educational needs	2	20
Cooperation of learners	1	10
Resources	1	10
Total	10	100

Support from teachers

The majority of learners without special educational needs revealed that they were supported by teachers in their learning. Some learners without special educational needs said,

LK06WO: *“Teachers support us by giving us extra work to do during the lessons. They give us (learners) past examination questions to practice and memoranda to check our answers.”*

Lk08WO: *“Sometimes teachers give us opportunities to research from computers and internet and it helps us to understand more.”*

Assistance to learners with special educational needs

Less than one third of the learners without special educational needs indicated that they were passionate in supporting and assisting their fellow learners with special educational

needs. However, some participants pointed out that this support and assistance sometimes took up their own time for studying, and ended in their own reduced performance. The following excerpts represent some of the opinions of those learners without special educational needs:

NH04WO: *“I always assist fellow learners with special educational needs when they have difficulties so that that they can improve their performance.”*

LK05WO: *“Sometimes I sacrifice my time to assist other learners with difficulties, although sometimes it reduces time for my own studies.”*

Cooperation of learners and resources

The last two categories identified were that of the effectiveness of cooperation of learners and resources. The categories received the same values of 10% each. As far as the cooperation of learners was concerned, some learners without special educational needs stated that their learning was enhanced by being in inclusive classes. They said that learning together in a cooperative manner improved the performance of both groups of learners. One learner without special educational needs indicated the following:

LK05WO: *“When we work together in the (inclusive) class we all understand better. When I explain to others I remember more and the other learners I help understand the concepts better.”*

As far as the category of resources was concerned, some of the learners without special educational needs stated that the school did not have adequate resources to cater for learners with special educational needs. They said that learners with certain conditions

could hardly learn without some special equipment, such as hearing aids, Braille and Sign Language teachers, to assist them. They expressed their views as follows:

LK06WO: *“Some learners with certain conditions cannot learn effectively without certain equipment, for example, Joana (not real name) in our class cannot see properly and when teachers write on the board she cannot see, we have to tell what is written. If she was using braille, maybe she would learn more effectively”*.

NH02WO: *“There is a learner in our class who cannot hear properly. When the teachers are teaching, he keeps asking, ‘What did the teacher say?’. If the teachers knew sign language, he would learn better”*.

4.4.4 Sub-theme Four: Learning processes

The responses under this sub-theme were grouped into three categories, namely the rate of learning, discouragement and limited participation. The rate of learning and discouragement were rated the highest with 40% each and limited participation was rated 20% (see Table 4.11).

Table 4. 11

Sub-theme Four: Categories

Responses	Number	Percentage
Rate of learning/ syllabus coverage	4	40
Demotivation/ discouragement	4	40
Limited participation of learners with special educational needs	2	20
Total	10	100

Rate of learning/syllabus coverage

The majority of learners without special educational needs pointed out that the rate of learning and syllabus coverage were slowed due to learners with special educational needs who needed more time to learn taught concepts. The opinions of learners without special educational needs relating to the rate of learning were as follow:

NH05WO: *“Learners with special educational needs take time to understand the content taught by teachers. Other learners (without special educational needs) quickly understand the concepts and the teachers have to keep on repeating the same things (content). This slows down the rate of covering the syllabus.”*

LK08WO: *“Teachers usually complain that we are behind in terms of syllabus coverage, but they cannot continue because some learners will not have understood”*

Demotivation/discouragement

The learners without special educational needs indicated that they were affected by the low performance of peers with special educational needs and that this demotivated them to a certain extent. They, furthermore, pointed out that the lower performance of learners with special educational needs reduced their zeal to excel in their performance, which would create a rift between them. The following remarks were made by some learners:

LK05WO: *“We (learners without special educational needs) are demotivated to learn with learners with special educational needs because they always behind.”*

LK06WO: *“I am negatively affected to learn together with learners with special educational needs, because their performance is very low and I do not feel challenged and this makes me to relax.”*

Limited participation

Less than a quarter of learners without special needs indicated that the learners with special educational needs did not participate actively during the lessons. They did not feel comfortable to be participating and giving correct answers and out-classing their peers at all times, while the peers with special educational needs struggled. Two learners said,

NH02WO: *“During lessons, we limit our participation to give chances to learners with special educational needs, but they always reluctant, because they usually give wrong answers and it makes uncomfortable to be always raising my hand when those do participate.”*

NH06WO: *“We (learners without special educational needs) do not feel comfortable to be always giving answers when the other learners are just watching us participate.”*

4.5 Results regarding the academic performance of learners without special educational needs collected by means of observations

Observations were also conducted to determine the ways in which inclusive placement affected the academic performance of learners without special educational needs. The observations also focused on establishing the ways in which learners executed their tasks, whether the tasks were completed or not and whether they were completed correctly. Records of marks were also scrutinised to determine progress in different tasks

and tests. Term performances as reflected in end-of-term mark schedules were also examined. The results are presented in Table 4.12.

Table 4. 12

Observations regarding the academic performance of learners without special educational needs

Criteria	No	%	Sometimes	%	Yes	%
Tasks completed	0	0	1	10	9	90
Tasks completed correctly	0	0	0	0	10	100
Examinations passed	0	0	0	0	10	100
Active participation during lessons	0	0	1	10	9	90
Understanding	0	0	0	0	10	100
Confidence	0	0	1	10	9	90
Responsiveness	0	0	2	20	8	80

Nine of the ten learners without special educational needs, who participated in the study, were observed to have completed all their tasks correctly with marks well above fifty percent. Schedules were scrutinised and, again, 100% of the learners seemed to have passed the examinations with marks well above fifty percent. Ninety percent of the learners without special educational needs participated actively during lessons. It was, furthermore, evident from scores in the tests and examinations that all these learners understood the concepts very well. The majority of the learners without special

educational needs, furthermore, showed confidence in their class activities. Only one of them appeared to be sometimes not confident at what he was doing. Most of the learners without special educational needs (80%) showed good responsiveness, except for two who were sometimes not responsive.

4.6 Results regarding the impact of inclusive education programmes on the social and emotional development of learners with special educational needs

Learners with special educational needs were also asked about the impact that inclusive education programmes had on their social and emotional development. Four sub-themes, namely treatment, emotional effects, socialisation and participation in co-curricular activities, emerged. The impact of treatment on social and emotional development and emotional effects were rated the highest as they were 30% each, followed by socialisation and participation in co-curricular which both rated 20% (see Table 4.13).

Table 4. 13

Sub-themes regarding the impact of inclusive education programmes on the social and emotional development of learners with special educational needs

Responses	Number	Percentage
Treatment	3	30
Emotional effects	3	30
Socialisation	2	20
Participation in co-curricular activities	2	20
Total	10	100

4.6.1 Sub-theme One: The treatment of learners with special educational needs

Four categories were identified under this sub-theme, namely the same treatment by teachers, different treatment by teachers, different treatment by peers, the same treatment by peers and being despised. The same treatment by teachers and different treatment by teachers were rated the highest (30% each) followed by different treatment by peers (20%), while the same treatment by peers was rated at 20% each (see Table 4.14).

Table 4. 14

Sub-theme 1: Categories

Responses	Number	Percentage
Same treatment by teachers	3	30
Different treatment by teachers	3	30
Different treatment by peers	2	20
Same treatment by peers	2	20
Total	10	100

Same treatment by teachers

Three learners with special educational needs revealed that they were supported by teachers in their learning. Some learners without special educational needs said the following:

LK01W: *“The teachers treat us the same way when we are in the class.”*

NH09W: *“Every learner in the class is treated in the same manner, no matter what kind of person you are.”*

Different treatment by teachers

Three learners with special educational needs revealed that some teachers did not treat them in the same way as their peers. They cited that some teachers discriminated against them, while other teachers showed some favouritism towards learners without special educational needs. Some learners with special educational needs remarked as follows:

NH10W: *“We are not treated the same by some teachers. Some teachers only like learners who are smart (who perform well).”*

NH03W: *“Sometimes the teachers treat other learners who perform better than us differently. They always want these learners to give answers and to do different activities.”*

Different treatment by peers

Two learners with special educational needs pointed out that peers treated learners with and those without special educational needs in different ways. The learners with special educational needs mentioned that they were discriminated against and sometimes not respected. Responses related to this category were:

NH07W: *“Some learners do not treat each other in the same manner. Some learners treat other learners like enemies ... and they do not want others in their groups.”*

NH09: *“There are some learners who do not like me to be in their group ... for example, study group.”*

Same treatment by peers

One learner with special educational needs revealed that learners, despite their different conditions, were treated in the same way by the other learners. The following is what learner with special educational needs said,

LK07: *“Some learners without special educational needs treat us in the same manner as other learners.”*

4.6.2 Sub-theme Two: Emotional effects

Three categories were highlighted under this sub-theme, namely discomfort, comfort and low self-esteem. Discomfort was rated the highest (50%), while comfort and low self-esteem were rated 30% and 20% respectively (see Table 4.15).

Table 4. 15

Sub-theme two: Categories

Responses	Number	Percentage
Uncomfortable	5	50
Comfortable	3	30
Low self-esteem	2	20
Total	10	100

Uncomfortable

The majority of learners with special educational needs did not feel comfortable to be in inclusive classes, citing the inadequacy of resources to cater for their conditions in order

for them to learn effectively. They also pointed out that their performance was compared to that of their peers, and that made them feel out of place. They felt that they were different from their peers. Some of the responses were:

NH07W: *“I feel uncomfortable because some learners can hear very well, but I cannot hear very well and when teachers are teaching I am left behind.”*

LK02W: *“When you are in the same class with learners (without special educational needs) who perform well and you have a weak performance, you won’t feel good at all.”*

NH03W: *“When I am in a class with those learners who do well in all the activities given by the teachers while I struggle, I feel like going to a different class where there are learners who struggle like me.”*

Comfort

More than one third of learners with special educational needs indicated that they were happy to be in inclusive classes. They pointed out that they felt equal to their peers with different conditions and had a sense of belonging to the society when they interacted with peers without special educational needs. They also mentioned that the support they received from their peers without special educational needs made them enjoy being in inclusive classes. Some of the learners had this to say:

NH08W *“I feel good to be in a class with learners who have different conditions to mine. I feel good when socialising with them because it shows that we are the same people.”*

NH10W: *“It makes me feel good because we all want to get the same education.”*

LK07W: *“I feel good because the other learners (without special educational needs) in inclusive classes are supportive and they assist us in what we struggle in.”*

Low self-esteem

Two learners with special educational needs stated that their own performance caused them to have a low self-esteem and low levels of self-confidence. An element of jealousy among peers was also mentioned as an indicator of low-self-esteem. The responses were:

LK01W: *“It is bad (to be in inclusive classes) because some learners can easily answer questions correctly in class, which I cannot answer. This causes our relations to be sour.”*

NH10W: *“I am affected in a bad way (to be in inclusive classes) because I do not perform well while other learners perform well. It makes me to lose hope.”*

4.6.3 Sub-theme Three: Socialisation

Three categories were identified under this sub-theme, namely association with good performers, with learners with good behaviour and with learners who were supportive. Association with good performers and with learners with good behaviour were both rated the highest (40%) each while association with learners who were supportive was rated last (20%) (see Table 4.16).

Table 4. 16

Sub-theme Three: Categories

Responses	Number	Percentage
Association with good performers	4	40
Association with learners with good behaviour	4	40
Association with learners who are supportive	2	20
Total	10	100

Association with good performers

Four learners with special educational needs indicated that they liked to socialise with peers who showed sound academic performance and who could assist them in their learning. Some of the learners had this to say:

LK07W: *“I like to socialise with a person who performs well in schoolwork ...”*

NH10W: *“When making friendship, I look at the way he/she performs in schoolwork ... I like to play with those who perform well.”*

Association with learners with good behaviour

Four learners with special educational needs mentioned that they liked to socialise with peers with good behaviour and those who respected others. Some of the comments the learners expressed were:

NH10W: *“I feel comfortable when I am in the company of people (peers) with good manners and those who respect others.”*

NH08W: *“When making friends, I look for people with good behaviour ... who treat others with respect.”*

Association with learners who are supportive

Two learners with special educational needs indicated that they liked to associate with peers who were supportive and who could assist, motivate and encourage them in their school work and other activities at school. Learners’ opinions are reflected in the following remarks:

NH07W: *“I like to associate with people (peers) who can lift me up when I fall, not those who will laugh at me ... someone who will encourage me and help me.”*

LK01W: *“I like to be with those who can assist me when I am struggling during lesson.”*

4.6.4 Sub-theme Four: Participation in co-curricular activities

Two categories were highlighted under this sub-theme, namely participation according to ability and freedom to participate. The category of participation according to ability was rated the highest (60%) while the category freedom to participate was rated the lowest (40%) (see Table 4.17).

Table 4. 17

Sub-theme Four: Categories

Responses	Number	Percentage
Participation according to ability	6	60
Freedom to participate	4	40
Total	10	100

Participation according to ability

The majority of learners with special educational needs pointed out that participation was according to ability. Some participants revealed that teachers sometimes wanted talented learners to participate in specific activities. They also mentioned that their conditions limited them from participating with peers without special educational needs.

Their opinions are reflected in the following remarks:

NH07W: “... netball is not open to all ... only learners who know how to shoot, how to jump, etc. are the ones selected into teams and trained. Learners who cannot hear or see are not allowed to play.”

NH08W: “Some learners may want to join netball, but the teachers may want learners who are good at the game and who would make the school team.”

Freedom to participate

Four learners with special educational needs responded that the participation in extra-curricular was open to all learners, citing that it was up to the learners themselves to participate. Some of the learners responded as follows:

LK02W: *“All the available activities are open to all learners. Anyone who wants to participate is allowed.”*

NH03W: *“Learners are free to participate in any co-curricular activities ... those (learners) who do not participate are those who are not interested.”*

4.7 Results on the impact of social and emotional development on learners with special educational needs collected by means of observations

Observations were also conducted to determine the impact of inclusive education programmes on the social and emotional development of learners with special educational needs. Lessons were observed to determine the participation of learners and the reactions to contributions from different learners. Socialisation during extra-curricular activities and other times, such as break time, was also observed. The results are presented in Table 4.18.

Table 4. 18

Observation of the impact of inclusive placement on the social and emotional development of learners with special educational needs

Criteria	No	%	Sometimes	%	Yes	%
Cooperation	0	0	3	30	7	70
Interaction with other learners	0	0	3	30	7	70
Opportunity to participate in extra-curricular activities	3	30	1	10	6	60
Acceptance of/by other learners	2	20	1	10	7	70
Tolerance of learners with different conditions	0	0	2	20	8	80
Friendship	1	10	0	0	9	90
Are the conditions of friends the same	8	80	0	0	2	20

The results collected by means of observations indicated that there was a high level of cooperation and interaction between the learners with and those without special educational needs. The level of cooperation and interaction between the learners with and those without special needs was around 70%, while only 30% of the learners with special educational needs sometimes displayed lack of cooperation and interaction. Thirty percent of the learners with special educational needs who were observed were not involved in any extra-curricular activities while the majority did participate in extra-curricular activities.

The majority of learners with special educational needs (80%) were frequently seen in the company of peers with different conditions. However, two learners with special educational needs showed low levels of acceptance of other learners, and one looked isolated and was alone most of the times. Ninety percent of the learners with special educational needs developed extensive friendships with their peers. In most instances (90%), the friends of learners with special educational needs were learners without special educational needs.

4.8 Results on the impact of inclusive placement on social and emotional development collected from learners without special educational needs

As it happened to learners with special educational needs, learners without special educational needs were also asked to highlight the impact of inclusive education programmes on their social and emotional development. The sub-themes that surfaced from the responses of learners without special educational needs were: the treatment of learners, feeling related to being in inclusive classes, socialisation and participation in co-curricular activities. The treatment of learners and feeling related to being in inclusive classes each rated 30%, while socialisation and participation in co-curricular activities rated 20% each (see Table 4.19).

Table 4. 19

Sub-themes regarding the impact of inclusive education programmes on the social and emotional development of learners without special educational needs

Responses	Number	Percentage
Treatment of learners	3	30
Feelings related to being in inclusive classes	3	30
Socialization	2	20
Participation in co-curricular activities	2	20
Total	10	100

4.8.1 Sub-theme One: Treatment of learners

Four categories were identified under this sub-theme namely; discrimination, discouragement, treatment by teachers and bullying. Discrimination was rated the highest (40%). Discouragement were rated second (30%), while the treatment by teachers and bullying by peers without special educational needs were rated third (20%) and fourth (10%) respectively (see Table 4.20).

Table 4. 20

Sub-theme One: Categories

Responses	Number	Percentage
Discrimination	4	40
Discouragement	3	30
Treatment by teachers	2	20
Bullying	1	10
Total	10	100

Discrimination

Most of the learners without special educational needs revealed that they were discriminated against by their peers with special educational needs. Some participants cited that there was favouritism on learners with special educational needs by teachers. They further reported that some learners with special educational needs were jealousy of them and hated them. Responses related to this category were:

LK08WO: “... *there are learners who do not like others ... they hate others ... for instance if you do things with confidence and you are doing well, they will hate you ... learners do not like each other.*”

NH02WO: “... *some of the learners feel like they do not want to be with us ... they are selfish.*”

LK03WO: “*Some learners (with special educational needs) are just jealousy.*”

Discouragement

Three learners without special education needs indicated that learners with special educational needs were despised, laughed at and discouraged by their peers with special educational needs. Some learners without special educational needs had the following to say:

NH05WO: *“Slow learners (with special educational needs) are sometimes teased and they are cartooned on the chalkboard.”*

NH06WO: *“Sometimes learners without special educational needs laugh at other learners when they do not understand the concepts being taught and they become discouraged.”*

Treatment by teachers

Two learners without special educational needs pointed out that learners were treated equally by the teachers and the rest revealed that there was unequal treatment by the teachers. The learners’ comments were:

LK04WO: *“Teachers use to treat us in the same manner ... if there were learners who do not understand, the teachers always try to help them.”*

LK08WO: *“When the teacher gives us activities ... and when I make a small mistake, the teacher can beat me ... and ban me from doing the activity.”*

Bullying

One learners without special educational needs revealed that there was intimidation, bullying and labelling by peers. Some learners expressed their views as follows:

NH01WO: *“Some learners bully others learners and make them feel unwanted. Sometimes they isolate other learners.”*

4.8.2 Sub-theme Two: Feelings related to being in inclusive placement

Three categories were highlighted under this sub-theme, namely feeling pity over peers’ conditions, uncomfortableness and a sense of equality and togetherness. Feeling pity over peers’ conditions was rated the highest (80%) while uncomfortableness and a sense of equality and togetherness were rated second with 10% each (see Table 4.21).

Table 4. 21

Sub-theme Two: Categories

Responses	Number	Percentage
Feeling pity for peers’ conditions	8	80
Uncomfortable	1	10
Sense of equality and togetherness	1	10
Total	10	100

Feeling pity for the conditions of their peers

The majority of learners without special educational needs mentioned that learners without special educational needs felt pity for those learners with special needs, pointing

out that their low performance due to their conditions was a cause of concern and affected them emotionally. The opinions expressed by learners without special educational needs were as follows:

LK04WO: *“I feel pity for the fellow learners (with special educational needs) who are doing subjects in which they are not performing while I am performing very well. Their conditions do not allow them to perform like us, for example a person with one eye or cannot hear well.”*

NH04WO: *“I feel pity for some learners who cannot follow when the teachers are teaching easy topics. Sometimes these learners (with special educational needs) end up frustrated.”*

NH05WO: *“For learners with special educational needs, it is really difficult to be in inclusive classes because when teachers are teaching and smart learners understand, the teachers do not make time for those learners (with special educational needs). The learners with disabilities are usually not courageous to tell the teachers that they did not understand and sometimes shy to ask questions because they do not want to bother people.”*

NH02WO: *“Learners without special educational needs know the subjects (understand the taught concepts) very well, but I feel offended when the other learners are struggling to understand.”*

Discomfort

One learner without special educational needs pointed out that it was not comfortable to be in the same class with learners who performed very poorly. The learner commented:

LK05WO: *“I feel very bad, because those other learners (with special educational needs) have to be isolated and be taught subjects which could not be beneficial to them ... they (learners with special educational special needs) are not good in the subjects offered by the school.”*

Sense of equality and togetherness

One learner without special educational needs indicated that learners without special educational needs liked to be in inclusive classes as this gave them equal opportunities and rights. The learner said,

NH01WO: *“I feel good because there is no discrimination, since learners with different conditions will be learning together. The other learners (with special educational needs) will not feel abnormal when we are in the same class.”*

4.8.3 Sub-theme Three: Socialisation

Four categories were identified under this sub-theme, namely behaviour, performance, character and commitment to school work. The categories of behaviour and performance had the highest ratings (30% each) while the categories of character and commitment to school work followed at 20% each (see Table 4.22).

Table 4. 22

Sub-theme three categories

Responses	Number	Percentage
Behaviour	3	30
Performance	3	30
Character	2	20
Commitment to school work	2	20
Total	10	100

Behaviour

Three of the learners without special educational needs indicated that they were willing to socialise with learners who were well-behaved, respectful and disciplined. Some of the learners without special educational needs had the following to say:

NH01WO: *“I like to be in company of friends who are well behaved and do not break school rules. I like to be with people who are kind and care for others.”*

NH02WO: *“I like to be associated with learners who have good behaviour and are well disciplined, do not insult others and do not gossip.”*

Performance

Three learners without special educational needs said that they wanted to socialise with fellow learners who were performing well academically and who were in a position to assist them to perform better. The following excerpts represent their opinions:

LK08WO: *“I like to befriend fellow learners who have a good academic performance. I like to be with people who are better than me who can uplift my performance.”*

LK03WO: *“I like to be with friends who pass very well, who always complete their homework and who like assisting other learners.”*

Character

Two learners without special educational needs indicated that they liked to be in the company of learners who were like themselves and had similar characteristics. The learners had the following to say:

LK02WO: *“When making friends, I look at fellow learners who are like me and have good manners.”*

NH05WO: *“I look at personalities when making friends. If they have the same personality as me, and if they have good manners and are disciplined we can be good friends.”*

Commitment to school work

Two learners said that they liked to be in the company of fellow learners who were committed to school work and were hard working. These learners made the following remarks:

NH05WO: *“I like to be with learners who are really committed to school work, those who know the aim of coming to school.”*

NH06WO: *“I look at people who are productive when making friendship. I like to be with hard working people who can motivate me.”*

4.8.4 Sub-theme Four: Participation in co-curricular activities

Three categories were highlighted under this sub-theme, namely accessibility to activities, reluctance of learners to participate and limited participation. Accessibility to activities was rated the highest (70%) while the reluctance of learners to participate and limited activities were rated second (20%) and third (10%) respectively (see Table 4.23).

Table 4. 23

Sub-theme Four: Categories

Responses	Number	Percentage
Accessibility to activities	7	70
Reluctance of learners to participate	2	20
Limited participation	1	10
Total	10	100

Accessibility to activities

Of the learners without special educational needs, 70% pointed out that all the co-curricular activities were open to all learners, independent of their conditions or abilities.

There were no restrictions in participation. Some of the learners said the following:

NH01WO: *“Co-curricular activities are open to all learners and there are no considerations for one to participate.”*

NH05WO: “... we have debate club, for example, which help us improve our English. All learners are allowed to participate and to join the club. Anyone can participate.”

Reluctance of learners to participate

Two learners without special educational needs said that some learners, especially those who were not performing well in the activities, were not taking part in co-curricular activities because they were reluctant. The responses from learners without special educational needs are given below:

NH02WO: “Some learners do not want to take part in the activities, because they feel embarrassed when they cannot perform well in the activities.”

LK08WO: “Some learners are afraid of taking part, because of their inabilities...for instance during a debate session when one speaks broken English, the other learners shout and laugh at that person and the speaker becomes scarred to continue talking and sometimes they just leave the club.”

Limited participation

One learner without special educational needs stated that there were a limited number of activities in the school and that the number of participants who could take part in those activities was also limited. The learner reported that some activities in which some learners with special educational needs could participate were not available at the school. The learner, furthermore, stated that, due to the conditions of some of the learners with special educational needs, they could not participate in some of the activities that were available at the school. The learner remarked:

LK06WO: *“Co-curricular activities are not open to all the learners. Teachers choose those who are talented to participate. We would like to take part in some activities, but we are not given a chance.”*

4.9 Results regarding the impact of inclusive placement on social and emotional development collected from learners without special educational needs by means of observations

Similarly to learners with special educational needs, observations were also conducted to determine the impact of inclusive education programmes on the social and emotional development of learners without special educational needs. Lessons were observed to determine the participation of learners and the reactions to contributions from different learners. Socialisation during extra-curricular activities and learners' free times, like break times, were also observed. The results are presented in Table 4.24.

Table 4. 24

Observations regarding the impact of inclusive placement on learners without special educational needs

Criteria	No	%	Sometimes	%	Yes	%
Cooperation	0	0	2	20	8	80
Interaction with other learners	0	0	0	0	10	100
Opportunity to participate in extra-curricular activities	2	20	0	0	8	80
Acceptance of/by other learners	0	0	1	10	9	90
Tolerance of learners with different conditions	0	0	1	10	9	90
Friendship	0	0	2	20	8	80
Are the conditions of friends the same	8	80	1	10	1	10

The results show a high level of cooperation (80%) among learners without and those with special educational needs. All the learners without special educational needs (100%) interacted well with other learners (including those with special educational needs). The majority of the learners without special educational needs (80%) took part in co-curricular activities. Only two learners without special educational needs did not seem to be interested in the co-curricular activities. It was, furthermore, observed that there was a high rate of tolerance (90%) towards and acceptance (90%) of other learners, including those with different conditions, by learners without special educational needs.

Eighty percent of learners without special educational needs were always found in the company of friends while another 20% were sometimes seen with friends. Most of the learners without special educational needs (80%) were in friendship relationships with learners who had different conditions to theirs.

4.10 Results regarding the learning and social challenges experienced by learners with special educational needs in inclusive classrooms

The biggest challenge for inclusive education is to satisfy the needs of heterogeneous groups of learners in the same classroom. Therefore, it is mandatory for all stakeholders concerned to seek solutions to challenges encountered with current practices of special educational needs in inclusive settings.

The sub-themes that emerged from the learners with special educational needs were learning challenges and social challenges. Social challenges were rated the highest (60%) while learning challenges were rated the lowest (40%) (see Table 4.25).

Table 4. 25

Sub-themes regarding perceived learning and social challenges in inclusive placement obtained from learners with special educational needs

Responses	Number	Percentage
Social challenges	6	60
Learning challenges	4	40
Total	10	100

4.10.1 Sub-theme One: Social challenges

Four categories were identified under this sub-theme, namely low self-esteem and discouragement, bullying, short-lived friendships and favouritism. Table 4.21 summarises the frequency distribution of the responses. Low self-esteem and discouragement were rated the highest (40%) with bullying at 30%. Short-lived friendships and favouritism were rated third (20%) and fourth (10%) respectively (see Table 4.26).

Table 4. 26

Sub-theme One: Categories

Responses	Number	Percentage
Low self-esteem and discouragement	4	40
Bullying	3	30
Short-lived friendships and discrimination	2	20
Favouritism	1	10
Total	10	100

Low self-esteem and discouragement

The majority of learners with special educational needs revealed that they did not have confidence, citing that they were looked down upon and that they usually became discouraged in what they were doing. They felt that they were different from other learners. Some learners had this to say:

LK01W: *“Some people say bad things to me ... They tell me that I do not know how to play ... and that I cannot do anything right.”*

NH03W: *“Some learners (without special educational needs) treat us like we are not fellow learners. They see us as unimportant people.”*

NH10W: *“... for example, when we are modelling, some learner shout bad words if they do not like you. I end up discouraged.”*

Bullying

Less than one third of learners with special educational needs reported that they were being bullied, by being despised, laughed at and insulted. Some learners made the following remarks:

NH08W: *“... for example when we are singing in a choir and I make a discord, they start laughing at me, that’s bullying me.”*

NH10W: *“Some learners take my belongings and hide them and tease me and I feel bad.”*

Short-lived friendships and discrimination

Two learners with special educational needs said that their friendships were unstable and, as a result, they did not have confidence in their relationship with other learners.

The sentiments expressed by the learners are given below:

LK02W: *“You may have a friend whom you trust, a friend whom you share everything with, but later you will notice that your friend has new friends and no longer want to be with you. They will tell you that they were told not to play with you ... I feel rejected.”*

NH07W: *“Some learners (without special educational needs) discriminate others.”*

Favouritism

One learner with special educational needs from one school noted that learners without special educational needs were favoured by teachers. The learner had this to say:

NH03W: *“I feel like our rights are not observed when doing activities such as cultural activities ... some teachers just like smart learners to do all the activities and it makes us think that we are useless.”*

4.10.1 Sub-theme Two: Learning challenges

Three categories were identified under this sub-theme, namely rate of learning, interruptions and teaching methods. The rate of learning had the highest rating (60%) while interruptions and teaching methods followed at 30% and 10% respectively (see Table 4.27).

Table 4. 27

Sub-theme Two: Categories

Responses	Number	Percentage
Rate of learning	6	60
Interruptions	3	30
Teaching methods	1	10
Total	10	100

Rate of learning

The majority of the learners with special educational needs pointed out that the rate of learning was too fast for them, so much so that it was difficult for them to understand the concepts taught during lessons. They also said that they were afraid of asking questions as other learners (without special educational needs) would have understood the concepts and it would be like dragging the progress. Some of the learner's comments were:

NH08W: *“Some teachers used to teach at a very fast rate and some learners do not understand the content being taught.”*

NH03W: *“We need time to understand what the teachers say, but some learners can easily catch the ideas and so the teachers just continue.”*

LK03W: *“Sometimes when you ask questions which you will not have understood, the other learners will boo or laugh at you.”*

Interruptions

About one third of learners with special educational needs revealed that they were interrupted by their peers during the lessons. When the learners with special educational needs asked for more explanations and the teachers were to explain, the peers would start to make noise and disturb their learning. Some learners made the following remarks:

LK07W: *“Some learners make noise during lessons especially when teachers give more explanations ... sometimes they make funnies, which distract my attention and I lose concentration.”*

NH10W: *“... other learners (without special educational needs) make noise in class when teachers are teaching.”*

Teaching methods

One learner with special educational needs pointed out that the way teachers taught was not effective enough to assist learners with special educational needs in understanding the concepts. The extract from the learner is given below:

NH03W: *“Sometimes teachers write on the chalk board, but not all of us can see properly and some of us cannot hear properly but they continue because some learners understand.”*

4.11 Results regarding perceived learning and social challenges obtained through observations from learners with special educational needs

Observations were also conducted in order to determine what learners with special educational needs regarded as social and learning challenges when placed in inclusive classrooms. The observations focused on scrutinising the way in which learners executed their tasks, whether the tasks were completed or not, and whether they were completed correctly. Records of marks were also inspected to determine their progress in different tasks and tests. Term performances recorded on end-of-term mark schedules were also examined. The results from observations show that most of the learners were struggling with various aspects of social and learning-related issues. The results are summarised in Table 4.28.

Table 4. 28

Observation regarding the impact of inclusive placement on learning and social challenges in inclusive classes

Criteria	No	%	Sometimes	%	Yes	%
Learning difficulties	0	0	2	20	8	80
Social difficulties	0	0	3	30	7	70

The observations indicate that most learners with special educational needs (80%) always had learning difficulties, while 20% were observed to have learning difficulties occasionally. Seventy percent of the learners with special educational were also

observed to be having social difficulties at all times. Thirty percent of them showed social difficulties occasionally.

4.12 Results regarding the learning and social challenges experienced by learners without special educational needs in inclusive classrooms

Learners without special educational needs also shared the social and learning challenges they experienced when they were placed in inclusive classrooms. The responses given under this section were classified into two sub-themes, namely the learning and social challenges of the learners interviewed. Learning challenges were rated the highest (60%) while social challenges was rated the lowest (40%) (see Table 4.29).

Table 4.29

Sub-themes on perceived learning and social challenges in inclusive placement obtained from learners without special educational needs

Responses	Number	Percentage
Learning challenges	6	60
Social challenges	4	40
Total	10	100

4.12.1 Sub-theme One: Learning challenges

Three categories were identified under this sub-theme, namely rate of learning, teaching methods and interruptions. Table 4.25 shows the frequency of the responses. Rate of

learning was rated the highest (50%). The categories of teaching methods and interruptions were rated 30% and 20% respectively (see Table 4.30).

Table 4. 30

Sub-theme One: Categories

Responses	Number	Percentage
Rate of learning	5	50
Teaching methods	3	30
Interruptions	2	20
Total	10	100

Rate of learning

The majority of learners without special educational needs pointed out that their rate of learning was reduced when the teachers tried to accommodate learners with special educational needs. They said that learners with special educational needs required more time to understand, and teachers needed to repeat the same ideas over and again at their expense. Some learners made the following remarks:

NH04WO: *“If you are in the same class with a person who has limited sight or with a person who struggles, I feel it is a big disadvantage, because the teacher has to pay more attention to that person and the lesson cannot go ahead.”*

NH05WO: *“Learners with special educational needs cannot just cope in inclusive classes. They need the ideas to be repeated, but we sometimes wonder if we ever are*

going to finish the syllabus. It is sometimes frustrating to be taught the same thing repeatedly.”

Teaching methods

One quarter of the learners without special educational needs indicated that the teachers did not have teaching techniques that could cater for both learners with and those without special educational needs. The methods they employed benefited only one group of learners. Extracts from learners views are stated below:

LK05WO: *“Sometimes teachers just write summaries on the chalk board and they do not give explanations and they ask us to go and read at home. The following day they bring a test. Some of us are able to understand the summaries, but there are other learners who will not understand anything and they fail.”*

NH05WO: *“There are some teachers who find it difficult to teach learners with special educational needs because they do not know sign language and sometimes they ask us to explain to them.”*

NH06WO: *“When it comes to some subjects ... sometimes the teachers always say that the content was covered in the previous Grade, and that we should go and revise on our own.”*

Interruptions

Two learners without special educational needs said that they were often disturbed by some learners (with special educational needs) who constantly asked them to explain

some concepts which diverted their attention from concentrating in their own work. The comments from learners were:

LK04WO: *“Sometimes it is difficult to concentrate with my work, since some learners who might be failing to understand what the teachers will be teaching will ask me for assistance and I have to help them.”*

LK06WO: *“There are some learners who are just disruptive. They are just naughty and always make jokes and funnies making people laugh instead of learning.”*

4.13 Sub-theme Two: Social challenges

Three categories emerged from this sub-theme, namely bullying, discouragement and restrictions as well as isolation in social activities. Bullying was rated the highest (50%) while discouragement and restrictions and isolation in social activities were rated 30% and 20% respectively (see Table 4.31).

Table 4. 31

Sub-theme Two: Categories

Responses	Number	Percentage
Bullying	5	50
Discouragement and jealousy	3	30
Restrictions in social activities	2	20
Total	10	100

Bullying

Most of the learners without special educational needs (50%) reported that there was bullying among the learners in inclusive classes, mainly towards learners with special educational needs. Some learners' remarks are as follows:

LK04WO: *“Some learners (without special educational needs) scorn learners with disabilities. They shout at them and insult them and calling them names associated to their disabilities ...”*

LK06WO: *“Some learners (without special educational needs) bully other learners (with special educational needs) labelling them as useless people and ... sometimes provoke them.”*

Discouragement and jealousy

Less than one third of the learners without special educational needs said that they became discouraged by learners with special educational needs who, they said, were jealous because they always made negative comments on whatever others did. Some learner responses were:

NH05WO: *“I don't participate in social activities because some learners tease me when I am performing. Whether I am doing well or wrongly they shout negative comments and that discourages me.”*

LK03WO: *“... fellow learners do not like me to take part in the activities. They said that I want to show off that I am talented ... and when the teachers are not there they do not allow me to take part.”*

Restrictions in social activities

Two learners without special educational needs indicated that they were sometimes restricted from taking part in social activities by the conditions and abilities of the learners with special educational needs. Below is one of the learners' responses:

NH01WO: *“When I see the conditions and abilities of the other learners, I do not participate because they are not of my class.”*

4.14 Results regarding learning and social challenges obtained through observation of learners without special educational needs

Similar to learners with special educational needs, observations were also conducted in order to determine what learners without special educational needs regarded as learning and social challenges when placed in inclusive classrooms. The observations focused on determining ways in which learners executed their tasks; whether the tasks were completed or not, and whether they were correctly completed. Records of marks were also inspected to establish their progress in different tasks and tests. Term performances were also determined from end-of-term mark schedules. Again, the results from observations demonstrated that most of the learners without special educational needs were struggling in different aspects of learning and socially related issues. The results are summarised in Table 4.32.

Table 4. 32

Observation regarding the impact of inclusive placement on learning and social challenges obtained from learners without special educational needs

Criteria	No	%	Sometimes	%	Yes	%
Learning difficulties	9	90	1	10	0	0
Social difficulties	8	80	1	10	1	10

The results show that the majority of the learners without special educational needs (90%) did not have learning difficulties. The results, furthermore, indicate that not many learners were observed to have or sometimes have social difficulties. Only 10% were observed to experience social challenges.

4.15 Summary

In this chapter, the research findings were presented around three themes: the effects of inclusive placement on the academic performance of learners with and those without special educational needs (SENs), the impact of inclusive placement on the social and emotional development of learners with and those without SENs and the perceived learning and social challenges of learners with/without SENs placed in inclusive classrooms. The themes were further divided into sub-themes and categories to enable a clearer understanding through the display of the findings.

In the next chapter, these findings will be discussed in depth, conclusions will be drawn and recommendations will be made.

CHAPTER 5

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on identifying the effects of the inclusive placement of learners with and those without special educational needs in selected, secondary schools in the Oshikoto region. The aim of this chapter is to discuss and interpret the findings of the study.

The discussion of the results is presented in relation to the three research questions that guided the study. This presentation is accordance with the way that the results were presented in the preceding chapter.

The research questions underpinning this study are:

1. How does inclusive placement affect the academic performance of learners with and those without special educational needs?
2. What is the impact of inclusive programmes on the social and emotional development of learners with and those without special educational needs?
3. What do learners with and those without special needs perceive to be learning and social challenges when placed in inclusive classrooms?

The results are discussed based on themes and categories that emerged from the data collected under each research question. The results collected by means of interviews and observations will be integrated under the specific themes.

5.2. Discussion of results regarding the effects of inclusive placement on academic performance reported by learners with special educational needs

The discussion focuses on four sub-themes as reported by learners with special educational needs. They are the curriculum, teaching methods, support and learning processes. Each sub-theme is discussed in brief below.

5.2.1 Discussion of the curriculum

The following categories will be discussed under this sub-theme, namely its relevance to the learners, inclusivity, flexibility and limitations.

Relevance of the curriculum

Most of the learners with special educational needs thought that the curriculum was not relevant to them, citing that most of the subjects did not match their intended future careers. They, furthermore, mentioned that the subjects were too difficult for them and that the curriculum did not match their interests. One learner with special needs said, “... *learners struggle to understand the subjects which they will never use in life ... it is better for those learners (with special educational needs) to go to schools where they can do subjects they understand will help them in future.*” This finding is consistent that of with Soukup, et al., (2007) who is of the view that the curriculum needs to be altered according to the standard expectations for a specific course, with material which learners may be able to master.

It implies that learners with special needs feel that they are just being burdened with subjects that are not relevant to their future career needs. The subjects currently taught in

the schools were mainly academic subjects which were proving difficult for those learners with special educational needs (Soukup, et al., 2007) .

Inclusivity of the curriculum

The learners with special educational needs, furthermore, reported that the curricula in the schools were not inclusive. In their view, the curricula were need to be adjusted to suit the needs of all the learners with different abilities. One learner noted, *“I think the curriculum needs to be designed to accommodate learners with special educational needs. The current curriculum does not consider the conditions and abilities of all learners. There are learners (with special educational needs) who cannot do some activities which are done by other learners (without special educational needs) and it disadvantages learners with difficulties.”* This result is consistent with that of Soukup, et al., (2007) who advocate that the curriculum, among other things, needs to be adjusted according to the level and needs of all the learners in order to create a harmonious learning environment.

It seems that the standards set in the curriculum do not match the abilities of learners with special educational needs. The demands seem to be too high for them. This idea is further emphasised by another student who commended, *“When we are given work to write in the class, the learners with special educational needs write slowly and cannot finish the tasks while those without difficulties finish on time. The books are collected after the lessons for marking, but some learners (with special educational needs) will not have finished writing.”* These findings tie in with those of Agesa (2014) who notes

that 85% of learners with visual impairment were subjected to too much work with minimal support and very limited time.

This indicates that learners with special educational needs are forced to do assigned tasks under pressure and in very limited time, a factor which lowers the quality of their work and thus negatively affects their performance. Adequate time should be allowed for, and assistance given to, all learners in order to complete the tasks without pressure. In order to address this challenge, the Ministry of Education, Arts and Culture should set standards which are universal for all learners including those in the inclusive classes.

Flexibility of the curriculum

Learners with special educational needs also indicated that the curriculum was not flexible and that they were forced to take certain subjects because there was no choice. One learner noted, *“The school decides and sets the subjects to be done by the learners. The learners do not have choice but to take what is offered by the school.”* This finding corroborates that of Soukup, et al., (2007) who recommend that the inclusive curriculum should be experienced as useful to every individual learner.

It shows that the curricula being followed in the sampled schools were not flexible and learners had no choice but to take the subjects that were offered. If the learners are forced to take subjects with which they are not comfortable and which they are not able to do, good performance cannot be expected. The lack of flexibility in subject choices makes it even more difficult for learners with special educational needs to succeed. Schools need to put in place curricula which enable learners to make choices according to their abilities and interests.

Limitations of the curriculum

Learners with special educational needs pointed out that the main limitation was that the curricula were too narrow to cater for all learners with different abilities in inclusive classes. They indicated that the available subjects in the schools were very difficult for them. They, furthermore, stated that the curricula were limited to academic subjects at the expense of vocational and practical subjects. One learner noted, *“Some subjects, which I prefer like computer studies, building, technology, etcetera, are not offered at our school.”* These findings confirm those of Siperstain, et al. (2007) who report that learners without special educational needs believed that learners with intellectual disabilities, for example, could participate in non-academic classes, such as Art and Physical Education, but not in academic classes, such as Mathematics and English.

Schools need to consider learners’ preferences when setting their curricula and the curricula should cater for the range of learners in inclusive classes. Limiting the curricula to a certain set of subjects has a negative impact on the performance of some learners, as they will be taking subjects which they are not capable of doing or study subjects which are not of their interest. They will only be fulfilling the school obligation while benefiting minimally, which renders the whole process unproductive.

5.2.2: Discussion of teaching methods

The categories discussed under this sub-theme are variation of teaching methods, differentiation, effectiveness of teaching methods and motivation.

Variation of teaching methods

According to the results reported by learners with special educational needs, it is clear that teachers did not vary their teaching methods and utilised only one method; the traditional method of teaching for all learners. The traditional method is a teacher-centred approach of teaching in which the teacher is more active and teaches by telling the learners all the ideas while learners learn by memorizing what the teacher told them. This method is not very effective and makes it difficult for to understand the concepts, especially those with low abilities. From excerpts based on the opinions of learners with special educational needs, it is clear that the methods employed, were not effective, as the learners reported difficulties understanding what was taught. One learner responded, *“Most teachers do not use many teaching strategies to meet the needs of all learners ... they just come and write summaries on the chalkboard every day.”* This finding is supported by that of Suleymanov (2014) who observes that one of the major barriers to learning for learners with special educational needs in inclusive classes is employing traditional methods of teaching.

The traditional methods of teaching are not effective for learners with special educational needs in inclusive classes. These methods do not meet the demands of learners with special educational needs (Suleymanov, 2014). The learners with special educational needs also found the content very difficult to understand when the teachers applied these approaches of teaching. As a result of employing the same and less effective methods, learners with special educational needs end up not learning much and develop very low motivation towards learning in inclusive classes. Thus, the

performance of the learners with special educational needs at the end of the course will be very low.

Teachers seem to be facing challenges in adopting new methods of teaching in order to accommodate learners with special educational needs (Mwangi and Orodho, 2014). It is, therefore, imperative for teachers to be equipped with modern methods of teaching in which the learners are more active in knowledge constructions. These methods include experimentation, role plays, watching videos or computer simulations, etcetera. They need to identify methods suitable which are effective to their learners and they must know the interest of their learners.

Differentiation

Different learners with different conditions, abilities and potential understand better when they are taught the same concept by means of different teaching methods in the same lessons (Mock and Kauffman, 2005). This idea is reflected by the responses given by some learners with special educational needs when they pointed out that teachers were not differentiating in their teaching. One learner said, “... *Teachers do not use teaching methods that help learners with special educational needs.*”

This finding is in line with that of Mock and Kauffman (2005) who observe that inclusion makes it difficult to determine the most effective instruction methods and thus, it is difficult to teach learners with special educational needs and those without special educational needs together. The authors were of the opinion that it is not possible for specially designed instruction to be delivered to learners of different needs. This implies that the methods being utilised are not benefiting learners with special educational

needs. It could be one of the reasons why learners with special educational needs are performing poorly as very little learning is happening when teachers make use of the same method for all learners. It is thus important to emphasise the different teaching methods available for teaching different learners during teacher training.

Effectiveness of the teaching methods

The learners without special educational needs also noted that the methods currently being employed by teachers were not effective, as they at times did not understand what was being taught. One learner remarked, *“The way some teachers teach sometimes makes it difficult for learners with special educational needs to understand what they teach.”* This finding is confirmed by that of Soukup, et al., (2007) who note that there was a need to plan and employ teaching methods which matched different learners in inclusive classes for success to be achieved.

The methods of teaching are critical for learners with special educational needs; hence, teachers need to pay special attention to the ways in which they prepare their lessons for the benefit of all learners in inclusive classes. Teacher training institutions need to include a course on effective teaching strategies for inclusion.

Motivation

A small number of learners with special educational needs reported that they were not motivated to learn because the lessons were not interesting and they did not see the

relevance of the content which was being taught. One learner noted, *“Teachers need to make lessons interesting by using teaching methods which make us understand.”* This finding is in line with findings by Zakaria (2017) that the methods of teaching employed by general education teachers were not able to motivate the learners with special educational needs.

It is imperative for teachers to plan effective methods for their lessons, which will motivate the learners. Furthermore, teaching and learning processes should be interesting so that the learners enjoy. This can be achieved by means of carefully planned teaching.

5.2.3 Discussion of support

The following categories that will be discussed under this sub-theme are peer cooperation and assistance, as well as a lack of support.

Peer cooperation and assistance

From the results, it is clear that inclusive placement proved to be rather beneficial to learners with special educational needs. These learners realised that they benefited much in inclusive classes and they appreciated it. One learner with special educational needs suggested, *“We need each other to learn effectively, so it is necessary for learners with and those without special educational needs to be in the same class, so that we can work together as a team.”*

Paralleling this finding is a study by Evins (2015) who reports that there was evidence of mutual learning and interaction between learners with and those without educational needs. Evins observed that the learners with special educational needs depended on the

learners without special educational needs in completing their assignments, and that learners without special educational needs benefited from the process of assisting.

Learners without special educational needs seemed to be very supportive when it came to assisting their peers with special educational needs. Cooperation among learners with and those without special educational needs effectively enhances the learning, especially for those with special educational needs as they learn from peers without special needs. This cooperation makes inclusive classes ideal learning environments, especially for learners with special educational needs.

Lack of support

Although inclusive placement constitutes an ideal learning environment for learners with special educational needs, there seems to be a lack of material resources to support the learning of learners with specific conditions. One learner noted, *“There are things which we cannot do because of our conditions. For example, some cannot see and so they cannot read ...”* This finding is in line with Agesa (2014) study who observed that learners with visual impairments had communication problems in ordinary classes.

The learners could not communicate effectively with peers and teachers because the peers and teachers could not describe and explain certain aspects of concepts effectively. Agesa, furthermore, observed that, even when interpreters were translating, there were some concepts which were difficult for them too.

Currently, the regular education teachers in inclusive schools are not conversant with Sign Language, Braille and other specialised communication modes; therefore, they cannot assist the learners with special educational needs. Regular education teachers

cannot assist some learners with special educational needs who have certain specific conditions like hearing or visual impairments effectively because they were not trained in those areas (Musengi and Chireshe, 2012). This lack of specialist teaching to assist these learners effectively is further disadvantaging learners with special educational needs. Specialist teachers, thus, need to pair up with regular education teachers in inclusive classes in order to enhance the learning of learners with special educational needs (Mastropieri et al., 2005; Kemp and Carter, 2006; Murawsky, 2006). Alternatively, the regular education teachers could be trained in these fields to be able to assist learners with special educational.

5.2.4 Discussion of learning processes

The categories discussed under this sub-theme are the conditions of special education learners, discouragement and rate of teaching.

Conditions of special education learners

Results from the study reveal that the conditions of learners with special educational needs affected their academic performance. Their conditions slowed down their rate of learning, which means that they were always behind; hence, their academic performance remained low. One learner lamented *“I have hearing problems and the voices of some teachers are too low for me to hear. I cannot hear when they are teaching and, therefore, I cannot get the concepts they will be teaching.”* This finding is consistent with that of Musengi and Chireshe (2012) who note that learners with hearing impairments performed poorly in academic subjects due to a lack of resources to support their condition. Learners with in the current inclusive classes in Namibia lack material

support for their effective learning, which include hearing aids, Braille machines, etcetera.

The lack of learning material support for learners with special educational needs disadvantages these learners and they always remain behind. Consequently, they cannot perform optimally in inclusive classes. For learning to be more effective, schools need to source some supportive learning resources which could assist learners with special educational needs in their learning. In addition, teachers need to be trained in ways to assist learners with special educational needs. Teachers in inclusive education setting must be conversant with Sign Language and Braille.

Discouragement

Learners with special educational needs also felt discouraged when they were in inclusive classes because their peers could perform tasks more easily, which they found more difficult. One learner stated, *“I feel discouraged from asking questions, because other learners know what I want to ask.”* This is in line with Mwangi and Orodho (2014) who report that learners with special educational needs felt discouraged by their poor performance when compared to that of their peers without special educational needs.

This indicates that learners with special educational needs feel discouraged when they fail to accomplish what their peers can. They do not want to show that they are less capable than their peers. These learners sometimes end up believing that they can never improve or are not worthy to be in inclusive classes. One learner commented, “...

learners with special educational needs are just wasting their time studying because they will never improve.”

This result is in line with the findings of Musengi and Chiteshe (2012) that learners with hearing impairments were hardly learning at all in inclusive classes, and saw very few opportunities for success. These findings explain the fact that learners with special educational needs easily become discouraged when learning in inclusive classes. Teachers seem to be giving tasks which are too difficult for the learners with special educational needs; therefore, teachers should rather aim to motivate learners with special educational needs by setting tasks with different expectations.

Rate of teaching

Another factor affecting academic performance reported by learners with special educational needs was the rate of teaching. Learners reported that the rate at which teachers were teaching was too fast for the learners with special educational needs. One learner said, *“Teachers teach at a very fast pace without considering learners with special educational needs and as a result we are left behind”*. This finding is consistent with that of Broer, et al. (2005) that the pacing of instruction in inclusive classes was too fast for learners with special educational needs.

It implies that learners with special educational needs cannot cope with the pace at which teachers teach in inclusive classes. Teachers need to slow down the pace in order to accommodate learners with special educational needs.

5.3 Discussion of results regarding the academic performance of learners with special educational needs collected by means of observations

The results from observations show strong evidence that learners with special educational needs were struggling in various aspects of learning. The majority of them were found to have completed their tasks only in some instances. This is an indication that their learning was very limited.

Mwangi and Orodho (2014) made similar observations, namely that the learners with special educational needs performed much lower than their peers without special educational needs. They attributed the difference to their different learning abilities and competencies.

In this study, only half of the learners completed tasks correctly. Furthermore, the examination results showed that the majority of the learners had failed the tests administered to them. This sends a strong message that, under the current learning conditions in inclusive classes, learners with special educational needs experience challenges in learning.

This result is also supported by findings by Mwangi and Orodho (2014) that the performance of learners with special educational needs was very low in inclusive classes as a result of the various challenges experienced by them. Some of the challenges mentioned by Mwangi and Orodho were inappropriate teaching methods, the lack of supportive teaching materials for learners with special educational needs and an unfavourable curriculum.

In addition, the low participation of learners with special educational needs during the lessons suggests that there are some factors affecting their learning process. Participation

in lessons by most of them was very low, with the majority showing a very low understanding of the concepts which were taught during the observation period.

This finding is in agreement with that of Agesa (2014) that learners with visual impairment did not understand the content which was taught in the class, mainly because of their conditions influencing their learning and a lack of support from teachers.

Learners with special educational needs did not seem to be benefiting much from inclusive placement. These learners are, in most cases, not attended to by the teachers and usually depend on their peers for their learning. Such factors affect their learning negatively. Teachers need to explore more ways of assisting those learners with special educational needs.

5.4 Discussion of results relating to the effects of inclusive placement on academic performance as reported by learners without SEN

The discussion of the effects that inclusive placement had on their academic performance, as reported by learners without special educational needs, has been divided into three sub-themes. These are teaching methods, curriculum support and learning processes. Each sub-theme is discussed in brief below.

5.4.1 Discussion of teaching methods

The following categories will be discussed under this sub-theme: variation of teaching strategies, differentiation and teachers' attention.

Variation of teaching strategies

Contrary to what learners with special educational needs had said, learners without special educational needs indicated that teachers varied their teaching methods. One

learner said, *“Some teachers use different teaching strategies, for example, in Geography sometimes we are divided into groups and work in those groups. Some other times we go for tours and we sometimes dramatise ... and those lessons are never boring.”* This finding is consistent with that of Ruijs, et al. (2010) who have found that there were no negative effects on the academic achievement of learners without special educational needs.

It shows that some teachers could be varying methods of teaching that are advantageous only to learners without special educational needs, implying that the methods which were employed by some teachers in inclusive classrooms would be conducive only to learners without special educational needs.

Differentiation

There was consistency in the responses that most teachers taught the whole class while employing a single teaching method, an indication that teachers did not make use of differentiation in their teaching. One learner said, *“Most teachers teach the whole class in the same way. We do the same activities in the same way ... even if sometimes work in groups, each group will be doing the same activity.”* This finding is contradicting the view of Soukup, Wehmeyer, Bashinski and Bovaird (2007) that inclusive classes require differentiated instruction in order to ensure that all learners with different learning abilities understand the taught concepts.

Different learners need different approaches to their learning; hence, if only a single method is employed, some learners may be negatively affected. If the teachers could

utilise differentiation, parallel learning could take place where each group would be learning by means of their favoured teaching method.

This factor may be traced back to the training of teachers. Teachers do not seem to have adequate knowledge of the ways in which to identify the proper teaching methods for different groups of learners in inclusive classes. This aspect needs to be addressed by institutions of higher learning when reviewing their curricula.

Teachers' attention

A small number of learners without special educational needs reported that teachers spent more time with learners with special educational needs at their expense. One learner with special educational needs noted, *“The learners without special educational needs are somehow ignored because they do not have problems. They concentrate on those with difficulties.”* This finding is in agreement with that of Mwangi and Orodho (2014) who observed that regular education teachers faced challenges in teaching inclusive classes, since they had to divide their time and attention between learners with and those without special educational needs.

The inability of regular education teachers to give adequate attention to learners with and those without special educational needs affects the quality of teaching and learning processes. Regular education teachers seem to be lacking the pedagogic tactics to teach learners with special educational needs together with those without special educational needs effectively. Teachers need to be trained in the different ways of handling inclusive classes.

5.4.2 Discussion of the curriculum

The categories discussed under this sub-theme are the curriculum and learners' needs, the inclusivity, flexibility and limitations of the curriculum.

Curriculum and learners' needs

Learners without special educational needs shared the same view as those with special educational needs, namely that the curricula in schools did not match their learning needs. One learner remarked, *“Not all learners are capable of studying academic subjects like biology, physics, mathematics, etc. I prefer subjects like computer studies and technology and design which are practical.”* This result matches findings by Soukup, Wehmeyer, Bashinski and Bovaird (2007) that the curriculum did not serve the interests of all the learners; thus, it excluded some learners.

It seems that the curriculum is too narrow for the learners' expectations and that there is no diversity. The limited curriculum forces the learners to take subjects which are not their choices, a factor which may demotivate them and lead to reduced performance. Learners have aspirations and wishes for their future lives, and these cannot be realised if they do not make their choices while at school. Schools need to widen their curricula to accommodate the different learners in inclusive classes.

Inclusivity of the curriculum

Learners without special educational needs concurred with learners with special educational needs that the curricula were not inclusive, since schools were selecting a set of subjects to be taken by all learners despite their abilities and interests. One learner said, *“I can say that this curriculum was only designed for learners without special*

educational needs ... the subject are too much demanding for learners with special educational needs.” This finding is confirmed by findings by Soukup, et al. (2007) who found that the curricula in inclusive classes were not suitable for learners without special educational needs, and suggest that the curricula need to be adjusted to suit different learners with different abilities.

Learners in the selected schools seemed to be studying subjects which were challenging to them, a factor which demotivated them. The curriculum needs to be adjusted to suit all the learners in the inclusive class. Furthermore, schools need to expand their curricula in order to accommodate the learners’ choices.

Flexibility of the curriculum

A considerable number of the learners without special educational needs indicated that the curricula lacked flexibility. This response coincides with that given by learners with special educational needs. One learner said, *“I think learners need to be consulted about the subjects they have to do, because some learners are made to study subjects they are not interested in or which they are not good at.”* This finding is supported by findings by Soukup, et al. (2007) that it is necessary for the curriculum to be flexible in order for it to be inclusive.

The rigid school curricula seem to be suppressing the learners’ talents and limiting their output. If learners are forced to take subjects they do not like, their performance is likely to be compromised. The Ministry of Education, Arts and Culture need to develop policies which encourage curricula with a wider range of subjects from which learners could choose.

Limitations of curricula

Learners without special educational needs pointed out that the schools' curricula were limited to academic subjects only. They were more interested in practical and vocational subjects. One learner without special needs said, *"There are only few subjects to choose. We have different abilities; some subjects are too difficult for some learners. Subjects like building, woodwork, fashion and fabrics are not offered at our school."* This finding is supported by work by Soukup, et al. (2007) who point out that the curriculum needs to be adjusted to the needs of the learners.

This indicates a need for different subjects to cater for different learners in inclusive classes. Vocational and other practically oriented subjects are options for some learners and, thus, need to be included in the schools' curricula in order to make these more relevant.

5.4.3 Discussion of support

The following categories will be discussed under this sub-theme: support from teachers, assistance to learners with special educational needs, cooperation of learners and resources.

Support from teachers

Contrary to responses by learners with special educational needs, learners without special educational needs reported that they were supported by teachers in their learning. One learner without special educational needs said, *"Sometimes teachers give us opportunities to research from computers and internet and it helps us to understand more."* This finding concurs with that of Bustein, et al. (2004) that learners without

special educational needs benefited academically from the variety of teaching methods employed by teachers.

This result shows that the teaching methods employed by the teachers were effective to teach learners without special educational needs. Thus, the learners without special educational needs are well catered for in inclusive classes and their performance is generally high.

Assistance to learners with special educational needs

Learners without special educational needs reported that they assisted their peers with explanations in areas where they had difficulties. However, they also indicated that this was a sacrifice that they were making. One learner without special needs said, *“Sometimes I sacrifice my time to assist other learners with difficulties, although sometimes it reduces time for my own studies.”* This result is in line with the findings of Burstain, Sears, Wilcoxon, Cabello and Spagna (2004) who observed that, when regular education students (learners without special educational needs) were placed in inclusive classes, they learned to appreciate differences and took pride in assisting other students.

It shows that learners without special educational needs are more than willing to assist their peers with special educational needs. This mentorship enhances the learning processes of both learners with and those without special educational needs. The learners with special educational needs receive assistance from learners without special educational needs, and the learners without special educational needs prepare themselves so that they are able to mentor their peers with special educational needs.

Cooperation of learners

There was consistency in the responses given by learners with and those without special educational needs that there was optimum cooperation among learners during the learning process. One learner without special needs stated, *“When we work together in the (inclusive) class we all understand better. When I explain to others I remember more and the other learners I help understand the concepts.”* This finding is in agreement with findings in the study by Burstein, et al. (2004) which show that regular education students learned to appreciate differences and took pride in assisting other students (learners with special educational needs).

Such cooperation is beneficial to both the learning of learners with and those without special educational needs. It is, furthermore, evident that learners without special educational needs have the passion to assist their peers, something which makes inclusive classes ideal learning environments.

Resources

Learners without special educational needs reaffirmed that the schools lacked resources, especially to assist the learning of learners with special educational needs. One learner without special needs said, *“Some learners with certain conditions cannot learn effectively without certain equipment, for example, Joana (not real name) in our class cannot see properly and when teachers write on the board she cannot see, we have to tell what is written. If she was using Braille, maybe she would learn more effectively.”* This finding concurs with that of Aagesa (2014) who noted that most learners with visual impairment performed poorly in academics due to the lack of resources to support them.

The message is that inclusive classes are lacking resources for learners with special educational needs, which makes it difficult for them to achieve success in inclusive classes. The government, through the Ministry of Education, Arts and Culture, should avail these essential resources in order for inclusive education to be successful.

5.4.4 Discussion of learning processes

The categories discussed under this sub-theme are the rate of learning, discouragement and limited participation.

Rate of learning/syllabus coverage

The results obtained from learners without special educational needs were contrary to those of learners with special educational needs. The learners without special educational needs reported that the rate of coverage of the content was too slow, citing that learners with special educational needs were dragging the learning pace. One learner without special educational needs noted, *“Learners with special educational needs take time to understand the content taught by teachers. Other learners (without special educational needs) quickly understand the concepts and the teachers have to keep on repeating the same things (content). This slows down the rate of covering the syllabus.”*

This finding is in line with that of Mock and Kauffman (2005) that the instruction of learners with and those without educational special needs at the same time was a difficult task for teachers.

Teachers are faced with the dilemma regarding what they should do to cater for the interests of both these groups of learners. There should be a mechanism in inclusive systems to ensure that the interests of both groups are satisfied. In some systems,

teachers teach in pairs, where one is the regular subject teacher and the other is specifically trained to assist learners with special educational needs.

Discouragement

The learners without special educational needs, furthermore, pointed out that the motivation of learners with special educational needs is low, and attributed this to their low performance. They also reported that learners with special educational needs were very passive. One learner without special educational needs said, *“Inclusive placement affect learners without special educational needs negatively; because the performance of learners with special educational needs is consistently much lower than those without special educational needs. Their marks in tests and examinations are very low. There is no challenge from them and this reduces our motivation.”* This result is confirmed by findings by Evins (2015) who noted that the success was different and was based on the learner’s ability.

The learners without special educational needs are affected by the generally low performance of their peers and the way they are disadvantaged in inclusive classes. Teachers need to employ assessment techniques which do not disadvantage learners with special educational needs.

Limited participation

Some learners without special educational needs showed that they were affected by their peers’ low participation. They reported that their peers were very passive during the learning activities. One learner without special educational needs said, *“Learners without special educational needs participate very actively in class during lessons but*

the learners with special educational needs are not confident in most subjects.” This finding is in line with findings by Siperstein, et al. (2007) who observed that learners without special educational needs participated actively and confidently during lessons of academic subjects, while learners with intellectual disabilities were passive.

These results show that the learners without special educational needs were progressing well in inclusive classes. However, the learners without special educational needs showed concern over the lack of participation of those learners with special educational needs. One learner said, *“Learners with special educational needs do not always participate in class during the lessons because they are afraid of giving wrong answers or doing wrong things. They rarely contribute anything even when we are working in groups.”* This result is confirmed by the findings of Siperstein, et al. (2007) that those learners without special educational needs were emotionally affected by the lack of participation and poor performance of learners with special educational needs. It shows the desire of learners without special educational needs to see their peers participating actively and thus performing like they do.

5.5 Results on the effects of inclusive placement on academic performance through observations collected from learners without special educational needs

The observations of learners without special educational needs generally showed success in their academic performance. The success rate for all items observed was very high. This includes their performance in terms of the way they executed their learning tasks, whether the tasks were completed or not and whether they were completed correctly. Records of marks were also scrutinised to establish these learners progress in different tasks and tests. Term performances were also determined from end-of-term mark

schedules. These observations were confirmed by Korenich and Salisbury (2006) who found there were no negative effects on the academic achievements of regular education students as a result of being placed in inclusive classrooms with learners with special needs. This, furthermore, shows that learners without special educational needs are well catered for in the inclusive classes.

5.6 Discussion of results regarding the impact of inclusive education programmes on the social and emotional development of learners with special educational needs

The impact of inclusive education programmes on the social and emotional development of learners with special educational needs was divided into four sub-themes, namely the treatment of learners with special educational needs, emotional effects, the socialisation of learners with special educational needs and participation of learners with special educational needs in co-curricular activities. Each sub-theme is discussed in brief below.

5.6.1 Discussion of the treatment of learners with special educational needs

The categories discussed under this sub-theme are the same treatment by teachers, different treatment by teachers, different treatment by peers, same treatment by peers and being despised.

Same treatment by teachers

Learners with special educational needs reported that they were treated by teachers in the same way as their peers. One learner with special needs said, *“The teachers treat us the same way when we are in the class.”* This finding is in line with the finding by Zakaria (2017) that most teachers in inclusive classes treated learners with special educational needs in the same way as they treated their peers.

Zakaria notes that when learners with special educational needs were treated in the same manner as their peers, they gained their self-concept. This equal treatment is essential for learners to have the confidence that they are equal to their peers. This equal treatment also motivates learners with special educational needs, and allows them to trust their teachers. It, thus, promotes inclusive learning.

Different treatment by teachers

Some of the learners with special educational needs also reported differing treatment by teachers. They said that some teachers discriminated against them and favoured learners without special educational needs. Some teachers seemed to be empowering learners without special educational needs at the expense of those with special educational needs. One learner said, “*Some teachers only like learners who are smart to lead in activities.*” The finding is in line with the finding of Burstein, et al. (2004) that regular education students in inclusive classes had more opportunities of becoming leaders and mentors of students with disabilities.

This finding shows that teachers empower learners without special educational needs at the expense of those with special educational needs. Thus, the learners with special educational hardly have opportunities to develop leadership skills. This unequal treatment tends to discourage learners with special educational needs and empowers learners without educational needs; such discrimination is against the goals of inclusive education. Teachers need to promote inclusive learning by empowering all learners and treating them equally.

Different treatment by peers

Some learners with special educational needs reported that they were treated differently by peers without special educational needs. Learners with special educational needs revealed instances where they were despised by their peers. One learner commented, “... *some learners look down upon us and do not respect our ideas ... we are not treated as important ...*” The finding that learners with disabilities suffered more severe, deficit weaknesses in the area of social acceptance and interaction when compared to their non-disabled peers in inclusive settings was confirmed by Farmer (2000).

The message here could be that peers who hold negative attitudes towards learners with special needs cause some discomfort to their peers with special educational needs. This makes the learners with special educational needs uncomfortable to be in inclusive classes. There is, thus, a need for awareness campaigns for equal rights among learners with and those without special educational needs.

Same treatment by peers

A small fraction of the learners with special educational needs said that there was no difference in treatment by the peers without special educational needs. This shows that some learners without special needs had respect for their peers with special educational needs and treated them as equal members of the society. One learner with special educational needs said, “*Some learners without special educational needs treat us in the same manner as other learners.*” This finding is in line with the finding by Burstein, et al. (2004) that learners without special educational needs learned to appreciate learners

with special educational needs and treated them with the same respect as peers without special educational needs.

The equal treatment enhances self-confidence among learners with special educational needs. Furthermore, the equal treatment improves the overall school climate and brings success in inclusive classes.

5.6.2 Discussion of emotional effects

The categories discussed under this sub-theme are discomfort, comfort and low self-esteem.

Discomfort

The majority of learners with special educational needs revealed that they were not comfortable with being in inclusive classes, mainly because they perceived themselves as inferior to their peers. Comparisons between their performance and their abilities made them believe that they were out of place when they were in inclusive classes. One learner said, *“When you in the same class with learners (without special educational needs) who perform well and you have a weak performance, you won’t feel good at all.”* Another learner commented that *“When I am in a class with those learners who do well in all the activities given by the teachers while I struggle, I feel like going to a different class where there learners who struggle like me.”* These findings are supported by those of Yang, et al., (2015) who argue that the social and emotional competencies of learners with special educational needs were significant predictors of their academic performance.

The low academic performance of learners with special educational needs causes them to feel inferior, as revealed by Smoot (2011) who found that students with disabilities felt rejected as they were not selected by their non-disabled peers for group work, friendship or social interactions. This implies that the emotional and social status of learners have a huge impact on their academic performance. The low performance of learners with special educational needs also result in their low self-esteem, which further demotivates them and worsens their academic performance.

Comfort

Just more than one third of the learners with special educational needs said that they were comfortable in inclusive classes, citing that this made them feel as if they were the same as their peers. These learners just felt satisfied that they were together with their peers, and felt that they were no different. As a result their emotional development was enhanced. One learner said, *“I feel good to be in a class with learners who have different conditions to mine. I feel good when socialising with them because it shows that we are the same people.”* This finding mirrors that of Weiner and Tardiff (2004) who found that children with learning disabilities in inclusive classes exhibited more positive social and emotional functioning, and that these children were more accepted by their peers than those who were in special rooms.

It shows that inclusive placements enhance the social and emotional development of learners with special educational needs. Furthermore, inclusion removes social barriers among different learners and promotes social equality.

Low self-esteem

A small fraction of the learners with special educational needs revealed that their low performance made them experience low self-esteem and that they lost confidence being in inclusive classes. One learner said, *“I am affected in a bad way (to be in inclusive classes) because I do not perform well while other learners perform well. It makes me to lose hope.”* This finding corroborates the findings by Arseneau (2012) that behavioural and academic issues were interconnected and that any interventions regarding one aspect can lead to the improvement of the other.

The apparent poor performance is mainly a result of an assessment system which does not consider learners with special educational needs. There is a need for an assessment system which promotes both learners with and those without special educational needs and which closes the gap between the abilities of learners with special educational needs and those without special educational needs. It will improve the performance of learners with special educational needs and uplift their social status.

5.6.3 Discussion of the socialisation of learners with special educational needs

The categories discussed under this sub-theme are association with good performers, association with learners with good behaviour and association with learners who are supportive.

Association with good performers

More than one third of the learners with special educational needs revealed that they liked to be in the company of learners who performed well in school. One learner with special educational needs said, *“When making friendship, I look at the way he/she*

performs in schoolwork ... I like to play with those who perform well.” This result is supported by that of Bunch and Valeo (2004) who found that, in a full inclusion model, learners with special educational needs were more likely to have friendships with learners without special educational needs.

Bunch and Valeo observed that the friendships between learners with special educational needs with their peers produced positive effects for both groups of learners. Learners without special educational needs benefit more when they are in friendships with learners without special educational needs as they receive more easily the much needed assistance from peers when they are friends than when they are not. The interactions enhance emotional and social development as learners learn to appreciate their differences and learn to accommodate one another.

Association with learners with good behaviour

More than one third of the learners with special educational needs indicated that they liked to socialise with peers who exhibited good behaviour and respect for others. One learner said, *“I feel comfortable when I am in the company of people (peers) with good manners and those who respect others.”* This finding is in support of findings by Meadan and Monda-Amaya (2008) that students with mild disabilities in inclusive classes tended to imitate the appropriate behaviours presented in their environments. This led to students with mild disabilities acquiring appropriate social skills and social competencies.

Such socialisation promotes mutual respect and social equity among the members of the school society. It also develops a sense of social responsibility among the learners as they grow together.

Association with learners who are supportive

One quarter of the learners with special educational needs indicated that they liked to associate with peers who were supportive and could assist, motivate and encourage them in their school work and other activities at school. The major reason why learners with special educational needs liked to be in the company of peers without special educational needs was that they needed assistance from them. One learner with special educational needs noted, *“I like to associate with people (peers) who can lift me up when I fall ... someone who will encourage me and help me.”*

Meadan and Monda-Amaya (2008) report, similarly, that students with mild disabilities in inclusive classes liked to associate themselves with supportive peers without disabilities, and tended to imitate the appropriate behaviour presented by their peers. Burstein, et al. (2004) also report that learners with disabilities associated with regular education students in order to receive academic support. The association or relations between learners with special educational needs and learners without special educational needs have positive effects, especially, for learners with special educational needs as they gain from the support rendered by their peers without special educational needs.

5.6.4 Discussion of the participation of learners with special educational needs in co-curricular activities

The categories discussed under this sub-theme are participation according to ability and freedom to participate.

Participation done according to ability

Most of the learners with special educational needs pointed out that participation was according to ability. Some learners were limited from participating by their conditions and, thus, only those whose conditions allowed them to participate could participate. One learner with special educational needs said, “... *only learners who know how to shoot, how to jump, etcetera, are the ones selected into teams and trained. Learners who cannot hear or see are not allowed to play.*” This finding is consistent with those for Broer, et al., (2005) that learners with special educational needs were stigmatised in inclusive classes because there were limited opportunities for them to participate in activities.

The message communicated here is that learners with special educational needs are being deprived of their right to participate in school activities. The schools are not accommodating to learners with special educational needs and, therefore, they are left behind. Some learners with special educational needs were reluctant to participate in the activities, because they would be classified as disabled.

Freedom to participate

The responses from learners with special educational needs, furthermore, revealed that there was freedom to participate in co-curricular activities by all learners. They indicated

that there were no restrictions to participation in co-curricular activities. One learner said, *“All the available activities are open to all learners. Anyone who wants to participate is allowed.”* This result corresponds with the finding by Soukup, et al., (2007) that all learners in inclusive schools should be allowed to participate in all co-curricular activities, regardless of their conditions.

It is necessary to plan activities in such a way that all learners can participate, regardless of their abilities and competencies. Furthermore, allowing all learners to participate gives them a sense of equality.

5.7 Discussion of results on the impact of inclusive education programmes on learners with special educational needs’ social and emotional development

The results collected by means of observations matched the results from data collected in the interviews. The majority of learners with special educational needs were seen in the company of learners without special educational needs. Much interaction and cooperation were observed among all learners. The results also show a high degree of tolerance and acceptance by their peers which contributed to their positive social and emotional development.

These results support the finding reported by Bunch and Valeo (2004) that social interactions between learners with and those without special educational needs were much better in schools with full inclusion when compared to those with only special classes. A significant number of learners with special educational needs were not taking part in co-curricular activities due to their conditions. The activities were limited to

soccer and netball, a factor which would limit the participation of some learners who might not be interested or were not able to participate in the few available activities.

Zakaria (2017) reports similar results, namely that there were a limited number of activities in inclusive schools. Zakaria advocates that co-curricular programmes or activities should be carefully planned in order to involve all the learners. Teachers need to plan and adjust the activities to levels that would benefit all the learners. The learners with special educational needs were observed to have extensive friendships with peers without special educational needs. Such friendship is essential as learners with special educational needs receive support from their peers in developing their skills and competencies in various fields.

5.8 Discussion of results on the impact of inclusive placement on the social and emotional development of learners without special educational needs

The impact of inclusive education programmes on the social and emotional development of learners without special educational needs was divided into four sub-themes, namely the treatment of learners without special educational needs, feelings related to being in inclusive classes, socialisation of learners without special educational needs and participation in co-curricular activities. Each sub-theme is discussed.

5.8.1 Discussion of the treatment of learners without special educational needs

The categories discussed under this sub-theme are discrimination, being despised and discouraged, treatment by teachers and intimidation and bullying.

Discrimination

More than one third of the learners without special educational needs reported that there was discrimination between learners with and those without special educational needs. They said that some of their peers with special educational needs hated them and were “jealous” of them. One learner noted, “... *there are learners who do not like others ... they hate others ... for instance if you do things with confidence and you are doing well, they will hate you ... learners do not like each other.*” Wong (2008) also found that learners without disabilities felt uncomfortable to be placed in the same class with learners with disabilities.

The statement given by the learner without special educational needs, shows that learners are not comfortable to share learning with peers with special educational needs. Learners with special educational needs are perceived as being jealous because of their low performance.

Discouragement

Almost one third of the learners without special educational needs reported that learners with special educational needs were despised and discouraged by some peers without special educational needs. One learner said, “*Sometimes learners without special educational needs laugh at other learners when they do not understand the concepts being taught and they become discouraged.*” This result is consistent with Broer, et al. (2005) that learners without special educational needs despised learners with special educational needs, labelling them according to their physical or mental conditions.

The message communicated here is that there exists some kind of friction among some learners in inclusive environments. It seems the difference in physical and mental conditions and abilities brings about low classification of learners with special educational needs, and some learners develop negative beliefs and views of their peers.

Treatment by teachers

Less than a quarter of learners without special educational needs indicated that learners were treated differently by the teachers. One learner commended, "*Learners with special educational needs are treated well, but we are not liked.*" Another learner confirmed that, "*When the teacher gives us activities ... and when I make a small mistake, the teacher can beat me ... and ban me from doing the activity.*" This result is similar to what Lindsay and McPherson (2011) found, that teachers sometimes treat learners with disabilities differently by overprotecting them and treating them better than the regular education students. Teachers should treat all learners in the same way in order to enforce the sense of equality which promotes harmony in inclusive classes.

Bullying

A small number of the learners without special educational needs revealed that there was intimidation, bullying and labelling by their peers. One learner said, "*Some learners bully others learners and make them feel unwanted. Sometimes they isolate other learners.*" LK08WO reaffirmed that "*When you do something in class, they call you names ... which matches the way you look.*" This finding is similar to the result obtained by Broer et al. (2005) that learners with special educational needs were indeed stigmatised in inclusive classes.

5.8.2 Discussion of feelings related to being in inclusive placement

The categories discussed under this sub-theme are feeling pity for peers' conditions, discomfort and a sense of equality and togetherness.

Feeling pity for peers' conditions

The majority of learners without special educational needs indicated that they felt pity for learners with special educational needs, citing their low performance and difficulties in understanding the concepts. One learner noted, *"I feel pity for the fellow learners (with special educational needs) who are doing subjects in which they are not performing while I am performing very well. Their conditions do not allow them to perform like us, for example a person with one eye or cannot hear well."* This finding corroborates Broer, et al. (2005) result that learners without special educational needs felt pity for their peers who were performing very poorly in the inclusive class, and they wished they could be taught in a separate class.

It could imply that learners without special educational needs viewed their peers as learners who were unable to perform because of their disability.

Discomfort

A small number of the learners without special educational needs revealed that they were uncomfortable to be in the class with learners with special educational needs. They indicated that their level of understanding concepts was too low to be in the same class with them, and they felt that learners with special educational needs should be taught separately. One learner indicated, *"I feel very bad, because those other learners (with special educational needs) have to be isolated and be taught subjects which could not be*

beneficial to them...they (learners with special educational special needs) are not good in the subjects offered by the school.” This finding is not unique as Wong’s (2008) observation was that learners without disabilities did not feel comfortable to be with their disabled peers, especially if they were not given adequate information about their peers’ disabilities. From these results, it can be deduced that learners without special educational needs view their peers as inferior.

Sense of equality and togetherness

A very small number of learners without special educational needs revealed that they were not affected by being in inclusive classes; instead, they viewed inclusive placement as a place of social justice and a way of giving equal opportunities to all learners despite their conditions. One learner stated, *“I feel good because there is no discrimination, since learners with different conditions will be learning together. The other learners (with special educational needs) will not feel abnormal when we are in the same class.”*

This finding is in support of Siperstain (2007) that inclusion has a positive social impact as it exposes learners to rich, social experiences from diverse individuals and provides an opportunity to learn about different people. This enhances the social and emotional development of learners without special educational needs as they learn to take social responsibility by assisting disadvantaged members of society. It further teaches them to appreciate differences among members of society.

5.8.3 Discussion of the socialisation of learners without special educational needs

The categories discussed under this sub-theme are behaviour, performance, character and commitment to school work.

Behaviour

Almost one third of the learners without special educational needs shared the same feelings as those with special educational needs, namely that they liked to associate with peers who were “*well behaved*”, “*kind*”, and “*disciplined*”. One learner noted, “*I like to be in company of friends who are well behaved and do not break school rules. I like to be with people who are kind and care for others.*” This result matches the finding by Meadan and Monda-Amaya (2008) that learners in inclusive classes appreciated the behaviour of their peers, and they chose well-behaved learners for friendships or activities. These findings show acceptable behaviour and discipline are conditions for learners with SENs to be accepted into friends and, thus, inclusive classes promote such behaviour and developing good social ethics.

Performance

Similar to the learners with special educational needs, the learners without special educational needs revealed that they wanted to be in the company of learners who show good academic performance. One learner without special educational needs noted, “*I like to be with friends who pass very well, who always complete their homework and who like assisting other learners.*” This finding corroborates Burstein, et al. (2004) findings that learners with lower abilities and competencies benefited from the learners who had higher abilities and competencies through their mentorship. These results show that learners have the desire to perform well; hence, they look for friends who can assist them improve in academic performance. This interaction enhances the quality of education in inclusive classes and achieves the objectives of inclusive education.

Character

Learners without special educational needs also indicated that they liked to be in the company of learners who were like themselves with similar characteristics. One learner said, *“When making friends, I look at fellow learners who are like me and have good manners.”*

Weiner and Tardiff (2004) found that children in inclusive classes were accepted by peers with sound characters. Two interpretations can be deduced from these findings. Firstly, learners without special needs choose to interact with peers who have the same conditions as they. Secondly, learners without special educational accepted friendships with peers with good character.

Commitment to school work

The learners without special educational needs also pointed out that they liked to associate with individuals who were committed to school work and who would encourage and motivate them to work harder. Most of the responses revealed that learners without special educational needs selected peers with good academic performance for friendship. One learner remarked, *“I like to be with learners who are really committed to school work, those who know the aim of coming to school.”* This result is supported by Burstein, et al. (2004) that learners in inclusive education emulated learners who were committed to schoolwork and performed well, and this improved the overall school climate. These results show that learners appreciate the commitment of other learners, and this enhances their zeal to learn and improve their own performance; thus, achieving the objectives of inclusive education.

5.8.4 Discussion of participation in co-curricular activities

The categories discussed under this sub-theme are accessibility to activities, reluctance of learners to participate and limited participation.

Accessibility to activities

Almost two thirds of the learners without special educational needs concurred with learners with special educational needs that the co-curricular activities were free and open to all, and that there were no restrictions. One learner said, “*Co-curricular activities are open to all learners and there are no considerations for one to participate.*” This result reflects findings by Zakaria (2017) that the activities in inclusive classes were free and open to all learners; however, teachers need to plan the activities in such a way that all learners could participate, regardless of their conditions.

Reluctance of learners to participate

Less than a quarter of the learners without special educational needs showed reluctance in taking part in co-curricular activities. One learner noted, “*Some learners are afraid of taking part, because of their inabilities ... for instance during a debate session when one speaks broken English, the other learners shout and laugh at them and they become scarred to continue participating and sometimes they just leave the club.*” This finding is supported Mwangi and Orodho (2014) that some learners were reluctant to participate in co-curricular activities because of their low abilities and competencies. These findings show that learners like to do activities in which they excel. They seem to be reluctant to do activities in which they are less capable. This reluctance is compounded by negative comments coming from teachers and peers. It is important to educate the learners that

activities are not only for those who are good at them, but that they are meant to improve abilities and competencies.

Limited participation

A very small number of the learners without special educational needs pointed out that they were limited in terms of participation in activities in the schools. One learner said, *“Co-curricular activities are not open to all the learners. Teachers choose those who are talented to participate. We would like to take part in some activities, but we are not given a chance.”* This finding confirms Zakaria (2017) result that only some learners without special educational needs participated in activities.

This could imply that the activities were optional. Learners could participate if they were interested in the activities. Inclusive schools need to plan activities in such a way that all learners can participate in one thing or the other.

5.9 Discussion of results on the effects of inclusive placement on social and emotional development of learners without special educational needs

Unlimited cooperation and interactions were observed among the learners with and those without special educational needs. A high level of acceptance, tolerance and friendship among learners without and those with special educational needs demonstrates the social and emotional development of these learners.

This finding is supported by Smoot (2011) that non-disabled learners were easily selected or preferred for friendships or activities. Learners without special educational needs, generally, performed well and, therefore, they could easily make friends with peers with special educational needs.

A large number of learners showed the desire to take part in co-curricular activities; however, they were limited by resources. One example of limited resources observed was the number of pitches for sporting activities. There was one soccer pitch, one netball pitch and one basketball pitch for the whole school. This is not sufficient for all learners who may desire to participate in those disciplines.

Although both learners with and those without special educational needs participated, it was also observed that more learners without special needs participated in the activities. This could be a result of the schools' requirement to form one strong school team comprising only the best players to compete against other schools. This reduces the chances of learners with special educational needs to be part of the team due to their lower abilities. Schools should make enough resources available for activities, and introduce a wide range. Teachers should make sure that all learners participate in activities as much as possible.

5.10 Discussion of results regarding the learning and social challenges experienced by learners with special educational needs in inclusive classrooms

The challenges experienced by learners with special educational needs in inclusive classrooms are divided into two sub-themes, namely learning challenges and social challenges. Each sub-theme is discussed in brief below.

5.10.1 Discussion of social challenges

The categories discussed under this sub-theme are low self-esteem and discouragement, bullying, short-lived friendships and favouritism.

Low self-esteem and discouragement

Most of the learners with special educational needs indicated that they did not have confidence, citing that they were looked down upon, and that they usually became discouraged in whatever they were doing. One learner said, “*Some people say bad things to me...they tell me that I do not know how to play ... and that I cannot do anything right.*” This finding corresponds with the finding by Hallahan (2005) who found out that, learners with special educational needs experience many challenges, a factor which affected their overall performance when compared to their peers.

These challenges and their poor performance are the main factors which reduce self-esteem and discourage learners with special educational needs. The deficiencies of learners with special educational needs are amplified by their peers who make negative comments and this further reduces their capabilities.

Bullying

Less than one third of learners with special educational needs reported that they were being bullied, despised, laughed at and insulted by fellow learners without special educational needs. One learner said, “*... for example, when we are singing in a choir and I make a discord, they start laughing at me. That’s bullying me.*” This finding confirms Broer, et al. (2005) result that learners with special educational needs were stigmatised and, when they were participating, learners without special educational needs made negative and discouraging comments.

Teachers need to educate all learners that school activities are meant for everyone and that different individuals perform differently; therefore, everyone's performance must be respected.

Short-lived friendships and discrimination

About a quarter of learners with special educational needs revealed that their friendships were unstable and that they easily lost friends. This caused them to feel discriminated against and isolated. One learner made this reflection, *"You may have a friend whom you trust, a friend whom you share everything with, but later you will notice that your friend has new friends and no longer want to be with you. They will tell you that they were told not to play with you ... I feel rejected."* This result resonates with Siperstein, et al. (2007) who demonstrated that learners with special educational needs had limited contact with their peers without special educational needs, and that learners without special educational needs did not like to interact with those with special educational needs. It seems that learners without special educational needs shun those with special educational needs and that befriending a learner with special educational needs reduces their social status. Teachers need to develop educational programmes which promote awareness of differences amongst humanity and equal rights in order to enhance harmony in the inclusive classrooms.

Favouritism

A small fraction of the learners with special educational needs pointed out that learners without special educational needs were favoured by teachers. One learner said, *"I feel like our rights are not observed when doing activities such as cultural activities ... some*

teachers just like smart learners to do all the activities and it makes us think that we are useless.”

Zacharia (2017) reports similar findings, that learners with special educational needs were not involved in the different co-curricular activities. Teachers need to plan activities or programmes which involve all the learners regardless of their physical or mental status, in order to enhance positive self-concepts for learners with special educational needs. Favouritism has a negative impact on inclusive systems as it creates division and reduces cohesion among learners. When teachers are closer to one group of learners, the relations between the learners are drifting apart. This further lowers the spirit of learners with special educational needs. As a result, learners with special educational needs might feel out of place. The system needs to be reorganised in order to accommodate all learners and to break the barriers between the two groups of learners. Teachers should treat all learners equally.

5.10.2 Discussion of learning challenges

The categories discussed under this sub-theme are rate of learning, interruptions and teaching methods.

Rate of learning

More than half of the learners with special educational needs reported that they were challenged by the rate at which the content was being taught. It seems that the volume of content and the time frame for its coverage did not match the abilities of learners with special educational needs. Due to their conditions, learners with special educational needs require more time to understand the concepts they are taught. One learner

remarked, “*Some teachers used to teach at a very fast rate and some learners (without special educational need) do not understand the content being taught.*” This is in agreement with the finding by Soukup et al. (2007) that teachers need to adjust their teaching pace to the level of the learning abilities of all learners, if success is to be realised.

It is an obligation for teachers to complete the syllabi on time; consequently, they plan ahead in order to achieve this goal. It could be that the teachers concentrate mostly on completing the syllabus at the expense of learners’ understanding of concepts, especially those with special educational needs. Most learners with special educational needs are not able to handle the rate of coverage of content because their conditions could limit their learning, unlike their peers who can cope with the rate. Learners with special educational needs could be disadvantaged due to this fast rate of teaching and it could eventually affect their performance. If the content could be reduced and taught at a slower pace, the learners with special educational needs might understand much better and their performance could improve.

Interruptions

Less than one third of the learners with special educational needs reported that there were interruptions during lessons. One learner noted, “*Some learners make noise during lessons especially when teachers give more explanations ... sometimes they make funnies, which distract my attention and I lose concentration.*” This result is supported by Siperstein, et al. (2007) who indicate that when teachers were attending to learners

with intellectual disabilities, those without intellectual disabilities interrupted the processes.

This problem could be solved by training teachers in pedagogy on managing inclusive classes.

Teaching methods

A small number of the learners with special educational needs pointed out that the way the teachers were teaching made it difficult for them to understand what they were teaching. One learner remarked, *“Sometimes teachers write on the chalk board, but not all of us can see properly and some of us cannot hear properly but they continue because some learners understand.”* This finding concurs with Soukup et al. (2007) who found out that the essence of inclusive instruction is to match the teaching and learning processes with the unique learning profile of each learner.

Teachers need to embark on methods which benefit both learners with and those without special educational needs, and should vary their teaching methods to suit the different conditions of the learners. They also need to make use of differentiation in their teaching in order for each group of learners to learn to the best of their abilities. In addition, teacher training institutions also need to emphasise different teaching methods which benefit learners of all abilities in the inclusive classes.

5.11 Discussion of results on learning and social challenges obtained by means of the observation of learners with special educational needs

Observation results clearly show that there were social and academic challenges in inclusive classes. All the learners with special educational needs were found to have

some kind of learning difficulty. These findings corroborate with the findings of Mwangi and Orodho (2014) that learners with special educational needs have different learning abilities when compared to their peers without special educational needs and, therefore, should be treated according to their differences. Most of these difficulties emanated from the amount of content to be taught in a lesson and the methods which the teachers were employing to cover the content. The content seemed to be too much and the pace of teaching was too fast for the learners with special educational needs.

The content to be covered in a lesson needs to be adjusted to a level that is comfortable for all learners. Effectively, this requires the adjustment of the syllabi or the time allocated in the syllabus to cover the content without disadvantaging learners with special educational needs.

Although there were extensive interactions among the learners in inclusive classes, there were a number of challenges which were presented in these interactions. These observed challenges included bullying, low self-esteem and discouragement. The major cause of these challenges was that learners with special educational needs held the belief that they were inferior to the learners without special educational needs.

Such inferiority complex develops when learners with special educational needs consistently perform lower than their peers without special educational needs. The attitudes and behaviour of both teachers and peers towards learners with special educational needs reduce their confidence and self-esteem.

5.12 Results regarding the social and learning challenges experienced by learners without special educational needs in inclusive classrooms

The challenges experienced by learners without special educational needs in inclusive classrooms are divided into two sub-themes, namely learning challenges and social challenges. Each sub-theme is discussed in brief below.

5.12.1 Discussion of learning challenges

The categories discussed under this sub-theme are the rate of learning, teaching methods and interruptions.

Rate of learning

Contrary to reports by the learners with special educational needs regarding challenges to learning, more than half of the learners without special educational needs indicated that the rate of coverage of the content was very slow as more time was spent on repeating, since their peers with special educational needs could not understand the taught concepts immediately. One learner remarked, *“Learners with special educational needs cannot just cope in inclusive classes. They need the ideas to be repeated, but we sometimes feel if we are ever going to finish the syllabus. It is sometimes frustrating to be taught the same thing repeatedly.”* This result is supported by Mwangi and Orodho (2014) that teaching was affected in classes when both regular and special learners were taught in the same class since the teacher concerned had to divide time and attention between the two groups.

Mwangi and Orodho observed that dividing attention and time between the two groups made covering the syllabus coverage slow. These findings show that there is a mismatch

between the syllabus and the processes of covering the content. It seems that the content in the syllabus is too extensive to be covered in inclusive classes in the time allocated.

Teaching methods

One quarter of the learners without special educational needs confirmed what was reported by learners with special educational needs, namely that the methods of teaching employed by teachers were not effective for all learners. One learner reported, *“Sometimes teachers just write summaries on the chalk board and they do not give explanations and they ask us to go and read at home. The following day they bring a test. Some of us are able to understand the summaries, but there are other learners who will not understand anything and they fail.”* This finding echoes Soukup, et al. (2007) result who advocate that teachers should employ different approaches which correspond with different learning abilities.

If success were to be achieved, teachers should be able to adjust their methods to suit the different learners. Teachers do not seem to plan which teaching methods they would utilise in order to teach learners with different abilities. Furthermore, teacher training institutions need to emphasise the different teaching methods conducive to different learners.

Interruptions

About a quarter of the learners without special educational needs pointed out that they were constantly disturbed by some learners (with special educational needs) who frequently asked them to explain some concepts, and this diverted their attention from concentrating on their own work. One of the learners remarked, *“Sometimes it is difficult*

to concentrate on my work, since some learners who might be failing to understand what the teachers will be teaching will ask me for assistance and I have to help them.” This finding is in line with the findings of Mwangi and Orodho (2014) that when a teacher was attending to one group, there would be interruption from the other group.

This problem is a result of the insufficient training of teachers to cater for both learners with and those without special educational needs. The implication is that there is effectively no progress for both groups, and the purpose of inclusive education is defeated.

5.12.2 Discussion of social challenges

The categories discussed under this sub-theme are bullying, discouragement and restrictions and isolation in social activities.

Bullying

There was consistency in the responses that there was bullying among learners in inclusive classes. More than fifty percent of learners without special educational needs indicated that learners with special educational needs were being bullied. One learner said, *“Some learners (without special educational needs) scorn learners with disabilities. They shout at them and insult them and calling them names associated to their disabilities ...”* This result is consistent with that of Wong (2008), who observed that learners with disabilities were rejected and ill-treated, a factor which made them uncomfortable to be in inclusive classes.

The message communicated here is that learners without special educational needs do not want to be placed in the same class with their peers with special educational needs.

The learners with special educational needs are perceived as outcasts. As a result, learners with special educational needs experience much from bullying and undignified treatment, as well as loss of self-esteem and confidence. This further reduces their academic performance and impacts their social and emotional development negatively. Schools thus need to put in place mechanisms which protect learners from ill-treatment, such as bullying and any form of down-grading.

Discouragement and jealousy

One third of learners without special educational needs indicated that they were discouraged from participating in co-curricular activities due to the comments and remarks made by fellow learners. One learner commented, *“I don’t participate in social activities because some learners tease me when I am performing. Whether I am doing well or wrong they shout negative comments and that discourages me.”* The finding is supported by Mwangi and Orodho (2014) that learners with lower abilities and competencies than their peers were jealous of those who performed better than them.

It seems that some learners without special educational needs felt that their peers with special educational needs are jealous of them, a factor which demotivates them from participating actively during lessons. Teachers need to discourage learners from passing negative comments when other learners perform an activity.

Restrictions in social activities

A small number of learners without special educational needs pointed out that they were sometimes restricted from taking part in social activities when they observed the conditions and abilities of the other learners. One learner stated, *“During social*

activities ... when we are defeated, I feel ashamed when others are laughing at us saying that we do not know how to play. I will not want to be part of that team with some learners who are not capable.” The finding corresponds with the findings of Wong (2008) which show that learners without special educational needs did not know how to handle their peers with special educational need.

This caused learners with special educational needs to be rejected both for play and scholastic activities. It clearly shows a negative attitude and discrimination by learners without special educational needs against learners with special educational needs.

5.13 Discussion of results on social challenges obtained by means of observations of learners without special educational needs

The majority of the learners without special educational needs did not show serious learning difficulties. The academic performance of learners was generally good. This finding is in line with Burstein, et al. (2004) that learners without special educational needs benefited academically from a variety of teaching methods and supports provided in inclusive classes.

The findings, furthermore, revealed that, generally, learners without special educational needs did have social and emotional difficulties. This is supported by Smoot (2011) who found that learners without special educational needs were selected more easily for friendships and activities. Generally, learners without special educational needs were selected by peers with and without special educational needs because they mentored them. This improved the performance of their peers and, therefore, enhanced the quality of inclusive education.

However, there were some cases when some learners without special educational needs marginalised learners with special educational needs. This finding is consistent with the result obtained by Fredrickson and Furnham (2004) who observed that some learners with special educational needs were neglected and marginalised. Teachers thus need to educate all learners regarding human rights to understand that all learners must be given equal opportunities regardless of their conditions. Teachers must also educate learners without special educational needs regarding the responsibility to assist learners with special educational needs.

5.14 Summary

The results were discussed in detail in this chapter in order to answer the research questions. The discussion explored the effects of inclusive placement on learners with and those without special educational needs. From the discussion, the study drew conclusions and made some recommendations.

5.15 Conclusions

The objective of this study was to investigate the effects of the inclusive placement on learners with and those without special educational needs in the Oshikoto education region. The overall findings of the study indicate that both learners with and those without special educational needs were affected in the current inclusive system, but more so, those with special educational needs. The study drew the following conclusions from the results and discussion:

Effects on academic performance

- The academic performance of learners with special educational needs is much lower than that of their peers. The current inclusive classes do not promote optimum learning for learners with special educational needs.
- Learners without special educational needs are benefiting from the methods and support given to learners with special educational needs.
- The unsupported conditions of learners with special educational needs, for example visual and hearing impairments, among others, contribute to low academic performance.
- The current curricula are not suitable for inclusive classes; they benefit learners without special educational needs. Learners with special educational needs feel discouraged due to their low capabilities.
- Learners with special educational need benefit from their peers as the latter render assistance in the form of explanations of concepts that they might not have understood.

Effects on social and emotional development

- There are limited co-curricular activities for learners of diverse conditions and abilities. This limits participation in social activities; consequently, aspects of social development are affected negatively.
- Schools are not organising activities to involve all the learners.
- The learners with special educational needs are marginalised and treated as inferior, a factor which impacts their social development negatively.
- Good performers in activities are selected to participate; thus, depriving other learners of the opportunity to participate and develop their abilities and competencies.
- There is a positive influence on behaviour as learners want peers to select them for friendships and activities. Learners are selected based on acceptable behaviour.

Academic and social challenges

- The current curricula do not cater for all learners in the inclusive classes.
- The limited physical resources, play items and lack of planning of activities to involve all learners are limiting the participation of both learners with and those without special educational needs.
- The teaching methods currently being employed by teachers in inclusive classes are not effective, especially for learners with special educational needs.
- The quality of inclusive education is reduced by the inadequate training of teachers in the way to manage inclusive classes.

- The lack of teaching and learning resources is limiting the learning processes of learners with special educational needs.
- Learning progress is affected by teachers' inability to cater for learners with and those without special educational needs at the same time; thus, the progress is very slow.

It is evident from the above findings that learners with and those without special educational needs are affected by being in inclusive placement. Learners with special educational needs are affected the most.

5.16 Recommendations

The study was concerned with the effects of the inclusive placement of learners with and those without special educational needs. It sought to explore and describe the effects on academic performance and social and emotional development, as well as the academic and social challenges encountered in inclusive classes. The following recommendations are made with respect to the findings:

Effects on academic performance

- Teachers should plan carefully those methods which are effective for all learners in inclusive classes, as well as the content they need to cover, taking into consideration all learners in order for the content to be taught at a pace at which all learners will be able to comprehend.
- The schools should broaden and diversify their curricula to allow learners to more make subject choices. The subjects should not be limited to academic subjects only; there should be other subjects, such as vocational and practical subjects, sports and the like.
- The Ministry should come up with a guideline of adapting the curricula for all learners with different abilities.
- Teacher training institutions should emphasise inclusive education in order to equip teachers with skills to handle inclusive classes. The Government could also introduce collaborative teaching in inclusive classes where the curriculum will be delivered by a regular content teacher and a special education teacher will be assisting learners with special educational needs.

- The Ministry of Education, Sport and Culture should revise its curricula, including the assessment policies, to accommodate learners of different abilities.

Effects on social and emotional development

- Schools should organise sessions where they teach learners about humanity and equal rights to reduce the marginalisation of learners, especially those with special educational needs.
- Schools should increase and diversify their co-curricular activities to accommodate all learners of all abilities.
- Teachers should plan activities for all learners to be involved and not only for selected learners.
- Teachers should treat all learners equally and empower all learners.

Academic and social challenges

- The Government should facilitate the provision of learning support systems for learners with specific conditions.
- The Ministry of Education, Sport and Culture should revise its education policies and embark on policies which take on board all learners of different abilities and conditions.
- Teachers need to adjust their teaching and assessment methods to the levels and needs of all learners.
- Schools should prepare enough and suitable physical resources and items-for-play for all learners to participate in co-curricular activities.

Further research on the effects of inclusive placement on teachers could be conducted in order to establish the ways in which teachers are affected when learners with and those without special educational needs are in their classrooms at the same time.

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APPENDICES

Appendix A: Ethical clearance certificate from UNAM.



UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/311/2017 Date: 10 October, 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: The Effects Of Inclusive Placements On Learners With And Without Special Educational Needs In Selected Secondary Schools In The Oshikoto Region Of Namibia

Researcher: Wilka N. Katti

Student Number: 9021043

Faculty: Faculty of Education

Supervisor(s): : Prof. A. D. 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 Ms. P. Claassen: UREC Secretary





Appendix B: Request for permission from the permanent secretary to conduct research.

WILKA NDAPEWA KATTI
P O Box 1419
Ondangwa
Republic Of Namibia

Cell: +264 811 422 655
E-mail: dapsy73@gmail.com

06 October 2017

The Permanent Secretary
Ministry of Education, Arts & Culture
Private Bag 13186
Windhoek

Dear Mrs Steenkamp

SUBJECT: Request for permission to conduct research at selected secondary schools in Oshikoto Region

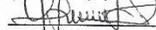
I am a registered Master of Education (M.Ed.) student at the University of Namibia in the field of Inclusive Education. I am currently working under the supervision of Prof A. Mowes on a research project titled: **The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto Region.**

Part of M.Ed. curriculum requires students to do a research after completing the course work. I am intending to carry out a research focusing on the effects of inclusive placements on learners with and without special educational needs in secondary schools. The research is purely for academic purpose and it is geared to help finding these effects and how to go about addressing them.

I am thus requesting permission to conduct this study/research at Olukonda SS and Nehale SS, Onathing Circuit in the Oshikoto Region. As part of the study, ten learners at each of the selected secondary schools will be interviewed and observed. The research ethics will be adhered to and for anonymity sake, respondents' names will be withheld in the report. Also, the interviews and observations shall not interfere with the respondents' lessons or with the normal school programmes. The respondents will also be asked to sign a Consent Form and have every right to withdraw from the research at any point in time.

I thank you very much for your earliest consideration to this request.

Faithfully yours,



W.N. Katti

Student Number: 9021043

*Included: -Ethical Clearance Certificate from UNAM Research Ethics Committee
-Copy of research proposal*

Appendix C: Permission from Permanent Secretary to conduct research.



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200/2
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. Wilka Ndapewa Katti
P O Box 1419
Ondangwa
Cell: 081 142 2655

Dear Ms. W. N. Katti

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN OSHIKOTO REGION

Kindly be informed that permission to conduct research for your Master of Education Degree in "The Effects of Inclusive Placements on Learners with and without Special Educational needs in selected Secondary Schools in Oshikoto 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

Ministry of Education, Arts and Culture
Office of the
Permanent Secretary
SANET L. STEENKAMP
PERMANENT SECRETARY
Private Bag 13186
Windhoek, Namibia

24.10.17
Date

All official correspondences must be addressed to the Permanent Secretary

Appendix D: Request for permission from the Education Directorate to carry out research.

WILKA NDAPEWA KATTI
P O Box 1419
Ondangwa
Republic Of Namibia

Cell: +264 811 422 655
E-mail: dapsy73@gmail.com

25th October 2017

Oshikoto Regional Council
Directorate of Education

SUBJECT: Request for permission to conduct research at selected secondary schools in Oshikoto Region

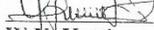
I am a registered Master of Education (M.Ed.) student at the University of Namibia in the field of Inclusive Education. I am currently working under the supervision of Prof. A. Mowes on a research project titled: **The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto Region.**

Part of M.Ed. curriculum requires students to do a research after completing the course work. I am intending to carry out a research focusing on the effects of inclusive placements on learners with and without special educational needs in secondary schools. The research is purely for academic purpose and it is geared to help finding these effects and how to go about addressing them.

I am thus requesting permission to conduct this study/research at Olukonda SS and Nehale SS, Onathing Circuit in the Oshikoto Region. As part of the study, ten learners at each of the selected secondary schools will be interviewed and observed. The research ethics will be adhered to and for anonymity sake, respondents' names will be withheld in the report. Also, the interviews and observations shall not interfere with the respondents' lessons or with the normal school programmes. The respondents will also be asked to sign a Consent Form and have every right to withdraw from the research at any point in time.

I thank you very much for your earliest consideration to this request.

Faithfully yours,

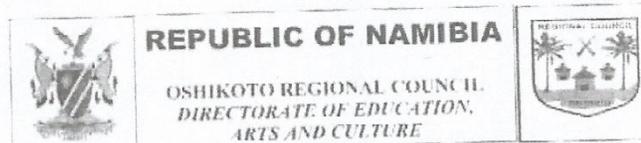


W.N. Katti

Student Number: 9021043

Included: -Ethical Clearance Certificate from UNAM Research Ethics Committee

Appendix E: Approval from Oshikoto Directorate of Education to conduct research



Tel (065) 281900
Fax (065) 240315
Enq: Ms H Tende

Private Bag 2028
ONJANGWA
27 October 2017

Ref: 12/3/10/1

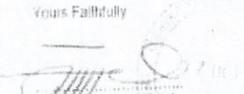
Mrs Wilka N Katti
PO Box 1418
Onjangwa
Cell: 0811422655
E-mail: dapsv73@gmail.com

Dear Mrs Katti

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SELECTED SECONDARY SCHOOLS IN OSHIKOTO REGION

- 1 We acknowledge receipt of letter which was received by our office on the 06 June 2017 seeking for approval from the office of the Director to conduct a research study at Okukonda SS and Nehale SS Oshikoto Region
- 2 The writing of this letter therefore serves to inform you that permission has been granted to you to conduct research at the above mentioned schools on the following conditions:
 - You have to consult the school principal well in advance to ensure a proper co ordination of other school activities
 - The research should not interfere with the normal teaching and learning process at school
 - Participation in the research should be on a voluntary basis
 - And the information to be gathered should be treated as confidential and only for research purposes.
- 3 With that in mind it is my wish that your research study will yield satisfactory results towards the completion of your qualification

Yours Faithfully


MRS LAMEK T. KAFIDI
DIRECTOR OF EDUCATION
OSHIKOTO REGION

CC: Principal, Okukonda SS & Nehale SS

Appendix F: Request for permission from NH school.

WILKA N. KATTI
P.O. BOX 1419 ONDANGWA
CELL: 0811 422 655 or 081 255 3585
Email: dapsy73@gmail.com
REPUBLIC OF NAMIBIA

26 October 2017

The School Principal
Nehale Secondary School
Oshikoto Education Directorate

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am registered Master of Education(M.Ed) Student at the University of Namibia in the Department of Educational Psychology and Inclusive Education. I am currently working under the supervision of Prof A. Mowes on a research project titled: *The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto region.*

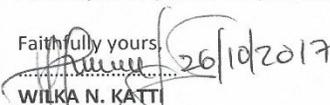
Part of M.Ed. curriculum requires students to do a research after completing coursework. I am intending to carry out research focusing on the effects of inclusive placements on learners with and without special educational needs in secondary schools. The research is purely for academic purposes and it is geared to help finding these effects and how to go about addressing them.

I am thus requesting permission to conduct this study at **Nehale Secondary School in Oshikoto region**. As part of the study, ten learners at your school will be interviewed and observed. The research ethics will be adhered to **and for anonymity sake, respondents' names will be withheld in the report.**

Also, the interviews and observations shall not interfere with the respondents' lessons or with the normal school programs. The respondents will be asked to sign a Consent Form and have every right to withdraw from the research at any point in time.

I thank you very much for your earliest consideration to this request.

Faithfully yours,


WILKA N. KATTI
STUDENT

Appendix G: Request for permission from LK school to carry out research.

WILKA N. KATTI
P.O. BOX 1419 ONDANGWA
CELL: 0811 422 655 or 081 255 3585
Email: dapsy73@gmail.com
REPUBLIC OF NAMIBIA

26 October 2017

The School Principal
Olukonda Secondary School
Oshikoto Education Directorate

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am registered Master of Education(M.Ed) Student at the University of Namibia in the Department of Educational Psychology and Inclusive Education. I am currently working under the supervision of Prof A. Mowes on a research project titled: *The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto region.*

Part of M.Ed. curriculum requires students to do a research after completing coursework. I am intending to carry out research focusing on the effects of inclusive placements on learners with and without special educational needs in secondary schools. The research is purely for academic purposes and it is geared to help finding these effects and how to go about addressing them.

I am thus requesting permission to conduct this study at Olukonda Secondary School in Oshikoto region. As part of the study, ten learners at your school will be interviewed and observed. The research ethics will be adhered to and for anonymity sake, respondents' names will be withheld in the report.

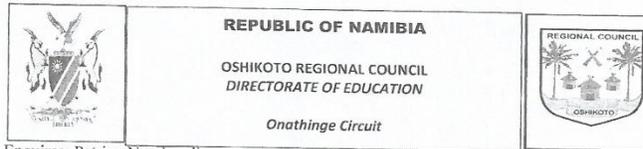
Also, the interviews and observations shall not interfere with the respondents' lessons or with the normal school programs. The respondents will be asked to sign a Consent Form and have every right to withdraw from the research at any point in time.

I thank you very much for your earliest consideration to this request.

Faithfully yours,

WILKA N. KATTI
STUDENT

Appendix H: Permission from LK school to conduct research.



Enquires: Petrina Nambandi
Tel: 065 - 243016
petrina.nambandi@yahoo.com

Olukonda SS
P/bag 2028
Ondangwa

26 October 2017

To: Ms Wilka Ndapewa Katti
P O Box 1419
Ondangwa
Cell. 0811422655

Dear Ms Wilka Ndapewa Katti

SUBJECT: PERMISSION TO CONDUCT RESEARCH AT OLUKONDA SECONDARY SCHOOL

This letter serves to inform you that permission has been granted to conduct your research project for Master of Education Degree which is entitled: "The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto region".

You are further requested not to interrupt or disrupt the curriculum implementation when conducting your research interviews.

Furthermore, we humbly request you to only use the gathered information for your study purpose only and not for any personal purposes.

I wish you all the luck in conducting your research and look forward to see how your research could benefit the Namibian child.

Faithfully yours

Joseph Kamenye

School principal

Appendix I: Request for authority from to carry out pilot study.

Wilka N. Katti
P O Box 1419 Ondangwa, Namibia
Cell.: 0811 422 655 /081 255 3588
Email: dapsy73@gmail.com

02 November 2017

The Principal
Uukule Secondary School
Oshikoto Education Directorate

SUBJECT: REQUEST FOR AUTHORISATION TO CONDUCT A PILOT STUDY FOR RESEARCH AT YOUR SCHOOL

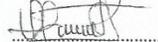
I am a registered Master of Education (M.Ed.) student at the University of Namibia in the Department of Educational Psychology and Inclusive Education. I am currently working under the supervision of Prof A. Mowes on a research project titled: *The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto region.*

Part of the M.Ed. curriculum requires the students to conduct a pilot study for the research to be undertaken, hence this request. The pilot study is purely for academic purposes.

The research ethics would be adhered to and for anonymity sake, respondents names will be withheld in the report. The pilot study will also not interfere with the normal school programs.

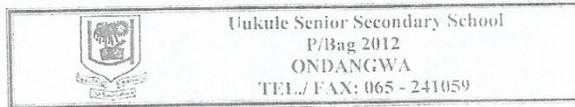
I thank you very much for your earliest consideration to this request.

Faithfully yours,



.....
Wilka N. Katti
STUDENT

Appendix J: Approval to conduct pilot study



03 November 2017

Ms. Wilka Katti
P.O Box 1419
Ondangwa
Cell: 0811422655

Dear Ms. W.N. Katti

Subject: Approval to conduct a pilot study for research at Uukule SSS

This letter serve to inform you that approval have granted to you, to come conduct a pilot study for research in the above mentioned school on a research project titled: *The effects of inclusive placements on learners with and without special educational needs in selected secondary schools in Oshikoto region.*

Looking forward to work with you

Faithfully yours


Mwalé Lizazi
Principal



Appendix K: Informed consent for the parent for the child's participation in research.

UNIVERSITY OF NAMIBIA

INFORMED CONSENT FOR CHILD'S PARTICIPATION IN RESEARCH

THE EFFECTS OF INCLUSIVE PLACEMENT ON LEARNERS WITH AND THOSE
WITHOUT SPECIAL EDUCATIONAL NEEDS IN SELECTED SECONDARY
SCHOOLS IN OSHIKOTO REGION

Parent

You are humbly requested to allow your child,, to participate in a research conducted by Wilka N. Katti, M.Ed. Inclusive Education student from the Department of Educational Psychology and Inclusive Education at the University of Namibia. The results of the study will contribute to a thesis for the degree. Your child was selected as a possible participant in this study because he/ she is capable of giving essential information for the research.

Purpose of research

The aim of this study is to investigate the effects of inclusive placement on learners with and those without special needs in selected secondary schools in Oshikoto Region.

Procedures

If you allow your child to take part in this study, I would interview him/ her on how inclusive placement affect both learners with and those without special educational needs. The time estimated time for the interview is 45 minutes.

Potential risks and discomforts

Some aspects may contribute to some stress and discomfort, however it would be expected that he/ she answer the questions as truthfully as possible.

Potential benefits to participants and society

By participating in this study, your child will acquire a better understanding of learners with and those without special educational needs in inclusive settings. The study will explore the loopholes and gaps that hinder effective implementation of inclusive education. This will lead to the improvement of the delivery of inclusive education.

Participation and withdrawal

Your child's participation is completely voluntary. He/ she may stop participating in the study, for any reason, if he/she decides to do so. His/ her decision to stop participating or to refuse to answer particular questions will not affect his/ her relationship with the researcher.

Confidentiality

All the information obtained in this study which is identified with your child, will remain confidential and will only be disclosed with his/ her permission as required by the law. I will keep the information in a safe place. Besides myself, only my supervisor can have access to the information.

Rights of research participants

Your child may withdraw his/her consent at any time and discontinue participation without penalty. Your child will not waive any legal claims, rights, remedies because of his/her participation in the study.

Identification of investigator

If you have any questions or concerns about the research, please feel free to contact me

Wilka N. Katti at 0811 422 655/ 0812553585.

Email: dapsy73@gmail.com

Home Address: Erf 1002, Ondangwa B1 Main road, Oniipa

You can also contact my supervisor:

Professor A.D. Mōwes

Faculty of Education

Department of Educational Psychology and Inclusive Education

Private Bag 13301

Windhoek

NAMIBIA

Tel. (061) 2063258

amowes@unam.na

Signature of child’s parent or guardian

The information above was described to me by Wilka N. Katti. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily my child to participate in the study. I have been given a copy of this form.

Name of Parent

Date

Signature

Signature of Investigator

I declare that I explained the information in this document to
.....

He /She was encouraged and given ample time to ask questions.

Signature of Investigator

Date

UNIVERSITY OF NAMIBIA

CONSENT TO PARTICIPATE IN RESEARCH

THE EFFECTS OF INCLUSIVE PLACEMENT ON LEARNERS WITH AND THOSE
WITHOUT SPECIAL EDUCATIONAL NEEDS IN SELECTED SECONDARY
SCHOOLS IN OSHIKOTO REGION

Learner

You are humbly requested to participate in a research conducted by Wilka N. Katti, M.Ed. Inclusive Education student from the Department of Educational Psychology and Inclusive Education at the University of Namibia. The results of the study will contribute to a thesis for the degree. You were selected as a possible participant in this study because you were one of the learners involved in inclusive placement at secondary schools.

Purpose of research

The aim of this study is to investigate the effects of inclusive placement on learners with and those without special needs in selected secondary schools in Oshikoto Region.

Procedures

If you volunteer to take part in this study, I would interview you on how inclusive placement affect both learners with and those without special educational needs. The time estimated time for the interview is 45 minutes.

Potential risks and discomforts

Some aspects may contribute to some stress and discomfort, however it would be expected that you answer the questions as truthfully as possible.

Potential benefits to participants and society

By participating in this study, you will acquire a better understanding of learners with and those without special educational needs in inclusive settings. The study will explore the loopholes and gaps that hinder effective implementation of inclusive education. This will lead to the improvement of the delivery of inclusive education.

Participation and withdrawal

Your participation is completely voluntary. You may stop participating in the study, for any reason, if you decide to do so. Your decision to stop participating or to refuse to answer particular questions will not affect your relationship with the researcher.

Confidentiality

All the information obtained in this study which is identified with you, will remain confidential and will only be disclosed with your permission as required by the law. I will keep the information in a safe place. Besides myself, only my supervisor can have access to the information.

Rights of research participants

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, remedies because of your participation in the study.

Identification of investigator

If you have any questions or concerns about the research, please feel free to contact me

Wilka N. Katti at 0811 422 655/ 0812553585.

Email: dapsy73@gmail.com

Home Address: Erf 1002, Ondangwa B1 Main road, Oniipa

You can also contact my supervisor:

Professor A.D. Mōwes

Faculty of Education

Department of Educational Psychology and Inclusive Education

Private Bag 13301

Windhoek

NAMIBIA

Tel. (061) 2063258

amowes@unam.na

Signature of research participant

The information above was described to me by Wilka N. Katti in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Date

Signature

Signature of Investigator

I declare that I explained the information in this document to

.....

He /She was encouraged and given ample time to ask questions. The conversation was conducted in English and there was no translation.

Signature of Investigator

Date

Appendix M: Interview guide

Interview guide for learners with and those without special educational needs

1. How does inclusive placement affect the academic performance of learners with and those without special educational needs? (RQ 1)
2. What are your views on the ways used by your teachers in presenting their lessons? (RQ 1)
3. How are you supported academically in the class? (RQ 1)
4. How do your teachers teach during lessons: do they teach different groups in different ways and give different tasks according to abilities or do they teach the whole class using the same way and give the same tasks? (RQ 1)
5. Are needs and interest of learners taken into account when determining subject level and programs? (RQ 1)
6. How do you think the subjects offered at your school meet your needs as well as the needs of those different from your condition? If not, what are your recommendations? (RQ 1)
7. Are co-curricular activities that support and enhance learning open and accessible to all learners? (RQ 2)
8. How do you feel to be in the same class with learners whose conditions and abilities are different from yours? (R Q2)
9. Are you treated in the same manner as others by teachers and other learners during these activities? (R Q2)
10. What do you look at when making friends with fellow learners? (R Q2)

11. How do you feel to be in the same class with learners whose conditions and abilities are different from yours? (RQ2)
12. What difficulties do you encounter in learning during lessons? (R Q3)
13. What difficulties do you encounter during social activities at school? (RQ 3)
14. Some people say that it has more disadvantages than advantages to be in an inclusive class. What would you say to that? (R Q3)

Thank you very much for taking your time for this interview. Your contribution will enrich the findings of this research.

Appendix N: Observation schedule

OBSERVATION SCHEDULE FOR LEARNERS WITH AND WITHOUT SPECIAL EDUCATIONAL NEEDS

Date	
Name of school	
Code(s) of participant(s)	

CRITERIA	COMMENTS
1. Academic performance	
Written work (teachers' comments, marks obtained, completion of tasks, amount of work) (RQ1)	
Lesson activities (participation, confidence, concentration, responsiveness) (RQ 1)	
Mark schedules (marks obtained over the period in the grade, progress in performance) (RQ 1)	
2. Social activities	
Activities during break time/ free time (interactions among the learners, tolerance, group formations, attitude) (RQ 2)	
Extra-curricular activities (participation in extracurricular activities, variety of activities, confidence in activities, interactions) (RQ 2)	
3. Challenges	
Learning Difficulties During lessons and learning activities, coping with pace of learners, coping with tasks(RQ 3)	
Social difficulties e.g. during break time, group interactions, accommodation of each other (RQ3)	

Appendix O: Observation Checklist

Participant code.....		With/Without special educational needs.....		
School code.....				
Criteria	No	Sometimes	Yes	
Tasks completed				
Tasks completed correctly				
Examinations passed				
Active participation during lessons				
Responsiveness				
Understanding				
Confidence				
Cooperation				
Interaction with other learners				
Opportunity to participate in extra-curricular activities				
Acceptance of/by other learners				
Tolerance of learners with different conditions				
Friendship				
Are the conditions of friends the same				
Learning difficulties				
Social difficulties				